###### NOIDA INTERNATIONAL UNIVERSITY

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**DEPARTMENT OF PUBLIC ADMINISTRATION**

**SCHOOL OF LIBERAL ARTS**

**BACHELOR OF ARTS: PUBLIC ADMINISTRATION (HONOURS)**

**(Semester Based Course)**

**National Education Policy 2020**

**Rules, Regulations and Course Contents**

**Effective from**

**Academic year 2022-2023 onwards**

**PREAMBLE**

The Learning Outcomes based Curriculum prepared for the B.A. (Hons.) Public Administration subject primarily intends to help the learners in understanding the objectives of studying an Undergraduate Programme and specifically the discipline of Public Administration. This curriculum will help them in understanding, critically engaging, analysing and appreciating the societal and market relevance of the discipline of Public Administration. It is worth mentioning here that the B.A. (Hons.) Public Administration Undergraduate Program framed as per the LOCF Guidelines under CBCS is a model for reference and the Higher Education Institutions conducting such academic programmes will have enough freedom in incorporating suitable modifications keeping in view the global, national and regional contexts and skill requirements for various employment sectors. Moreover, the list of readings, web resources, reports etc. are only indicative and do not pre-empt further exploration. The learning outcomes of the various courses and the whole programme are modifiable keeping in view the advancement in the related fields of knowledge or practice and the changing requirements of the stakeholders, which are complex, diverse and culturally specific. The academic entities offering the B.A. (Hons.) Public Administration programme are expected to encourage their faculty to adopt the suggested apagogical innovations, in addition to teaching/learning processes recommended, so that the intended Course/ Programme learning outcomes can be achieved.

**The following objectives would be achieved from the framework:**

To explore public administration within political, legal, and social contexts to understand the three broad challenges that student will face in his career as a public manager: administrative rationality in a democratic republic, organizational capacity and networks, and institutional opportunities and constraints.

• To promote understanding of the operations of public organizations in political, social, legal, and economic environments.

• To understand and analyze policies, programs, problems, and issues and make pertinent recommendations

• To promote familiarity with the substantive character of, and problems in the implementation of specific areas of public policy.

• The main objective of the programme is to impart the students the important skills like conceptual, entrepreneurial, and analytical skills for the acquisition of academic theory and skills to foster an ethical and enduring commitment to the public service values of serving the public interest with accountability and transparency.

• To encourage students to acquire knowledge, skills and capabilities arising from the need for a more efficient and effective public administration

• To equip the students for seeking suitable employment ability

• To impart knowledge and develop understanding of research methodology and its application for research relevant to problems of governance.

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

**Public Administration under CBCS**

B.A. (Hons.) Public Administration is a theoretical and application oriented academic program which needs to develop specialized knowledge and skills among the graduates to engage themselves in Public governance and its related activities. In recent years, mega developments like information and communication technology, liberalization, privatization, globalization, decentralization and growing role of the civil society have impacted the role of the state and its agencies. It has changed the citizens’ interface with the governance and market forces. Innovative citizen-centric practices in governance have been adopted across the world. The concerns for good governance and citizen centric governance have become important objectives in addition to the traditional narratives of efficiency, economy and effectiveness. Policy process and performance have become the central theme of intellectual debate and discourse.

This kind of all-round transformation has created the need for well informed and proficient manpower for discharging regulatory responsibilities and delivering a set of quality services to the satisfaction of the citizens. This manpower can be developed only with flexible, adaptive and progressive training programs. The key areas of study within the subject area of B. A. (Hons.) Public Administration comprise compulsory courses on Introduction to Public Administration, Administrative Theory, Indian Administration, Public Policy and Governance, Public Personnel Administration, Rural Local Governance, Public Financial Administration, Urban Local Governance, Research Methods, Comparative Public Administration, Development Administration and Administrative Ethics and Governance. The Discipline Specific courses are on Regulatory Governance, Health Administration, Administrative Law, Rights Based Governance, Disaster Management, Educational Administration, Environment Policy and Administration, NGOs and Sustainable Development, to cover almost all aspects of public governance. Besides this, skill enhancements courses on Personality Development and Communication Skills, Management of NGOs, Social Audit, E-Governance, Web Based Administration, Secretarial Practice, Training of Community Resource Persons, Negotiation and Conflict Management, Data Base Administration, Monitoring and Evaluation of Development Programs, Service Quality Management, Cyber Crime Administration have also been added to infuse vocational and practical skills among the students of this academic program.

**Learning Outcomes Based Approach to Curriculum Planning**:

The learning outcomes-based approach implies that when an academic program is planned, desirable learning outcomes are identified and considered in the formulation of the program. Course contents, learning activities and assessment types are designed to be consistent with the achievement of desired learning outcomes. The learning outcomes are in terms of knowledge, professional attitude, work ethics, critical thinking, self-managed learning, adaptability, problem solving skills, communication skills, interpersonal skills and group/team work. At the end of a particular course/program, assessment is carried out to determine whether the desired outcomes are being achieved. This outcome assessment provides feedback to ensure that elements in the teaching and learning environment are acting to nurture, with the aim to facilitate the desired outcomes. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes which in turn help not only in curriculum planning and development, but also in delivery and review of the academic program.

**Aim of B. A. (Hons.) Public Administration**

The overarching aims of the B. A. (Hons.) Public Administration are to:

• Provide students with learning experiences that develop broad knowledge and understanding of key concepts of Public Administration and equip them with advanced knowledge and understanding for analyzing and performing the tasks concerning public affairs;

• Develop students’ ability to apply the acquired knowledge and skills to the solution of specific theoretical and applied problems in Public Administration settings;

• Develop abilities in students to come up with innovative prescriptions/solutions for the benefit of society, by diligence, leadership, team work and lifelong learning;

• Provide students with skills that enable them to get employment in public, private, nongovernmental sectors; pursue higher studies; participate in quality research assignments.

**Program Learning Outcomes of B. A. (Hons.) Public Administration**

The learner who completes three years’ undergraduate program in Public Administration would earn an Honours degree in the discipline. The learning outcomes that a student should be able to demonstrate on completion of this Hons. degree level program would involve academic, behavioural and social competencies:

Students will be able to define public administration and list its nature and scope.

* Students will be able to differentiate between public and private administration.
* Students will be able to evaluate the origin of public administration as a discipline.
* Students will be able to examine the contribution of Elton Mayo, Herbert Simon, and F.W. Taylor on the development of administrative thought and their influence on the structure and process of administrative organizations.
* Students will be able to differentiate between the agencies of government based on their work and nature.
* Students will also be able to evaluate the conditions of decision-making, types and decision making.
* The students will be able to evaluate the interrelatedness of all the different aspects of government business, including their local, regional and international dimensions with special emphasis on efficiency and effectiveness.
* Students will be able to explain structures and process of public organizations and how they are managed within the context of national and international government business practices, economic and political organizations which form the business environment
* Students will be able to explain communication process, types and barriers in public organizations.

**Learning Specific Outcomes**

* Some distinct and new learning outcomes have been incorporated from each course such as to:
* To provide the students a deeper and broader understanding of the subject.
* To encourage students to acquire knowledge, skills and capabilities arising from the need for a more efficient and effective public administration.
* To enhance their research ability to add new thinking and concept into its body of knowledge.
* To equip the students for seeking suitable employment ability.
* To impart knowledge and develop understanding of research methodology and its application for research relevant to problems of governance.
* Use ethical leadership in transparent, accountable decision making for the common good.

