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

**Logo

Description automatically generated**

**DEPARTMENT OF SOCIOLOGY**

**SCHOOL OF LIBERAL ARTS**

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

**(Semester Based Course)**

**National Education Policy 2020**

**Rules, Regulations and Course Contents**

**Effective from**

**Academic year 2022-2023 onwards**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Sem** | **Course Code** | **Paper Title** | **Theory/**  **Practical** | **Credits** |
| 1 | 1 | A070101T | Introduction to Basic Concepts of Sociology | Major 1  Theory | 5 |
| 1 | 1 | A070102T | Sociological Thinkers-1 | Major 2  Theory | 5 |
| 1 | 1 | A050103T  A070103T | Indian Culture through Ages  Contemporary Issues in Society | Major 3  (Choice based Elective)  Theory  Practical | 5 |
| 1 | 1 |  | Communicative English (SJMC) | Other Faculty/  Department | 4 |
| 1 | 1 |  | Basic Photographic Skills Practical (SJMC) | Vocational | 3 |
| 1 | 1 |  | Universal Human Values (Jeevan Kaushal Course) | Co-Curricular | 2 |
| 1 | 2 | A070201T | Society in India: Structure, Organization and Change | Major 1  Theory | 5 |
| 1 | 2 | A070202T | Writing skill development on topics of contemporary sociological relevance | Major  Theory  Practical | 5 |
| 1 | 1 | A060203T  A390203T | 1. Indian Constitution (Political Science) 2. International Relations (IR) | Major 3  Theory | 5 |
| 1 | 2 |  | Environmental Studies (Geography) | Other Faculty/  Department | 4 |
| 1 | 2 |  | Advanced Photographic Skills Practical (SJMC) | Vocational | 3 |
| 1 | 2 |  | Communication Skills (Jeevan Kaushal Course) | Co-Curricular | 2 |
| 2 | 3 | A070301T | Social Movements in India | Major 1  Theory | 5 |
| 2 | 3 | A070302T | Social Change in India | Major 2  Theory | 5 |
| 2 | 3 |  | Human Rights and laws (Political Science | Other Faculty/  Department | 4 |
| 2 | 3 |  | Content -Writing (SJMC) | Vocational | 3 |
| 2 | 3 |  | Professional Skills (Jeevan Kaushal Course) | Co-Curricular | 2 |
| 2 | 4 | A070401T | Sociology of Development | Major 1  Theory | 5 |
| 2 | 4 | A070402T | Social Problems of India | Major 2  Theory | 5 |
| 2 | 4 |  | 1. Psychology of Social Behavior 2. Tourism Geography | Major 3  Theory | 5 |
| 2 | 4 |  | Gender Laws (SLLA) | Other Dept. | 4 |
| 2 | 4 |  | Content Writing -II (SJMC) | Vocational | 3 |
| 2 | 4 |  | Leadership and Managerial Skills (Jeevan Kaushal) | Co-Curricular | 2 |
| 3 | 5 | A070501T | Research Methods in Social Sciences | Major 1 | 5 |
| 3 | 5 | A070502T | Sociology of Religion | Major 2 | 5 |
| 3 | 5 | A070503T | Classical Sociological Thought | Major 3 | 5 |
| 3 | 5 | A070504T | Sociology of Health | Major 4 | 5 |
| 3 | 5 |  | Research Methodology | Vocational | 4 |
|  |  |  | Problem-solving and decision-making skills | Co-Curricular | 2 |
| 3 | 5 |  |  | Project/  Travelogue | 4 |
| 3 | 6 | A070601T | Gender and Society | Major 1  Theory | 5 |
| 3 | 6 | A070602T | Sociology of Migration | Major 2  Theory | 5 |
| 3 | 6 | A070603T | Pioneers of Indian Sociology | Major 3 | 5 |
| 3 | 6 | A070604T | Rural Sociology | Major 4 | 5 |
| 3 | 6 | ……….. | Entrepreneurship and Start up Management (SBM)  Development Communication (SJMC) | Vocational | 4 |
| 3 | 6 | ………… | Personality Development  (Minimum Syllabus from Government) | Co-Curricular | 2 |
| 3 |  |  |  | Project/Internship | 4 |
|  |  |  | **Total Credits** |  | **156** |

Given below is a revised syllabus pattern for BA (Hons.) Sociology programme as per New Education Policy 2020. This will be effective from the new session of August, 2022**.**

(Year 1, Semester 1)

SUBJECT NAME: INTRODUCTION TO BASIC CONCEPTS OF SOCIOLOGY

SUBJECT TYPE: MAJOR 1 (CORE)

SUBJECT CODE: A070101T

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| **Programme/Class** | | | **Certificate** | **Year** | | **B.A.I** | | | **Semester** | | **I** |
| **Subject** | | | Sociology | | | | | | | | |
| **Course Code** | | | A070101T | | **Course Title** | | | **INTRODUCTION TO BASIC CONCEPTS OF SOCIOLOGY** | | | |
| **Course Outcomes:**  This paper will introduce students to new concepts of Sociology discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology. This paper will contribute in enriching the vocabulary and scientific temperament of the students. The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge**.** | | | | | | | | | | | |
| Credits - 5 | | Maximum Marks: 100 | | | | | Minimum Marks: 33 | | | | |
| Total No. of Lectures –Tutorials – Practical/SW (in hours per week) : 4-0-1 | | | | | | | | | | | |
| **Unit** | **Topic** | | | | | | | | | **No. of Lectures** | |
| I | Sociology: Meaning, Nature, Scope of Sociology, Sociology and Common Sense, Sociology as a Science, Humanistic Orientation in Sociology. History and Emergence of Sociology in India. | | | | | | | | | 8 | |
| II | Sociology and other Social Sciences (Anthropology, Economics, History, Psychology, Political Science). | | | | | | | | | 8 | |
| III | Basic Concepts: Society, Community, Institutions, Association, Social Group, Human and Animal Society. | | | | | | | | | 8 | |
| IV | Social Institutions: Family, Kinship, Marriage, Education, State &Religion. | | | | | | | | | 7 | |
| V | Culture and Civilization, Pluralism, Multiculturalism, Cultural Relativism | | | | | | | | | 7 | |
| VI | Socio-Cultural Processes: Cooperation, Conflict, Competition, Acculturation, Assimilation and Integration. | | | | | | | | | 8 | |
| VII | Social Structure, Status and Role, Norms, Folkways and Mores, Sanctions and Values. | | | | | | | | | 7 | |
| VIII | Social Stratification: Meaning, Forms and Basis, Social Mobility: Meaning and Types. | | | | | | | | | 7 | |
| This is a major Sociology honours course. | | | | | | | | | | | |
| **Suggested Readings:**  1. Berger, P.1963.An Invitation to Sociology: A humanistic Perspective.  2. Bottomore, T.B.1973.Sociology: A guide to Problems and Literature.  3. Davis, Kingsley.1973.Human Society.  4. Giddens.Anthony.2009.Introduction to Sociology.  5. Haralambos M.Sociology: Themes and Perspectives. (Hindi version available).  6. Inkeles, Alex.1987.What is Sociology.  7. MacIver,R.M.and Charles H.Page.1949*.*Society:An Introductory Analysis.(Hindi version available)  8. Mills, C.W.1959.The Sociological Imagination.  9. Thakur, Navendu.2016, Samaj Shastra Ek Parichay.  10.जे.पी.सिंह, 2011,समाजशास्त्रकेमूलतत्व,PHI | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 * Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

(Year 1, Semester 1)

SUBJECT NAME: SOCIOLOGICAL THINKERS - 1

SUBJECT TYPE: MAJOR 2 (CORE)

SUBJECT CODE: A070102T

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| **Programme/Class** | | | **Certificate** | **Year** | | **B.A.I** | | | **Semester** | | **I** |
| **Subject** | | | Sociology | | | | | | | | |
| **Course Code** | | | A070102T | | **Course Title** | | | SOCIOLOGICAL THINKERS - 1 | | | |
| **Course Outcomes:**  The objective is to make students understand the origin and development of sociology as a discipline enable students learn the varied theoretical concepts of sociology. The course would build the theoretical foundations of sociology as a discipline amongst students. | | | | | | | | | | | |
| Credits - 5 | | Maximum Marks: 100 | | | | | Minimum Marks: 33 | | | | |
| Total No. of Lectures –Tutorials – Practical/SW ( in hours per week) : 4-0-1 | | | | | | | | | | | |
| **Unit** | **Topic** | | | | | | | | | **No. of Lectures** | |
| I | **Indian Sociological Thought**   * Vedic Thought * Gandhism * Arthashastra * Sufism | | | | | | | | | 10 | |
| II | **Western Sociological Thought**   * Positivism * Functionalism * Marxism * Fordism | | | | | | | | | 10 | |
| III | **Indian Sociological Thinkers - 1**   * M.N. Srinivas * G.S. Ghuriye * Yogendra Singh | | | | | | | | | 10 | |
| IV | **Indian Sociological Thinkers -2**   * Andre Beteille * Gail Omvedt * Ramchandra Guha | | | | | | | | | 10 | |
| V | **Western Sociological Thinkers -2**   * Auguste Comte * Karl Marx * Talcott Parsons | | | | | | | | | 10 | |
| VI | **Western Sociological Thinkers -2**   * Alfred Schutz * Sigmund Freud * Derrida | | | | | | | | | 10 | |
| **This is a major hons. Sociology course** | | | | | | | | | | | |
| **Suggested Readings:**   1. *Western Social Thought: The early Masters* (Volume 1), 2021 by J.P. Singh, Motilal Banarsidas Publishing House. 2. Collins, Randall. 1994. *Four Sociological Traditions*New York: Oxford 3. Coser, Lewis. 1975. *Masters of Sociological Thought*. NY: Harcourt, Brace, Jovanovich. 4. Münch, Richard. 1994. *Sociological****Theory***, Vols. 1, 2 & 3. NY: Nelson-Hall. 5. Poloma, Margaret. 1979. *Contemporary Sociological****Theory***. NY: Macmillan.   Ritzer, George. 1996. *Classical Sociological****Theory****, Modern Sociological****Theory****, Postmodern*   1. Turner, Jonathan. 1994. *The Structure of Sociological****Theory***Belmont, CA:   Wadsworth   1. *My Experiments with Truth* by M.K. Gandhi 2. *Reading Gandhi* by Anil Dutt Mishra, 2012, Pearson 3. Kautilya’s *Arthashatra*, 2009, Jaico Publishing House 4. Nagla, Indian Sociological Thought, Rawat Publications, 2012 | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 * Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