**COURSE STRUCTURE**

The aims of B A (Hons.) Public Administration are achieved by Core (Foundation) Courses and Elective (Specialization) Courses. The Core Courses are essential to provide basic knowledge of a discipline and framed to promote common educational premises for the same. The specialized courses, on the other hand, allow the students to acquire knowledge in various specializations and subject combinations as per the CBCS requirements. The courses are planned in a manner that the generic or foundational courses along with courses focusing on skill, with a wide range of application, are covered during the first two years of the undergraduate program. Specialized courses to prepare students to build professional competence can be introduced in later semesters. It is pertinent to understand that the educational institutions in India have varied level of physical infrastructure, faculty strength, academic resources and availability of expertise; therefore, the basket of courses or specialized courses of discipline to be offered to students would vary from institution to institution. Efforts need to be made to provide diversity of courses and specializations in order to develop necessary skills to enhance employment opportunities. The courses under CBCS are designed to have a strong interface between regular and online learning modes, thereby, actively utilizing national knowledge network resources. It is expected that the faculty would utilize both virtual and physical class rooms through video lectures, small group discussions, tutorials and individual presentations. Community engagement may be incorporated through socially driven small scale research projects, workshops, field training exercises and simulations utilizing currently available knowledge systems and technological facilities. The credit system used in this curriculum requires 40- 50 hours (minimum) of active academic engagement for one course in one semester.

**CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS 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 Choice Based Credit System:**

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

**2. Elective Course:** 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 Course.

**2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/ subject of study is referred to as Discipline Specific Elective.

The University also offers discipline related Elective courses of inters disciplinary nature (to be offered by main discipline/subject of study).

**2.2Dissertation/Project**: An elective course designed to acquire special/ advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/ faculty member is called dissertation/project.

**2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

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

**3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

**3.1 AE** Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

**3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

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

**DEPARTMENT OF PUBLIC ADMINISTRATION**

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| **Year** | **Semester** | **Course Code** | **Paper Title** | **Theory/**  **Practical** | **Credits** |
| 1 | I | A280101T | Elements of Public Administration | Theory | 4 |
| 1 | I | A280102T | Principles of Organization & Management | Theory | 4 |
| 1 | I | A280103T | Indian Culture Through Ages | Theory | 5 |
| I | I | A070103T | Contemporary issues in Society (Sociology) | Theory | 5 |
| I | I |  | Communicative English (SJMC) | Theory | 4 |
| I | I |  | Basic Photography Skills (SJMC) | Practical | 3 |
| I | I |  | Universal Human Values (Jeevan Kaushal) | Theory | 2 |
|  |  |  | **TOTAL-** |  | **24** |
|  |  |  |  |  |  |
|  |  |  | **SEMESTER II** |  |  |
| 1 | II | A280201T | State & Government | Theory | 4 |
| 1 | II | A280202T | Administrative Thinkers | Theory | 4 |
| I | II | A060203T | Indian Constitution | Theory | 5 |
| I | II | A390203T | Introduction to the UN System | Theory | 5 |
| I | II |  | Environmental Studies (Geography) | Theory | 4 |
| I | II |  | Advanced Photographic Skills (SJMC) | Practical | 3 |
| I | II |  | Communication Skills (Jeevan Kaushal) |  | 2 |
|  |  |  | **TOTAL** |  | **24** |
|  |  |  |  |  |  |
|  |  |  | **SEMESTER III** |  |  |
| 2 | III | A280301T | Indian Constitution & Administration | Theory | 4 |
| 2 | III | A280302T | Public Personnel Administration | Theory | 4 |
| 2 | III | A280303T | Organizational Behaviour | Theory | 5 |
| 2 | III | A070303T | Self-Reliance and Socialization | Theory | 5 |
| 2 | III |  | Human Rights and Laws (Pol.Sc) | Theory | 4 |
| 2 | III |  | Basic Content Writing Skills (SJMC) | Theory | 3 |
| 2 | III |  | Professional Skills (Jeevan Kaushal) | Theory | 2 |
|  |  |  | **TOTAL** |  | **24** |
|  |  |  |  |  |  |
|  |  |  | **SEMESTER IV** |  |  |
| 2 | IV | A280401T | Public Policy | Theory | 4 |
| 2 | IV | A280402T | Financial Administration | Theory | 4 |
| 2 | IV | A090403T | Psychology of Social Behaviour (Psychology) | Theory | 5 |
| 2 | IV | A110403T | Tourism Geography (Geography) | Theory | 5 |
| 2 | IV |  | Women and Children Law (SLLA) | Theory | 4 |
| 2 | IV |  | Writing for Media Print (SJMC) | Theory | 3 |
| 2 | IV |  | Leadership and Managerial Skills (Jeevan Kaushal) | Theory | 2 |
|  |  |  | **TOTAL** |  | **24** |
|  |  |  | **SEMESTER-V** |  |  |
|  |  |  |  |  |  |
| 3 | V | A280501T | Local Self- Government & Administration | Theory | 4 |
| 3 | V | A280502T | Social Welfare Administration | Theory | 5 |
| 3 | V | A280503T | Comparative and Development Administration | Theory | 5 |
| 3 | V | A280504T | Contemporary Models of Government: UK, USA, and Switzerland | Theory | 4 |
|  |  | A280505T | International Organization | Theory | 4 |
| 3 | V |  | Research Methodology | Theory | 4 |
| 3 | V |  | Problem-Solving and Decision Making (SJMC) | Theory | 2 |
| 3 | V |  | Project/Awareness of Rights & Law | Theory | 4 |
|  |  |  | **TOTAL** |  | **30** |
|  |  |  |  |  |  |
|  |  |  | **SEMESTER-VI** |  |  |
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|  |  |  |  |  |  |
| 3 | VI | A280601T | International Administration | Theory | 5 |
| 3 | VI | A280602T | Issues in Public Administration | Theory | 5 |
| 3 | VI | A280603T | Citizens and Administration | Theory | 5 |
| 3 | VI | A280604T | Issues in Public Administration (with special reference to India) | Theory | 5 |
| 3 | VI |  | Entreprenurship and Startup Management (SBM) | Theory | 4 |
| 3 | VI |  | Personality Development | Theory | 2 |
| 3 | VI |  | Project | Theory | 4 |
|  |  |  | **TOTAL** |  | **30** |
|  |  |  |  |  |  |

**Grand Total - 3600**

**Total Credits-164**

**(Year I, Semester I)**

**SUBJECT NAME: Elements of Public Administration**

**SUBJECT TYPE: MAJOR I (CORE)**

**SUBJECT CODE:** A280101T

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| **Course Code: A280101T** | **Subject Code:** | **Course Title** | **Elements of Public Administration** |
| **Course Outcomes:**  This paper will introduce students to new concepts of Public Administration discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Public Administration. This paper will familiarize the students with the basic concepts of Public Administration in developed and developing countries. In addition, the course will also cover new areas and new developments in the field of Public Administration Particularly Good Governance, New Public Administration, etc. | | | |
| Credits - 5 | Maximum Marks: 100 | | Minimum Marks: 40 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 4-1-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Public Administration**: Introduction. * Meaning, Nature, Scope and Significance. * Globalization and Public Administration | | 15 |
| **II** | * Difference between Public and Private Administration. * Relationship of Public Administration with other Social Sciences. | | 10 |
| **III** | **Evolution of Public Administration:**   * Hierarchy; Unity of Command. * Span of Control. * Centralization and Decentralization. * Delegation; Supervision & Control. | | 15 |
| **IV** | **Principles of Organization:**   * Recruitment: Meaning and Types, Importance * Selection: Meaning & Types * Training: Meaning & Types * Transfer: Meaning and Types * Performance Appraisal. | | 10 |
| **V** | **Administrative Behavior:**   * Decision - Making, Leadership: Meaning and Characteristics. | | 10 |
| **VI** | * Motivation & Communication: * Significance in Organization and Administration. | | 15s |
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| This is an elective course open for all. | | | |