**(Year 1, Semester 1)**

**SUBJECT NAME: INDIAN CULTURE THROUGH AGES**

**SUBJECT TYPE: MAJOR 3 (CHOICE BASED ELECTIVE)**

**SUBJECT CODE: A050103T**

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

**(Year 1, Semester 1)**

**SUBJECT NAME: CONTEMPORARY ISSUES IN SOCIETY**

**SUBJECT TYPE: MAJOR 3 (CHOICE BASED ELECTIVE)**

**SUBJECT CODE: A070103T**

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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. | | | | | | | | | | | |

**(Year 1, Semester 1)**

**SUBJECT NAME: COMMUNICATIVE ENGLISH**

**SUBJECT TYPE: MINOR 1**

**SUBJECT CODE:**

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| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | Sociology | | | | | |
| **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 –** 4 | | **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 | Subject and Predicate, Phrase & Clause, Parts of Speech, Subject Verb Agreement, Sentences: simple, complex, compound | | | | | | 3 |
| II | Narration, Punctuation, spelling Rules, synthesis, sequence of sentences | | | | | | 3 |
| III | Grammar and Usage  Basic Grammar- Articles, Noun, Pronoun, Adjective, Verb, Finite & Nonfinite Verbs, Adverb, Prepositions, Auxiliaries Modals, Phrasal verbs | | | | | | 4 |
| IV | Negative-affirmative Sentence structure, Developing skills- Listening, Speaking, Reading, Pronunciations and Accent, Gerunds | | | | | | 4 |
| V | Kinds of sentences and clauses, Transformations-Active passive Voice, Direct-Indirect Speech, Tenses, Mood, conjunction, Interjection | | | | | | 5 |
| VI | Transformations-Active passive, Direct-Indirect, Negative-affirmative Sentence structure, Developing skills- Listening, Speaking, Reading. | | | | | | 3 |
| VII | Antonyms, Synonyms, Paronyms, homonyms, Idioms, One word substitution, Some common errors, Idioms phrases | | | | | | 3 |
| VIII | Paragraph Writing: Descriptive, Argumentative, Expository etc.  Formal correspondence, Précis writing, Report writing, Academic Essay writings, spotting Error, Cloze Test | | | | | | 5 |

**(Year 1, Semester 1)**

**SUBJECT NAME: BASIC PHOTOGRAPHIC SKILLS PRACTICAL**

**SUBJECT TYPE: MINOR 2**

**SUBJECT CODE:**

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| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | Sociology | | | | | |
| **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/SW (in hours per week) : 3-0-0 | | | | | | | |
| **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 |

**(Year 1, Semester 1)**

**SUBJECT NAME: UNIVERSAL Human VALUES (JEEVAN KAUSHAL COURSE)**

**SUBJECT TYPE: MINOR 3**

**SUBJECT CODE:**

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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 |

**(Year 1, Semester 2)**

**SUBJECT NAME: SOCIETY IN INDIA: STRUCTURE, ORGANIZATION AND CHANGE**

**SUBJECT TYPE: MAJOR 1 (CORE)**

**SUBJECT CODE: A070201T**

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| **Programme/Class** | | | **Certificate** | **Year** | | **B.A.I** | | | **Semester** | | **II** |
| **Subject** | | | Sociology | | | | | | | | |
| **Course Code** | | | **A070201T** | | **Course Title** | | | **SOCIETY IN INDIA: STRUCTURE, ORGANIZATION & CHANGE.** | | | |
| Course Outcomes: This paper is designed in this manner, so that students are introduced to the concepts related to Indian Society. They are made familiar with the Indian Society, its linkages and continuity with past and present. It also gives insights to analyze contemporary Indian society. This paper provides comprehensive understanding of Indian society. | | | | | | | | | | | |
| Credits - 6 | | 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 | The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society. | | | | | | | | | 8 | |
| II | Indological, Historical, Structural and Functional Perspective to study Indian Society. | | | | | | | | | 8 | |
| III | Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices. | | | | | | | | | 8 | |
| IV | Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe. | | | | | | | | | 8 | |
| V | Basic Institutions of Indian society: Caste, Marriage, Religion, Class and Joint Family. | | | | | | | | | 8 | |
| VI | Social Classes in India: Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, Women. | | | | | | | | | 8 | |
| VII | Population: Structure and dynamics, Demographic analysis, Population explosion, Demographic theories, Population growth and control. | | | | | | | | | 8 | |
| VIII | Change and Transformation in Indian Society; Factors affecting National Integration: Casteism and Politics of caste in India, Communalism and Politics of communalism, Naxalism. | | | | | | | | | 8 | |
| **This is an elective course open for all.** | | | | | | | | | | | |
| **Suggested Readings:**  1. Bose, N.K.1967:Culture and Society in India  2. Dube, S.C., 1958: India’s Changing Villages.  3. Karve, Irawati, 1961: Hindu Society: An Interpretation.  4. Srinivas, M.N., 1963Social Change in Modern India.  5.अहूजाआर,2000,भारतीयसमाज,रावतपब्लिकेशन | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 * Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

**(Year 1, Semester 2)**

**SUBJECT NAME: WRITING /SKILL DEVELOPMENT ON TOPICS OF CONTEMPORFARY SOCIOLOGICAL IMPORTANCE**

**SUBJECT TYPE: MAJOR 2 (CORE)**

**SUBJECT CODE: A070202T**

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| **Course Code** | | | **A070202T** | **Course Title** | | **WRITING/SKILL DEVELOPMENT ON TOPICS OF CONTEMPORARY SOCIOLOGICAL IMPORTANCE** | |
| **Course Outcomes:** This is the theory/ practical paper introduced in the second semester of the certificate course in order to develop writing skills among the students of Sociology. This would enhance and inculcate the analytical skills among the students. The paper is designed to enrich the conceptual vocabulary of the students, such that they are equipped with the writing style in Sociology. This paper is presumably beneficial for the students who are interested in the field of Media, Journalism, Essay writer, Column writer, Psephology, Journalism. | | | | | | | |
| Credits - 6 | | 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 | The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society. | | | | | | 10 |
| II | Indological, Historical, Structural and Functional Perspective to study Indian Society. | | | | | | 10 |
| III | Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices. | | | | | | 10 |
| IV | Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe. | | | | | | 10 |
| V | **Styles of sociological writing:**  Narrative, Critical, analytical | | | | | | 10 |
| VI | **Methods of sociological writing:**  Statistical, Ethnographical, Illustrative, case-based, oral histories | | | | | | 10 |
| **This is a major sociology honors course** | | | | | | | |
| **Suggested Readings:** 1.J, Jennifer. Quinn.S. Brown.R, 2011: Writing for Sociology, University of California, Berkeley.  2. Uberoi, Patricia, 1993: Family, Kinship and Marriage in India.  3. https://www.citethisforme.com/guides/harvard/how-to-cite-a-book  4. https://libguides.ru.nl/apaEN/reference-examples-books-and-reports  5. Collected Essays. By M. N. Srinivas with a foreword by, A. M. Shah. Delhi: Oxford University Press, 02.  6.शर्मा,के.एल:भारतीयसामाजिकसंरचनाएवंपरिवर्तन,रावतपब्लिकेशंस | | | | | | | |
| **Suggested Continuous Evaluation Methods (40 marks)**   * Practical file evaluation. main focus on presentation, content and proper use of research methodology& Viva. * Attendance | | | | | | | |
| **Suggested equivalent online courses**:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

**(Year 1, Semester 2)**

**SUBJECT NAME: INDIAN CONSTITUTION (POLITICAL SCIENCE)**

**SUBJECT TYPE: MAJOR 3**

**SUBJECT CODE:**

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

**(Year 1, Semester 2)**

**SUBJECT NAME: INTERNATIONAL RELATIONS (IR)**

**SUBJECT TYPE: MAJOR 3**

**SUBJECT CODE:**

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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 |

**(Year 1, Semester 2)**

**SUBJECT NAME: ENVIRONMENTAL STUDIES (GEOGRAPHY)**

**SUBJECT TYPE: MINOR 1**

**SUBJECT CODE: A110203T**

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| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | II | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110203T | **Course Title** | **Environmental Studies** | | | |
| **Course Outcome**- This course provides basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include: basic principles of ecosystem function; biodiversity and its conservation; human population growth; water resources and management; water, air and soil pollution; climate change; energy resources, and sustainability. | | | | | | | |
| **Credits –** 4 | | **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 | Ecology, Ecosystem, Structure and function of ecosystem, Energy flow in an ecosystem, Ecotone, Food chain, food web and ecological succession, Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem | | | | | | 5 |
| II | Levels of biological diversity: genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns and global biodiversity hot Spots. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. | | | | | | 5 |
| III | Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value, Biome, Classification of biome, Ecological Successions, Soil erosion and desertification, deforestation, | | | | | | 5 |
| IV | Environmental pollution, Types, causes, effects and controls; Air, water, soil, chemical and noise pollution. Industrial waste management: Control measures of urban and industrial waste, Solid waste management: Control measures of urban and industrial waste. | | | | | | 5 |
| V | Climate change, global warming, ozone layer depletion, acid rain, Impacts on human communities and agriculture. Environment Laws, Nature reserves, tribal population and rights, and human, wildlife conflicts with special reference to India. | | | | | | 5 |
| VI | Field Work: Visit to an area to document environmental assets; river/forest/flora/fauna, etc. Visit to a local polluted site – Urban/Rural/Industrial/Agricultural. Study of simple ecosystems-pond, river, Delhi Ridge, etc., | | | | | | 5 |

**(Year 1, Semester 2)**

**SUBJECT NAME: ADVANCED PHOTOGRAPHIC SKILLS PRACTICAL (SJMC)**

**SUBJECT TYPE: MINOR 2**

**SUBJECT CODE:**

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

**(Year 1, Semester 2)**

**SUBJECT NAME: COMMUNICATION SKILLS (JEEVAN KAUSHAL)**

**SUBJECT TYPE: MINOR 3**

**SUBJECT CODE:**

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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 |