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| Suggested Readings:   1. Avasthi, A & Maheshwari, S. R. 2006. Public Administration. (Hindi & English) Lakshmi Narain Aggarwal: Agra. 2. Bhattacharya, Mohit. 1987. Public Administration- Structure, Process and Behaviour. The World Press Private Ltd.: Calcutta. 3. Bhattacharya, Mohit. 2007. Public Administration. The World Press Private Ltd.: Calcutta. 4. Puri, K.K. 2006. Elements of Public Administration. Bharat Prakashan: Jalandhar. 5. Laxmikanth. M; Public Administration; Published by McGraw Hill. |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year I, Semester I)**

**SUBJECT NAME: Principles of Organization & Management**

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280102T

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| **Course Code:** A280102T | **Subject Code:28** | **Course Title** | Principles of Organization & Management |
| **Course Outcomes:**  This paper will introduce students to new concepts of Public Administration discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Public Administration. This paper will contribute in enriching the vocabulary and scientific temperament of the students. The objective is to provide an understanding of basic concepts and principles of management. The aim is to inculcate the ability to apply multifunctional approach to Organizational objectives. | | | |
| Credits - 5 | Maximum Marks: 100 | | Minimum Marks: 40 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 4-1-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Management:** * Meaning, Nature, Scope, Significance. * Levels of Management. | | 15 |
| **II** | * **Management:** * Concept and Function. * Management and Public Administration. | | 10 |
| **III** | * Theories and Principles of Organization and Management * Organizational Types | | 15 |
| **IV** | * Office Management: Meaning. * Functions of Office Management. | | 10 |
| **V** | * **Staffing:** Meaning, * Recruitment: Meaning and Types, Importance * Selection: Meaning & Types * Training: Meaning & Types * Transfer: Meaning and Types * Performance Appraisal. | | 15 |
| **VI** | * **MBO (Management by Objective).** * O&M (Operation & Maintenance). * Work-simplification. * Automation and work Study. | | 10 |
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| This is an elective course open for all. | | | |

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| Suggested Readings:   1. Essentials of Management – Koontz, O’Donnell & Weihrich (Tata McGraw), New Delhi 2. S.S. Khanka, Organizational Behaviour, S. Chand Publication. 3. Principles of Management – Stoner & Freeman. 4. Principles & Practices of Management - L.M. Prasad. 5. Management Principles-C. B Gupta. 6. K. Ashwathappa, Organizational Behaviour, Tata McGraw Hill. |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

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| **Programme / Class** | | 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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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz. | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme/Class** | | | **Certificate** | **Year** | | **B.A.I** | | | **Semester** | | **I** |
| **Subject** | | | **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** | |  | **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** | | 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, Patronyms, 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

**Format for Developing Syllabus for a Course/Paper**

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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

**(Year I, Semester II)**

**SUBJECT NAME: State & Government**

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280201T

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| **Course Code:** A280201T | **Subject Code:28** | **Course Title** | Principles of Organization & Management |
| **Course Outcomes:**  This paper attempts to familiarize the students to become informed voters, to understand their Constitutional rights, to know their responsibilities under the law and to think about how processes can be improved to benefit society. Learning about government provides a foundation for making informed choices in elections. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 40 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **State:** **Introduction.** * Meaning, Elements of the State. | | 10 |
| **II** | * Nature and Functions of the State. * Origin of the State (Social Contract Theory: Thomas Hobbes, John Locke, JJ Rousseau), Sovereignty: Meaning and Types | | 10 |
| **III** | * **Liberty:** **Introduction.** * Meaning and Kinds of Liberty. * Equality: Meaning, Features and Types. | | 10 |
| **IV** | * Justice: Meaning and Types. * Rights: Meaning and Kinds, * Democracy: Meaning, Characteristics and Kinds. | | 10 |
| **V** | * **Government**: * Forms of Government: * Democratic and Non-Democratic * Parliamentary & Presidential * Unitary and Federal   Organs: Legislature, Executive, Judiciary  Functions and Role | | 10 |
| **VI** | * **Political Parties:** * Features and Types. * Elections and Electoral Reforms. * Political Development. * Political Culture: Definition and Types. | | 10 |
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| This is an elective course open for all. | | | |

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| Suggested Readings:   * 1. Agarwal; R.C; Political Theory (Principles of Political Science); S. Chand Publications.   2. Jauhari; J.C; Concepts of Political Theory, New Delhi.   3. Kapur; A.C; Principles of Political Science, New Delhi. |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year I, Semester II)**

**SUBJECT NAME: Administrative Thinkers**

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280202T

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| **Course Code:** A280202T | **Subject Code:28** | **Course Title** | Administrative Thinkers |
| **Course Outcomes:**  This paper will familiarize the students with the basic concepts and thoughts given by different thinkers. In addition, the course will also cover new areas and new developments in the field of Public Administration. The paper will also cover various theories given by various thinkers. | | | |
| Credits - 5 | Maximum Marks: 100 | | Minimum Marks: 40 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Indian Administrative Thinkers:** * Kautilya: Political and Economic IdeasNature and Functions of the State. | | 10 |
| **II** | * M.K. Gandhi: Non-violence * and Truth. * Dr. B. R. Ambedkar: Social Justice, Equality. | | 10 |
| **III** | **The Classical School:**   * F.W. Taylor: Principles of Management, * Luther Gulick Principles of Management. * Henri Fayol Principles of Management. * Max Weber: Theory of Bureaucracy. | | 10 |
| **IV** | * **Human Relation School:** * Elton Mayo: Hawthorne Experiment. * M.P. Follet: Peace & Conflict Resolution. * Mc Gregor: Theory of Motivation. | | 10 |
| **V** | * **Behavioral School:** * C.I. Barnard: Informal and formal Organization. | | 10 |
| **VI** | * H.A. Simon; Decision Making. * Abraham Maslow: Theory of Motivation. | | 10 |
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| This is an elective course open for all. | | | |

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| Suggested Readings:   1. D.S. Pugh, D.J. Hickson and C.R. Hinings Writers on Organizations (Harmonds Worth: Penguin, 2007). 2. D. Ravindra Prasad, V.S. Prasad and P. Administrative Thinkers (New Delhi: Sterling, 2008). 3. Peter M. Blau Bureaucracy in Modern Society (New York: Random House). |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**Human Rights and Laws**

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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 | | 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 Nexis NewDelhi 2. Bhargava (ed.) ‘Politics & Ethics of the Indian Constitution’ Oxford University Press NewDelhi 3. BiswalTapan (2017) ‘Bharatiya Shasan Samvaidhanik Loktantraaur RajneetikPrakriya’ Orient Blackswan NewDelhi 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. &Sexena Rekha (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. |