**(Year 2, Semester 3)**

**SUBJECT NAME: SOCIAL MOVEMENTS IN INDIA**

**SUBJECT TYPE: MAJOR 1(CORE)**

**SUBJECT CODE: A070301T**

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| **Programme/Class** | | | **Diploma** | **Year** | | **B.A.II** | | | **Semester** | | **III** |
| **Subject** | | | **Sociology** | | | | | | | | |
| **Course Code** | | | **A070301T** | | **Course Title** | | **SOCIAL MOVEMENTS IN INDIA** | | | | |
| **Course Outcomes:** This paper is designed in a manner, so that students are introduced to the concepts related to social change and Social Movement. This course will introduce students to the dynamic aspect and dissension tendencies of society. The critical evaluation would enable students to come out with better suggestions, contributing in cohesion of society. | | | | | | | | | | | |
| 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 | Concept & Meaning of Social Movement, Nature, Definitions and Characteristics of Social Movements. | | | | | | | | | 8 | |
| II | Social Movement and Social Change: Theories of Social Movement: Structural –functional, Marxist, Resource Mobilization Theory | | | | | | | | | 8 | |
| III | New Social Movement Types of Social Movement: Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement | | | | | | | | | 8 | |
| IV | Environmental Movements:Chipko Movement, Narmada Bachao, Namami Gange, Yamuna Campaign | | | | | | | | | 8 | |
| V | Feminist Movements: Pre-independence and post-colonial feminist movements | | | | | | | | | 7 | |
| VI | Famous Revolutionary personalities/icons. | | | | | | | | | 7 | |
| VII | People’s Rights movements: Anna Hazare movement, Reservation Movement, caste-based movements, tribal revolutions | | | | | | | | | 7 | |
| VIII | Social Implications of Separatist Movements: Jammu & Kashmir, Northeast Resurgence and others. | | | | | | | | | 7 | |
| **This is a major hon. Sociology course** | | | | | | | | | | | |
| **Suggested Readings:**   1. Social movement and Social Transformation -MSA Rao 2. Protest and change: Studies in social movement -T K Oommen 3. Social movements in India- Ghanshyam Shah 4. आधुनिकभारतमेंसामाजिकपरिवर्तन: डाँजेपीसिंह 5. भारतमेंसामाजिकआंदोलन :वीएन.सिंह, जनमेजयसिंह 6. आधुनिकभारतमेंसामाजिकपरिवर्तन:एमएनश्रीनिवास | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 * Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

(Year 2, Semester 3)

SUBJECT NAME: SOCIAL CHANGE IN INDIA

SUBJECT TYPE: MAJOR 2 (CORE)

SUBJECT CODE: A03070302T

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| **Programme/Class** | | | **Diploma** | **Year** | | **B.A.II** | | | **Semester** | | **III** |
| **Subject** | | | Sociology | | | | | | | | |
| **Course Code** | | | A03070302T | | **Course Title** | | **SOCIAL CHANGE IN INDIA** | | | | |
| **Course Outcomes:** To make the students understand that social change is an inevitable reality and make them familiar with the dynamical processes of social change | | | | | | | | | | | |
| Credits - 5 | | Maximum Marks: 100 | | | | | | Minimum Marks: 33 | | | |
| Total No. of Lectures –Tutorials – Practical/SW (in hours per week): 4-0-1 | | | | | | | | | | | |
| **Unit** | **Topic** | | | | | | | | | **No. of Lectures** | |
| I | Concept, Meaning & Nature of Social change, Factors of Social Change, change in structure and change of structure | | | | | | | | | 12 | |
| II | Types of Social change: Evolution, Development, Progress and Revolution. | | | | | | | | | 12 | |
| III | Theories of Social Change: Linear, Cyclical, Demographic, and Economic (Conflict). Information technology and Social Change. | | | | | | | | | 12 | |
| IV | Processes of Social Change in India: Sanskritization, Westernization, Modernization. Concept & Impact of Secularization and Globalization. Parochialisation and Universalization | | | | | | | | | 12 | |
| V | Dynamics and Challenges of Social Change: Human adaptation and social change, social change and stress, social change and deviance | | | | | | | | | 12 | |
| VI | Dynamics of Social Change: Climate Change, population change, societal change | | | | | | | | | 12 | |
| **This is a major sociology hons. course** | | | | | | | | | | | |
| **Suggested Readings:**   1. Social change :W F Ogburn 2. Theories of social change:A critical appraisal -Raymond Boudon 3. The theory of social change- John McLeish 4. Social change in India : Crisis and resilience - Yogendra Singh 5. Protest and change : Studies in social movement -T K Oommen | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 * Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

(YEAR 2, Semester 3)

SUBJECT NAME: ORGANIZATIONAL BEHAVIOUR

SUBJECT TYPE: MAJOR 3

SUBJECT CODE:

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| **Programme/Class** | | | **Diploma** | **Year** | | **B.A.II** | | | **Semester** | | **III** |
| **Subject** | | | Sociology | | | | | | | | |
| **Course Code** | | |  | | **Course Title** | | **ORGANIZATIONAL BEHAVIOUR** | | | | |
| **Course Outcomes:** | | | | | | | | | | | |
| Credits - 5 | | Maximum Marks: 100 | | | | | | Minimum Marks: 33 | | | |
| Total No. of Lectures –Tutorials – Practical/SW (in hours per week): 4-0-1 | | | | | | | | | | | |
| **Unit** | **Topic** | | | | | | | | | **No. of Lectures** | |
| I | **Unit 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. | | | | | | | | | 12 | |
| II | **Unit 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 | **Unit 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 | **Unit 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. | | | | | | | | | 12 | |
| V | **Unit 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 | |
| **This is a major sociology hons. course** | | | | | | | | | | | |
| **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 | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 * Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

(Year 2, Semester 3)

SUBJECT NAME: HUMAN RIGHTS AND LAWS

SUBJECT TYPE: MINOR 1

SUBJECT CODE:

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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 – 4 | | Marks: 100 | | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) – 4-0-0 | | | | | | | |
| **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 |

(Year 2, Semester 3)

SUBJECT NAME: CONTENT WRITING -1 (SJMC)

SUBJECT TYPE: MINOR 2

SUBJECT CODE:

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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) : 3-0-0 | | | | | | | |
| **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 |

(Year 2, Semester 3)

SUBJECT NAME: PROFESSIONAL SKILLS

SUBJECT TYPE: MINOR 3

SUBJECT CODE:

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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 |

**(Year 2, Semester 4)**

**SUBJECT NAME: SOCIOLOGY OF DEVELOPMENT**

**SUBJECT TYPE: MAJOR 1 (CORE)**

**SUBJECT CODE: ………………………….**

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| **Programme/Class** | | | **Diploma** | **Year** | | **B.A.II** | | | **Semester** | | **III** |
| **Subject** | | | Sociology | | | | | | | | |
| **Course Code** | | |  | | **Course Title** | | **SOCIOLOGY OF DEVELOPMENT** | | | | |
| **Course Outcomes:**  To acquaint the students the concepts of modernization, development and to bring awareness about Indian Social Structure and development. | | | | | | | | | | | |
| Credits - 6 | | 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 : Meaning, Scope and Importance of Sociology of Development, Sociological Dimensions of Development and Cultural Dimension and Trends of Development | | | | | | | | | 8 | |
| II | Concepts of Development: Human Development, Ecological Development and Sustainable Development | | | | | | | | | 8 | |
| III | Theories of Development: Structural – Functional Theory and Dependency Theory | | | | | | | | | 8 | |
| IV | Social Structure and Development with Reference to India: Education and Development, Gender and Development and Development Disparities | | | | | | | | | 8 | |
| V | Concept of Development, Economic Vs Social Development, Human Development. | | | | | | | | | 7 | |
| VI | Theories of Development: Smelser, Lerner, Rostow. Under Development Dependency: Centre Periphery (Frank), Uneven Development (Samir Amin); Globalization and Development Society. | | | | | | | | | 7 | |
| VII | Issues of Development: Agrarian Crisis, Human Resource Development & Skilled Unemployment. | | | | | | | | | 7 | |
| VIII | Ecology and Development: Development and Displacement, Rehabilitation and Resettlement Policy, Sustainable development, Global Warming and Climate Change. | | | | | | | | | 7 | |
| **This is a major sociology. Hons. course** | | | | | | | | | | | |
| 1. Basu, Dilip & Sechard Sisson: Social and Economic Development in India: A Reassessment.  2. D’Souza, V.S.: Development Planning and Structural Inequalities in India.  3. Dube, S.C.: Modernization and Development: The Search for Alternative Paradigms.  4. Dube, S.C.: Social Development in India: Issues for 1980s.  5. Frankel, Francine R.: India’s Green Revolution – Economic Gains and Political Costs.  6. Hilhorst, J.G. N. & M. K. Latine: Social Development in the Third World: Levels of Social Planning.  7. Hoselitz, B.: Sociological Aspects of Economic Growth.  8. Joshi, P.C.: Land Reforms in India. | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 * Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

**(Year 2, Semester 4)**

**SUBJECT NAME: SOCIAL PROBLEMS IN INDIA**

**SUBJECT TYPE: MAJOR 2 (CORE)**

**SUBJECT CODE: ………………………….**

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| **Programme /Class** | | | **Diploma** | | **Year** | | **B.A II** | **Semester** | **IV** |
| **Subject** | **Sociology** | | | | | | | | |
| **Course code** | ……………… | | | **Course Title** | | **SOCIAL PROBLEMS IN INDIA** | | | |
| **Course Outcomes:** The syllabus is designed to introduce students to the emerging social problems, the concept and issues of development in Indian Society. The course intends to focus upon the deviant and delinquent behaviour, issue of corruption and other disorganizational and structural problems of Indian Society. The endeavour of the course is to make learners aware about the social problems and developmental issues in the Indian Society. | | | | | | | | | |
| Credits:5 | | | Max. Marks:100 | | | | | Min. Passing Marks:33 | |
| Total no. of lectures-tutorials-practical (in hours per week): 4-0-1 | | | | | | | | | |
| **Unit** | | **TOPIC** | | | | | | **NO. OF LECTURES** | |
| I | | Deviance: Concept & Meaning, Definition. Crime and Juvenile Delinquency White Collar crime, | | | | | | 8 | |
| II | | Corruption in Public life, Cyber Crime, Drug Addiction, Suicide, Terrorism. | | | | | | 8 | |
| III | | Structural Problems: Poverty, Caste Inequality, Problems: Religious, Ethnic and Regional, Minorities, Backward Classes and Dalits. | | | | | | 8 | |
| IV | | Familial Problems: Dowry, Domestic Violence, Divorce, Intra and Inter-Generational Conflict, Problem of Elderly. | | | | | | 8 | |
| V | | Rural Problems: Problems of agriculture, Problems of unemployment, panchayat functioning and sanitation | | | | | | 8 | |
| VI | | Urban Problems: Problems of Migration, Slums, urban villages and population | | | | | | 8 | |
| VII | | International problems: Refugee Crisis, Border issues, Terrorism, human rights violation, Trafficking | | | | | | 8 | |
| **This is major sociology hons. course** | | | | | | | | | |
| **Suggested readings:**  1. Cloward, R., 1960. Delinquency and Opportunity.  2. Charles, L.C., Michael, W.F., 2000. Crime and Deviance: Essays and Innovations of Edwin M Lemert.  3. Cohen, Albert .K. 1955, Delinquent Boys: The Culture of the gang.  4. H, Travis, 1969, Causes of Delinquency.  5. E, Sutherland, D, Cressey, D.F., Luckenbill, 1934. Principles of Sociology.  6. Betellie, Andre, 1974: Social Inequality.  7. Gill, S.S., 1998: The Pathology of Corruption.  8.Lewis,Oscar,1966: Culture of Poverty, Scientific American, Vol.II & V  9.Gadgil, Madhav and Guha, Ramchandra, 1996: Ecology and Equity: The Use and Abuse of Nature in Contemporary India.  10. Berreman, G.D., 1979: Caste and Other Inequalities: Essays in Inequality.  11.Browning Halcli, Webster(ed), 1996: Understanding Contemporary Society: Theories of the Present.  12. Desai A.R, 1971: Essays on Modernization of Underdeveloped Societies.  13. Datt and Sundaram, 2008. Indian Economy  14. Eade D and Ligteringen E, Debating Development, 2006. – NGOs and the Future  15. EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly,May 14-1994.  16.Escobar Arturo, 1995: Encountering Development, the Making and Unmaking of the Third World  17. Ghosh J, Never Done and Poorly Paid: Women’s Work in Globalizing India.  18.जे.पी.सिंह, आधुनिकभारतकासमाज | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 * Attendance | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | |

**(Year 2, Semester 4)**

**SUBJECT NAME: PSYCHOLOGY OF SOCIAL BEHAVIOUR (PSYCHOLOGY)**

**SUBJECT TYPE: MAJOR 3 (CORE)**

**SUBJECT CODE: ………………………….**

**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 2, Semester 4)**

**SUBJECT NAME: TOURSIM GEOGRAPHY**

**SUBJECT TYPE: MAJOR 3 (CORE)**

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

**Suggested Reading:**

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

**(Year 2, Semester 4)**

**SUBJECT NAME: GENDER LAWS (SLLA)**

**SUBJECT TYPE: MINOR 1**

**SUBJECT CODE: ………………………….**

**Syllabus to be provided by Director SLA**

**(Year 2, Semester 4)**

**SUBJECT NAME: CONTENT WRITING -II (SJMC)**

**SUBJECT TYPE: MINOR 2**

**Syllabus to be provided by Director SLA**

**(Year 2, Semester 4)**

**SUBJECT NAME: LEADERSHIP AND MANAGERIAL SKILLS**

**SUBJECT TYPE: MINOR 3**

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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 |