**Advanced Photography Skills Practical**

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| Programme/Class: Certificate | | Year: First | | Semester: Second | |
| Subject: Advanced Photography Skills Practical | | | | | |
| Course Code: | | Course Title: Advanced Photography Skills Practical | | | |
| Course Objectives:  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 | | | Vocational Course | | |
| Max. Marks: 100 | | | Min. Passing Marks:40 | | |
| Total No. of Tutorial-Practical (in hours per week): L-T-P 0-0-6 | | | | | |
| **Unit** | **Topics** | | | | **No. of**  **Practicals** |
| **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 | | | | 9 |
| **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. | | | | 10 |
| **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. | | | | 13 |
| **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 | | | | 13 |
| **Suggested Readings:**  1) Langford, M., Smith, R. S., & Renn, P. (2010). Langford's basic photography: The guide for serious photographers. Oxford: Focal.  2) Langford, M. (1987). The step-by-step guide to Photography. New York: Alfred A. Knopf, London, B., & Upton, J. (1998). Photography. New York: Longman  3) The Darkroom Cookbook; Anchell, Stephen G.  4) Practical photography; Freeman, John | | | | | |
| **Course Learning Outcome:**  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. | | | | | |

**WRITING FOR MEDIA- PRINT**

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| Programme/Class: Core | | Year: First | | Semester: Second | |
| **Subject:** WRITING FOR MEDIA- PRINT | | | | | |
| Course Code: A27020IT | | Course Title: WRITING FOR MEDIA- PRINT | | | |
| **Course outcomes:**  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: 2 | | | Vocational Course | | |
| Max. Marks: 100 | | | Min. Passing Marks: 40 | | |
| Total No. of Lectures-Practical (in hours per week): L-T-P: 4-0-0 or 2-1-0 Etc. | | | | | |
| **Unit** | **Topics** | | | | **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. | | | | 9 |
| **II** | **Introduction to News Resource**   Major newspaper and magazine organizations: An analysis of major publications   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. | | | | 10 |
| **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  Reporting for a news agency, specialized reporting like investigative journalism, etc. | | | | 13 |
| **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 | | | | 13 |
| **Suggested Readings:**  1) Langford, M., Smith, R. S., & Renn, P. (2010). Langford's basic photography: The guide for serious photographers. Oxford: Focal.  2) Langford, M. (1987). The step-by-step guide to Photography. New York: Alfred A. Knopf ● London, B., & Upton, J. (1998). Photography. New York: Longman.  3) The Darkroom Cookbook; Anchell, Stephen G.  4) Practical photography; Freeman, John | | | | | |
| Course Learning Outcome:  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. | | | | | |

**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.

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

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| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | II | |
| **Subject** | | Geography | | | | | |
| **Course Code** | |  | **Course Title** | **Environmental Studies** | | | |
| **Course Outcome**- This course provides an introduction to the history of cartography and the new automated mapping techniques. Topics include a brief introduction to basic cartographic principles such as maps scales, coordinate systems, map projections, raster and vector data structures, data sources and accuracy, cartographic design. | | | | | | | |
| **Credits –** 4 | | **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 | 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 | | | | | | 6 |
| 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. | | | | | | 6 |
| III | Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value, Biome, Classification of biome, Ecological Successions, Soil erosion and desertification, deforestation, | | | | | | 7 |
| 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. | | | | | | 7 |
| 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. | | | | | | 7 |
| 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., | | | | | | 7 |

**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.

**(Year II, Semester III)**

**SUBJECT NAME: Indian Constitution & Administration**

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280301T

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| **Course Code:** A280301T | **Subject Code:28** | **Course Title** | Indian Constitution & Administration |
| **Course Outcomes:**  This paper attempts to familiarize the students of Public Administration with the basic features of Indian Constitution, particularly those having relevance for the administrative set up in India. The Constitution of India defines the basic objectives and functioning of the government. It has provisions for bringing about social change and defining the relationship between individual citizen and the state. This paper also covers the administrative set up and structure at central level in addition to critical areas like Centre-State relations and generalist/specialist relationship. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 40 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **British Legacies:** * Over Indian Administration. * Evolution of Administration in India Maurya. | | 10 |
| **II** | * Features of Mughal Administration. * Administrative System during British Period. * Basic Features of Indian Administration. | | 10 |
| **III** | * **Administration at Union Level**: * President of India: Powers and Positions. | | 10 |
| **IV** | * Prime Minister Powers and Position. * Council of Ministers. * Structure and Functions of the Central Secretariat. * Cabinet Secretariat and PMO. | | 10 |
| **V** | * **State Administration**: * The Governor: Position and Powers. * The Chief Minister Position and Powers. * The Council of Minister. * Structure and Functions of State Secretariat. * Chief Secretary. * Directorate - Secretariat relations. | | 10 |
| **VI** | * **District Administration**: * DM: Function & Role, Law & order. * Development administration: CDO & BDO Functions. * VDO & DRDA: Structure, Function & Role * District Planning Committee (DPC). | | 10 |
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| This is an elective course open for all. | | | |

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| Suggested Readings:   * 1. Ramesh, K. Arora and R. Goyal: Indian Public Administration, Vishwa Prakashan, New Delhi, 2002.   2. Avasthi and Avasthi: Indian Administration, Lakshmi Narain Aggarwal, Agra, New Delhi, 2002.   3. S.R. Maheshwari: Evolution of Indian Administration, Agra, Lakshmi Nrain Aggarwal, 1970.   4. Hoshiar Singh: Indian Administration, Kitab Mahal, Allahabad, 2000. |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year II, Semester III)**

# SUBJECT NAME: Public Personnel Administration

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280302T

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| **Course Code:** A280302T | **Subject Code:28** | **Course Title** | Public Personnel Administration |
| **Course Outcomes:**  The syllabus of the paper attempts to familiarize the students with the concept of Public Personnel Administration, cover system in India and various aspects of Human Resource Development and Rules of Services and the Negotiation Machinery. The paper attempts to familiarize the students with various aspects of social welfare in India. It acquaints them with respect to the role and functions of National commission**.** To develop an understanding that how CSWB, SHGs and International agencies work for the social welfare. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 40 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 5-1-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Public Personnel Administration:** * Meaning, Nature, Scope and Significance. | | 15 |
| **II** | * Evolution of Public Personnel Administration. * Functions of Personnel Administration. | | 10 |
| **III** | * **Bureaucracy:** * Meaning, Features, Types of Bureaucracy. * Nature of Appointment. * Generalist and Specialist Debate in Public Service. | | 15 |
| **IV** | * **Classification of Services:** * Position and Rank Classification. * Recruitment and Recruitment Agencies. * Training & Promotion. | | 10 |
| **V** | * **Service Conditions and Discipline**. * Accountability. | | 15 |
| **VI** | * Transfer: Types of Transfer Performance Appraisal. * Retirement Benefits. | | 10 |
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| This is an elective course open for all. | | | |

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| Suggested Readings:   1. Kerlinger, E. David: Public Personnel Management, IIPMA, Prentice Hall Inc. Englewood Cliffs, New Jersey, 1986. 2. Government of India: Administrative Reforms Commission, Report on Personnel Administration, 1969. 3. Sinha, V.M.: Personnel Administration, RBSA, Jaipur. 4. Saxena, A.P.: Training and Development in Government (New Delhi). |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

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

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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

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

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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/

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

**(Year II, Semester IV)**

# SUBJECT NAME: Public Policy

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280401T

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| **Course Code:** A280401T | **Subject Code:28** | **Course Title** | Public Policy |
| **Course Outcomes:**  This core course on Public Policy comprehensively introduces the concept and significance of public policy, the history of policy sciences and the public policy process. At the end of the course the student will have an understanding of the growth of policy sciences, the significance and different stages of the public policy process in terms of the theoretical formulations as well as the working of this process with special reference to India. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 33 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Public Policy:** * Meaning, Nature. * Significance of Public Policy. | | 10 |
| **II** | * Policy Analysis: Concept. * Significance; * Policy analysis process. | | 09 |
| **III** | * **Policy Making:** * Meaning, Structures and Process. * Role of Political Executive in Policy Making. | | 09 |
| **IV** | * Role of Legislature in Policy Making. * Role of Bureaucracy in Policy Making. * Role of Judiciary in Policy Making. | | 11 |
| **V** | * **Constraints in Policy Formulation.** * Problems in Execution. * Process of Policy Evaluation. * Steps of Policy Evaluation. | | 10 |
| **VI** | * **Sectoral Policies in India:** * Education Policy * Health Policy | | 10 |
| This is an elective course open for all. | | | |

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| Suggested Readings:   1. Miller, A., The Nature of Politics, Gerald Duckworth, London, 1962. 2. Sapru, R.K. Public Policy, Sterling Publishers, New Delhi. (Latest Edition) 3. Dayal, Ishwar, Kuldeep Mathur et.al., Dynamics of Formulating Policy in Government of India, Machinery for Policy Development, Delhi, Concept Publication House, 1976.   Kothari, Rajni, Politics and People, New Delhi, Ajanta, 1989. |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year II, Semester IV)**

# SUBJECT NAME: Financial Administration

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280402T

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| **Course Code:** A280402T | **Subject Code:28** | **Course Title** | Financial Administration |
| **Course Outcomes:**  Financial Administration involves all the activities of finance and taxation. In simple words Financial Administration is an all-encompassing term for all those functions /operations having the objective to make funds and finance available to the government for its duties and responsibilities to be carried out smoothly and also all those activities that ensure the lawful and efficient use of those funds/finance. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 40 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Financial Administration:** * Meaning, Nature. * Scope, Significance | | 10 |
| **II** | * Working of Finance. * NITI Ayog. * Union - State Financial Relation. | | 10 |
| **III** | * **Budget:** * Meaning, Principles * Formulation / Preparation. * Enactment and Execution. * Deficit Financing, * Performance Budgeting. * Zero Based budgeting (ZBB) | | 10 |
| **IV** | * **Financial Control Over Administration.** * Parliamentary Control. * Financial Committees. * Accounting. * Auditing and Comptroller & Auditor General of India. | | 10 |
| **V** | * **Tax Administration in India:** * Features. | | 10 |
| **VI** | * Public Debt. * Public Revenue * Public Expenditures. | | 10 |
| This is an elective course open for all. | | | |

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| Suggested Readings:   1. Thavraja, M.J.K.: Financial Administration of India, Sultan Chand & Sons, New Delhi, 1994. 2. Goel, S.L.: Public Financial Administration, Deep & Deep Publications, New Delhi, 2003. 3. Gautam, P.N.: VitPrashashan, Haryana Sahitya Academy. 4. Tyagi, B.P.: Public Finance, Meerut. |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

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

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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.

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

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| **Programme / Class** | | Degree | **Year** | B.A. II | **Semester** | IV | |
| **Subject** | | Geography | | | | | |
| **Course Code** | |  | **Course Title** | **Content Writing-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**  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**  Definitions, 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

**(Year III, Semester V)**

# SUBJECT NAME: Local Self- Government & Administration

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280501T

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| **Course Code:** A280501T | **Subject Code:28** | **Course Title** | Local-Self Government and Administration |
| **Course Outcomes:**  The present paper would make the students understand the concept and rational of Rural and Urban Local Government besides tracing its history since the British era. Local government in India falls mainly under two categories: rural self-government and urban self-government. Local in rural areas is enabled by the Panchayat system of governance involving Panchayati Institutions (PRIs).  It would help them to understand the types of Rural and Urban Local Governments and the Challenges faced by them post 73rd and 74th Amendment Act. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 40 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Introduction to Local Government:** * Meaning of Local Government. | | 10 |
| **II** | * Nature and Scope of Local Government. * Growth and Development of Local Government. | | 10 |
| **III** | * **Rural Local Government:** * Concept of Local Government. | | 10 |
| **IV** | * Functions of Local Government. * Rural Development Programs and 73rd Constitutional Amendment Act. | | 10 |
| **V** | * **Urban Local Government:** * Meaning. * Function * Constitutional Amendment Acts. * Urban Development Programs and 74th Constitutional Amendment Act. | | **10** |
| **VI** | * **Features of Government:** * Features of Local Government in Britain. * Features of Local Government in France. * Features of Local Government in United States of America (USA). * Features of Local Government in Japan. * Features of Local Government in China | | **10** |

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| Suggested Readings:   1. Puri, K.K. 1985, Local Government in India, Bharat Prakashan, Jalandhar. 2. Khera, S.S., 1974. District Administration in India: Asia Publishing House: New York. 3. Maheshwari, Shriram. 1979. State Government in India; The Macmillan Company of India limited: Delhi. 4. A. Avasthi , Municipal Administration in India. |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year III, Semester V)**

# SUBJECT NAME: Social Welfare Administration

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280502T

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| **Course Code:** A280502T | **Subject Code:28** | **Course Title** | Social Welfare Administration |
| **Course Outcomes:**  The paper attempts to familiarize the students with various aspects of social welfare in India by emphasizing on policy, Programs and Administration of the weaker sections, the administrative set up and the legislations in this area. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 33 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Social Welfare: Administration:** * Concept of Welfare State. | | 10 |
| **II** | * Concept and Significance of Social Welfare Administration. * Social Change. * Social Justice. | | 10 |
| **III** | * **Social Welfare Administration at Union level:** * Ministry of Social Justice & Empowerment: - * Structure, Function & Role; | | 10 |
| **IV** | * Department of Women: - * Structure, Function & Role; * Department of Women & Child Development: - Structure Function and Role * CSWB: Structure Function and Role * Human Right and Human Right Commission. | | 10 |
| **V** | * **Social Welfare Administration State and District Level:** * Department of Social Welfare Structure: Function and Role; * Department of Women & Child Development. * District Social Welfare Office (DSWO);   Major Programs & Schemes. | | **10** |
| **VI** | * **Voluntary Groups:** * Meaning and Objectives. * Features and Role of voluntary group. * Working & Problems of voluntary group. * NGOs & Voluntary Groups. * Civil Society: Concepts, Features & Components. * Role of Self-Help Groups. | | **10** |
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| Suggested Readings:   1. Ahuja, Ram; Social Problems in India 2. Friedlander, Walter-A &Apte, Robert Z Introduction to Social Welfare (New Delhi: Prentice Hall). 3. Madan, G.R. Indian Social Problems, (Vol. II: Social Work) (New Delhi: Allied Publishers Ltd. 2002, Reprint 2005). 4. Govt. of India, Ministry of Social Justice & Empowerment, Recent Annual Reports. 5. Sachdeva. D.R. Social Welfare Administration (Allahabad Kitab Mahal). |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**Paper 1**

**Theory**

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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> | | | | | |

**(Year III, Semester V)**

# SUBJECT NAME: Comparative and Development Administration

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280503T

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| **Course Code:** A280503T | **Subject Code:28** | **Course Title** | Comparative and Development Administration |
| **Course Outcomes:**  The coursework covers concept and significance of Development, Sustainable Development and Development Administration, how countries are characterized into developing and developed worlds, besides covering Planning, Public Enterprises, Population, United Nations, Role of Bureaucracy, Administrative Capability and People’s Participation. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 33 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Comparative Administration:** * Meaning, Characteristics. * Formation of CAG. | | 10 |
| **II** | * Factors Contributing to the Emergence of CPA. * Significance of CPA. | | 10 |
| **III** | * **Approaches and Models:** * Institutional Approach. * Behavioral System. * Structure-Functional Approach. * Ecological Approach. | | 10 |
| **IV** | * **Development Administration:** * Meaning of Development Administration. * Purpose and Characteristics of Development Administration. * Functions & Problems of Development Administration. * Traditional Public Administration and Development Administration. * Riggs view on Development Administration. | | 10 |
| **V** | * **Salient Features of the Administrative System:** * Salient Features of United Kingdom Constitution | | 10 |
| **VI** | * Salient Features of Indian Constitution. * Salient Features of the United State of America Constitution. | | 10 |
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| Suggested Readings:   1. Arora, Ramesh K.; Comparative Public Administration. 2. Bhattacharya, Mohit; Social Theory and Development Administration. 3. Caiden, N. (2006). Budget issues in developing countries. In: E. E. Otenyo& N. S. Lind (Eds), Comparative public administration: The essential readings. London: Elsevier. 4. Caiden, G. E. (2005). The administrative state in a globalizing world: Some trends and challenges. ECOSOC, United Nations Organization, New York, September 2004, p. 25. 5. Thompson, V. A. (1964). Administrative objectives for development administration. Administrative Science Quarterly, 9, 91–108. (Reprinted with permission). |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year III, Semester V)**

**CONTEMPORARY MODELS OF GOVERNMENT: U.K, U.S.A. AND SWITZERLAND**

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280504T

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| **Course Code:**  A280504T | **Subject Code:28** | **Course Title** | CONTEMPORARY MODELS OF GOVERNMENT: U.K, U.S.A. AND SWITZERLAND |
| **Course Outcomes:**  At the end of the course the students will be able to:  • Acquire the basic knowledge of Constitutional Framework of UK, USA and Switzerland.  • Understand the composition and functions of the British Parliament and US Congress.  • Describe the powers and position of British Prime Minister and American President.  • Compare the Parliamentary and Presidential System of Government.  • Understand the composition and functions of Plural Executive. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 33 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **The United Kingdom** * Salient Features of the Constitution: * Conventions, Parliamentary Government. | | 10 |
| **II** | * Sovereignty of Parliament, * Unitary Government, * Rule of Law.. | | 10 |
| **III** | * Parliament: * The House of Commons and the House of Lords – * Composition and Powers | | 10 |
| **IV** | * Executive: * Monarchy – Functions and Position * Prime Minister and the Cabinet: Powers and Position. | | 10 |
| **V** | * **The United States of America:** * Salient Features of the Constitution: * Supremacy of the Constitution, * Presidential System, * Federalism, Separation of Powers and Checks and Parlances, * Judicial Review. | | 10 |
| **VI** | * **Switzerland:** * **Salient Features of the Constitution**: Federalism Direct Democracy. * **Federal Legislature**: The National Council and Council of State – Composition and Powers * **Plural Executive** – Composition and Functions | | 10 |
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| This is an elective course open for all. | | | |

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| Suggested Readings:  1. Walter Bagehot, The English Constitution, 1867  2. W.B. Munro, The Government of United States  3. A.C. Kapur Select World Constitutions (latest edition)  4. Vishnu Bhagwan, and Vidya Bhushan, World Constitutions, Sterling (latest edition)  5. F.S. Strong, Modern Political Constitutions (latest edition)  6. K.R. Bambwall: Major Contemporary Constitutional Systems  7. N. Jayapalan, Modern Governments, Atlantic Publication (latest edition) |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year III, Semester V)**

**SUBJECT NAME: INTERNATIONAL ORGANIZATION**

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280504T

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| **Course Code** | **Subject Code** A280504T | **Course Title** | INTERNATIONAL ORGANIZATION |
| **Course Outcome**  At the end of the course the students will be able to:  • Acquire the basic knowledge of International Organizations.  • Evaluate the classification of International Organizations.  • Analyze the achievements and failures of League of Nations.  • Describe the composition and functions of principal organs of the UN.  • Know the functions and role of the UN Secretary General. | | | |
| Credits - 4 | Maximum Marks: 100 | | Minimum Marks: 40 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **INTRODUCTION TO INTERNATIONAL ORGANIZATIONS** * The Concept of International Organization; * Meaning Nature, Characteristics and Importance. | | 10 |
| **II** | * Historical Development of International Organization * From Congress of Vienna to the League of Nations. | | 10 |
| **III** | * **WORLD WARS AND INTERNATIONAL ORGANIZATION** * League of Nations: Emergence, Structure and Functions, * Achievements and causes of failure. | | 10 |
| **IV** | * Making of the UN: * From Atlantic Charter to San Francisco Conference 1945. | | 10 |
| **V** | * .PRINCIPAL ORGANS AND AGENCIES OF THE UN * Economic and Social Council: Constitution and Functions. | | 10 |
| **VI** | * Secretariat and Secretary General: Functions and Role. * Agencies: UNESCO, UNICEF, ILO | | 10 |
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| This is an elective course open for all. | | | |

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| Suggested Readings:  1. Roy L. Bennett: International Organizations: Principal and Issues  2. Evan Luard: International Agencies  3. Evan Luard: The UN: How it Works and What it is?  4. H.G. Nicholas: The UN as a Political Institution  5. Thomas D. Zweifel: International Organizations and Democracy.  6. Giuseppe Schiavone: International Organizations A Dictionary and Directory |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**Problem Solving and Decision Making**

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| Programme/Class:  Co-curricular | | Year: III | | Semester: V | |
| Subject: Problem Solving and Decision Making | | | | | |
| Course Code: CC | | Course Title: Problem Solving and Decision Making | | | |
| **Course objectives**:   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 7. 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 | | | Co-curricular | | |
| Max. Marks: 100 | | | Min. Passing Marks: 40 | | |
| Total No. of Lectures-Practical (in hours per week): L-T-P: 3-0-0 or 3-1-0 Etc. | | | | | |
| **Unit** | **Topics** | | | | **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 | | | | 9 |
| **II** | **Affinity diagrams for applying problem solving technique**   * What is an affinity diagram? * When to use affinity diagrams * Creating affinity diagrams * Brainstorming * Using histograms | | | | 10 |
| **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 | | | | 13 |
| **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 | | | | 13 |
| **Suggested Readings:**  1. Stop Guessing: The Behaviors of Great Problem Solvers by Nat Greene *2. Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills*by Michael Kallet | | | | | |
| **Course Learning Outcome:**   * Define the term problem solving and decision making * Recognize the requirements for problem solving * Identify key elements involved in “creative” thinking cycle * List key mental blocks that inhibit problem solving * Practice decision making through a series of exercises * Develop basic skills in Decision Making * Recognize importance of using Strategic thinking when resolving problems * List key expectations associated with decision making | | | | | |

**(Year III, Semester VI)**

# SUBJECT NAME: International Administration

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280601T

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| **Course Code:** A280601T | **Subject Code:28** | **Course Title** | International Administration |
| **Course Outcomes:**  The paper is designed to acquaint the students both with the theoretical and practical aspects including the origin, objectives, historical legacy and the role of International Administration in the global framework. A focused study of various institutions and agencies related to international administration includes functions and role of WTO, SAARC, ASEAN, UNESCO, UNICEF, ILO, WHO besides covering the United Nations, its Secretariat and main aspects of Globalization and Global Governance. | | | |
| Credits - 5 | Maximum Marks: 100 | | Minimum Marks: 33 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **International Public Administration:** * Evolution and Concept of International Public Administration. * Causes and Failure of the League of Nations. | | 10 |
| **II** | * United Nations: Organization, Functions and Role. * Purpose of the United Nations. | | 10 |
| **III** | * **International Institutions:** * Functions, Role of International Institutions. | | 10 |
| **IV** | * Objectives and Problems of WTO (World Trade Organization). * Regional Institutions: Functions. * Role and Problems of SAARC (South Asian Association of Regional Cooperation) and ASEAN (Association of Southeast Asian Nations) | | 10 |
| **V** | **UN Secretariat:**  Organization, Functions and Working   * General Assembly * Security Council * Globalization and Global Governance * Impact of Globalization on Nation-State | | **10** |
| **VI** | * **Organs and Specialized Agencies of the United Nations:** * Meaning of Specialized Agency. * Purpose of specialized agency. * Programs and Role of UNESCO. * Composition and Functions of UNICEF. * Objectives of ILO. * Functions of WHO. | | **10** |
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| Suggested Readings:   1. S.L.Goel International Administration, Sterling Publishers, New Delhi, 1976. 2. K. P. Saxena Reforming the United Nation: The Challenge of Relevance (New Delhi Sage, 1993) 3. V. Cable Globalization and Global Governance (London: Royal Institute of International Affairs, 1999) |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year III, Semester VI)**

# SUBJECT NAME: Issues in Public Administration

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280602T

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| **Course Code**: A280602T | **Subject Code:28** | **Course Title** | Issues in Public Administration |
| **Course Outcomes:**  The paper is designed to acquaint the students about the basic issues of Public Administration of today and as well as emerging issues particularly Good Governance, Consumer Protection Act, Human Rights etc. Modernize and reinvigorate the public service.  Develop new approaches to public governance and engagement.  Advance national interests in a changing global context.  Foster social equity. | | | |
| Credits - 5 | Maximum Marks: 100 | | Minimum Marks: 33 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Accountability in Public Administration:** * Parliamentary Control Over Administration. * Executive Control Over Administration. | | 10 |
| **II** | * Judicial Control over Administration. * Features of Lok Pal Bill. * Objectives of Lok Ayukta Bill. * Hurdles of Lok Pal Bill & Lok Ayukta Bill. | | 10 |
| **III** | * . **Integrity in Administration:** * Definition of Corruption. * Causes of Corruption. | | 10 |
| **IV** | * Means and Agencies for checking Corruption at Union * At State Level Agencies for Checking Corruption. * Remedies of Corruption.   Vigilance Agencies | | 10 |
| **V** | * **Emerging Issues:** * Features of Good Governance. * Features and Importance of Right to Information Act (RTI), * Consumer Protection Act, 2005 and its Features. * Basic Concepts of Human Rights.   Role of Police Administration in controlling Law and Order. | | **10** |
| **VI** | * **Rural Health Services:** * Concepts of Gender Issues. * Women Empowerment and the Role of the Government. * Features of Sustainable Development. * India’s Administration Culture. | | **10** |
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| Suggested Readings:   * 1. Chanda, Ashok. 1968. Indian Administration; G. Allen and Unwin: London.   2. Chaturvedi, T.N. 1980. Secrecy in Government, IIPA, New Delhi.   3. Administrative Reforms Commission (1968) Report on the Machinery Government of India and its Procedures of Work.   4. Tandon, Rajesh and Mohanty ,Ranjita (Eds.) 2003, Civil Society and Governance Issues and Problems, Sage, New Delhi.   5. Maheshwari, Shriram. 1990. Indian Administration: Orient Longman: New Delhi. |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year III, Semester VI)**

# SUBJECT NAME: Citizens and Administration

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280603T

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| **Course Code:** A280603T | **Subject Code:28** | **Course Title** | Citizens and Administration |
| **Course Outcomes:**  This paper attempts to familiarize the students with working definition of citizen’s participation and how it allows us to frame citizen involvement at the center of the process of public policy implementation. This paper also makes the students aware about the Consumer Protection Act and working of the consumer courts in India. | | | |
| Credits - 5 | Maximum Marks: 100 | | Minimum Marks: 33 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Concept of Citizen Centric Administration:** * Features and Significance of Citizen Centric Administration. | | 10 |
| **II** | * Functions of Government: Regulatory functions. * Service providing functions and Developmental functions. | | 10 |
| **III** | * **Citizens’ Charters:** * Evolution of Citizens’ Charters. * Features and Applications of Citizens’ Charters. * Citizens’ Participation in Administration. * Concept, Agencies, Significance. * Limitations of Citizens’ Charters. | | 10 |
| **IV** | * **Decentralization and Delegation:** * Concept and Benefits of Decentralization and Delegation. * Grievance Redressal Mechanism. * Grievance-Meaning. * Agencies for Redressal of Grievances at Centre and State levels. * Features of Redressal of Grievances. | | 10 |
| **V** | * **Consumer Protection:** * Consumer Protection Act and its Features. | | **10** |
| **VI** | * Working of the Consumer Courts in India. * National Consumer Disputes Redressal Commission. | | **10** |
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| Suggested Readings:   1. Arora. K. Ramesh, 2001. People Centred Administration, Aalekh Publishers, Jaipur. 2. Baghel, C.L. & Kumar Yogendra, 2005, Public Administration – Functional Structure and Administrative Reforms, Vol.2, Kanishka Publishers Distributors, New Delhi. 3. Bhattacharya, Mohit, 1979, Bureaucracy and Development Administration, Uppal Publishing House, New Delhi. 4. Sharma, A. Ram, 2005, Public Administration Today, Shree Publishers & Distributors, New Delhi. |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year III, Semester VI)**

**ISSUES IN PUBLIC ADMINISTRATION (with special reference to India)**

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280604T

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| **Course Code:** A280604T | **Subject Code:28** | **Course Title** | INTERNATIONAL ORGANIZATION |
| **Course Outcome**  The main learning outcome of this course will be as follows:  a) Students will be able to define public administration and list its nature and scope.  b) Students will be able to differentiate between public and private administration.  c) Students will be able to evaluate the origin of public administration as a discipline.  d) Students will be able to define the concepts used in administrative organization and their interdependence and interrelatedness. | | | |
| Credits - 5 | Maximum Marks: 100 | | Minimum Marks: 33 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | **Personnel Administration:**   * The Evolution of Public Human Capital Management; * The Civil Service System: The Meaning of Merit; | | 10 |
| **II** | * Recruitment of Civil Servants: * Principles and Methods; * Training of Civil Servants: Types and Objective; | | 10 |
| **III** | * Promotion: * Meaning, Principles, * Career Advancement, * Position Classification. | | 10 |
| **IV** | **E-Governance:**   * Information and Communication Technology: An Introduction * E-Governance: Concept and Significance * Role of ICT in Administration | | 10 |
| **V** | * Judicial control over administration: * Means of Judicial Control and Legal Remedies under Rule of Law | | 10 |
| **VI** | **Significant issues in Indian Administration:**   * Generalist vs. Specialist * Corruption: Comprehending Corruption * Causes of Corruption; * Institutional mechanism to curb corruption in India; | | 10 |
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| This is an elective course open for all. | | | |

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| Suggested Readings:  1. M. Bhattacharya, New Hrizons of Public Administration  2. Chakrabarthy and Chand, Public Administration in Globalizing World  3. Henry Nicholas, Public Administration and Public Affairs  4. Avasthi and Maheshwari, Public Administration  5. C.P. Bhambri, Public Administration in India  6. S.R. Maheshwari, Indian Administration  7. Denhardt and Denhardt, Public Administration  8. Shafritz and Hyde, Classics of Public Administration  9. M.P. Sharma, Public Administration in Theory and Practice  10. Raadschelders Josc C. N., Public Administration: The Interdisciplinary Study of Government  11. Second ARC Reports, DAR&PG, Govt. of India  12. L.D. White, Introduction to the Study of Public Administration  13. F.W. Willouby by, Principles of Public Administration  14. Nigro and Nigro, Modern Public Administration  15. Prasad and Prasad (eds.), Administrative Thinkers |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

**(Year III, Semester VI)**

**MODERN GOVERNMENTS: CONCEPTS, ORGANISATIONS AND CLASSIFICATIONS**

**SUBJECT TYPE: MAJOR II (CORE)**

**SUBJECT CODE:** A280605T

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| **Course Code** | **Subject Code** A280605T | **Course Title** | MODERN GOVERNMENTS: CONCEPTS, ORGANISATIONS AND CLASSIFICATIONS |
| **Course Outcome**  This syllabus focuses on the analysis of the concept of government, its organs and various types. It lays the theoretical foundations for further study of specific constitutional systems of a country. Outcomes: After the completion of course, students will have better understanding of the concept of Government and its organisation. They will have enhanced analytical understanding of importance check and balances in the functioning of democracy and challenges posed to democracy around the world. | | | |
| Credits - 6 | Maximum Marks: 100 | | Minimum Marks: 33 |
| |  | | --- | | Total No. of Lectures –Tutorials – Practical (in hours per week): 6-0-0 | | | | |
| **UNIT** | **TOPIC** | | **NUMBER OF LECTURES** |
| **I** | * **Concept of Government and Its Organs** * Government: Definitional Characteristics * Legislature: * Meaning and Types | | 10 |
| **II** | * Executive: * Meaning and Functions * Judiciary: * Importance and Functions | | 10 |
| **III** | * **Classification of Governments in Contemporary World** * Unitary and Federal: * Defining Features and Comparative Advantages and Disadvantages | | 10 |
| **IV** | * Parliamentary and Presidential – * Basic Characteristics and Comparative Analysis * Democratic and Dictatorship – Types, Merits and | | 10 |
| **V** | * **Sate and its Functions** * State: * Meaning, Definitions, Functions & Role | | 10 |
| **VI** | * Elements of the State * Meaning and Concept   of Welfare State  **S**ocial Welfare Policy | | 10 |
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| This is an elective course open for all. | | | |

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| Suggested Readings:  1. Amal Ray and M. Bhattacharya, Political Theory: Ideas & Institutions, World Press (latest Edition)  2. Eddy Asirvatham and K.K. Mishra, Political Theory (S. Chand) Last edition  3. Robert Morrison Mac Iner, The Web of Government, 1947  4. Samuel Edward Finer, The History of Government from the Earliest Times, Oxford University Press, 1997 |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. |

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# Development Communication

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| Programme/Class: Core | | Year: 3 | | | | Semester: 6 | | | |
| Subject: Journalism | | | | | | | | | |
| Course Code: A270602T | | Course Title: **Development Communication** | | | | | | | |
| Course outcomes:   * Understand the Development. * Understand about the development communication. * Identify the Indicator of Development. * Impart skills to implement, monitor & evaluate programmes. | | | | | | | | | |
| Credits: 4 | | | Core Compulsory / Core | | | | | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 40 | | | | | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-P: 6-0-0 or 3-0 Etc. | | | | | | | | | |
| Unit | Topic | | | | | | | | No. of  Lectures |
| **I** | Development: Meaning, Definition, Process.  Definition, meaning, scope and concept of development communication, gap between developed and developing societies. | | | | | | | | 8 |
| **II** | Characteristics of developing countries. (High dependence on primary sector, Unemployment, population, Low productivity, Low level of living).  Indicators of Development (GDP/GNP, Human Development Index, | | | | | | | | 8 |
|  | Physical Quality of Life Index, Per capita Income and others indicators) | | | | | | | |  |
| **III** | Theories of development: Social, Political and Economic Theory Models of development: Western, Eastern, Gandhian, Schumacher’s Development  communication, process -special reference to India | | | | | | | | 7 |
| **IV** | Use of traditional media, Print media development. Role of NGO’s in development. | | | and | Electronic | | Media | for | 7 |
| **V** | Development support communication: population and family welfare – health – education and society – environment and development - problems  faced in development support communication. | | | | | | | | 7 |
| **VI** | Development communication policy– strategies and action plans – democratic decentralization, Panchayati Raj- planning at national, state,  regional, district, block and village levels. | | | | | | | | 8 |
| **VII** | Agricultural communication and rural development: The genesis of agricultural extension approach system – approach in agricultural communication – diffusion of innovation– model of agricultural extension –  case studies of communication support to agriculture. | | | | | | | | 7 |
| **VIII** | Nongovernmental (NGOs) organizations problems faced in effective  communication, micro – macro – economic frame work. Writing development messages for media | | | | | | | | 8 |
| **Suggested Readings:**   * Uma Narula, Development Communication: Theory and Practice, * Understanding Development Communication-Uma Joshi * Communication, Modernization & Social Development-Edited: Ito Youichi, Kiran Prasad, K. Mahadevan. * India Economy-Ruddar Dutt, K.P.M. Sundharam * International Development Communication-bellamody * Traditional Media and Development Communication-K. Madhusudan * Development Communication –V.S. Gupta | | | | | | | | | |
| This course can be opted as an elective by the students of following subjects: Open for all  ………………………………………………………………………………………………… | | | | | | | | | |
| **Suggested Continuous Evaluation Methods:**   * Seminar on any topic of the above syllabus. * Test with multiple choice questions/ short and long answer questions. * Attendance. | | | | | | | | | |
| Course prerequisites: To study this course, student must have had the subject ALL inclass12th  ………………………………………………………………………………………………… | | | | | | | | | |

**Entrepreneurship Development and Start-up Management**

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| Programme/Class: Compulsory | | | Year: Third | | Semester: Six | |
| Subject: Entrepreneurship Development and Start-up Management | | | | | | |
| Course Code: A27060IT | | Course Title: Entrepreneurship Development and Start-up 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 Publication, (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 Organisation 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