**(Year 3, Semester 5)**

**SUBJECT NAME: RESEARCH METHODS IN SOCIAL SCIENCES**

**SUBJECT TYPE: MAJOR 1 (CORE)**

**SUBJECT CODE:** A070501T**.**

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| **Programme /Class** | | **Degree** | | **Year** | | | | **B.A III** | **Semester** | | **V** |
| **Subject** | | | | | | Sociology | | | | | |
| **Course code** | | | ……… | | **Course** | | Research Methodology in Social Sciences | | | | |
| **Course Outcomes:** The course of Research Methodology in Social Sciences/Sociology is structured in a way that it makes student to understand and comprehend the research problems, research techniques and nevertheless course intends to develop objective as well as subjective enquiry into the areas of Sociological studies. The main purpose of the course is to develop scientific and humanistic approach towards the research work in the subject. | | | | | | | | | | | |
| Credits:5 | | | | Max. Marks:100 | | | | | Min. Passing Marks:33 | | |
| Total no. of lectures-tutorials-practical (in hours per week):4-0-1 | | | | | | | | | | | |
| Unit | TOPIC | | | | | | | | | No. of Lectures | |
| **I** | Social Research: Concept, Nature & Types of Social Research, Importance of Social Research.Steps of Scientific Research: Formulation of Research Problem. | | | | | | | | | 8 | |
| **II** | Research Design: Meaning, Types and Importance. Hypothesis: Its Types and Sources. | | | | | | | | | 8 | |
| **III** | Problems of Objectivity. Objectivity Versus Subjectivity, Value Neutrality. Ethical Issues in Social Research. Plagiarism and Copy Right. | | | | | | | | | 8 | |
| **IV** | Types of Research: Basic and applied: Historical and Comparative; Descriptive, Exploratory, Explanatory and Diagnostic. | | | | | | | | | 8 | |
| **V** | Data Collection: Primary and Secondary Source; Census: Observation; Case Study; Content Analysis. | | | | | | | | | 7 | |
| **VI** | Techniques of Data Collection; Sampling, Questionnaire, Schedule and Interview, Primary and Secondary Data. | | | | | | | | | 7 | |
| **VII** | Classification and Presentation of Data: Coding; Tables; Graphs; Diagrams; Bar; Chart, Pictorial and Histogram and Report Writing. | | | | | | | | | 7 | |
| **VIII** | Overview of Statistics in Sociology, Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode). | | | | | | | | | 7 | |
| **This is a major hon. course** | | | | | | | | | | | |
| **Suggested readings:** 1. Babbie Earl, 2004: The Practice of Social Research, (10th ed.)  2 Burawoy M and Joseph Blum (ed),2000: Global Ethnography: Forces, Connections and  Imaginations  3 Bryman Alan, 2001 Social Research Methods.  4Carol Grbich, 2000: New Approaches in Social Research, Sage Publication.  5Devine and Heath, 1999: Sociological Research Methods in Context, Palgrave.  6 Denzin Norman, Lincoln Yvonna (ed), 2006.:Handbook of Qualitative Research,  7. Goode and Hatt, Methods in Social Research  8. Giddens Anthony, 1976: New Rules of Sociological Research.  9. Mulkay Michael, 1979: Science and the Sociology of Knowledge, George Allen and Unwin Ltd.  10. Silverman David, 1985: Qualitative Methodology and sociology, Gower, Vermont.  11. Sachdev Meetali, 1987: Qualitative Research in Social Sciences, Raj Publishing, Jaipur.  12. Williams Malcolm, 2004. Science and Social Science, Routledge, New York,  13. Young Pauline, Scientific Social Surveys and Research Practice,  14. जे.पी.सिंह:सामाजिकअनुसंधानकीविधियॉ | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 3, Semester 5)**

**SUBJECT NAME: SOCIOLOGY OF RELIGION**

**SUBJECT TYPE: MAJOR 2 (CORE)**

**SUBJECT CODE:** A070502T

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| **Programme /Class** | | **Degree** | | | **Year** | | | B.A III | Semester | | V | |
| **Subject** | | | | | | **Sociology** | | | | | | |
| **Course code** | | |  | | **Course** | | Sociology of Religion | | | | | |
| Course Outcomes: This course exposes students to the distinctiveness of the sociological approach to the study of religion | | | | | | | | | | | | |
| Credits:5 | | | | Max. Marks:100 | | | | | | Min. Passing Marks:33 | | |
| Total no. of lectures-tutorials-practical (in hours per week):4-0-1 | | | | | | | | | | | | |
| Unit | **Topic** | | | | | | | | | | | **No. of Lectures** |
| I | **UNIT-1: RELIGION AND SOCIETY**   * Theorising Religion and Society * Religion and Sociology * Significance of Religion in Society | | | | | | | | | | | 12 |
| II | **UNIT-2: COMPONENTS OF RELIGION**   * Myth * Rituals * Super-natural powers * Forms of Worship | | | | | | | | | | | 12 |
| III | **UNIT-3: STATE AND RELIGION**   * Secularism and Communalism * State sanctions of religion * Religion and Politics | | | | | | | | | | | 12 |
| IV | **UNIT-4: INDIAN RELIGIONS**   * Buddhism * Jainism * Hinduism * Sikhism | | | | | | | | | | | 12 |
| V | **UNIT-5: TRIBAL RELIGIONS**   * Animist practices * Rituals & Customs * Religion as Identity * Conversion to Christianity | | | | | | | | | | | 12 |
| **This is a major sociology hons. course** | | | | | | | | | | | | |
| **Suggested Readings:**   1. Betielle, Andre, 2002. “Religion as a Subject for Sociology”, in Sociology Essays on Approach and Method. New Delhi: Oxford University Press. pp 184-200 2. Durkheim, Emile. 1995. The Elementary Forms of Religious Life. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448. 3. Tambiah, Stanley Jeyaraja. 1990. Magic, Science, Religion and the Scope of Rationality. Cambridge: Cambridge University Press, pp. 1-41. 4. Smith, Jonathan Z. 1998. "Religion, Religions, Religious." Critical terms for religious studies pp. 269-284 5. Malinowski, Bronislaw. 1948. Magic, Science and Religion and Other Essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124. | | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (25 Marks):**   * Visit to sites of religion for understanding * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz * Assignment * Attendance | | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | | |

**(Year 3, Semester 5)**

**SUBJECT NAME: CLASSICAL SOCIOLOGICAL THOUGHT**

**SUBJECT TYPE: MAJOR 3**

**SUBJECT CODE:** A070503T

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| **Programme /Class** | | **Degree** | | | **Year** | | | B.A III | Semester | | V | |
| **Subject** | | | | | | **Sociology** | | | | | | |
| **Course code** | | |  | | **Course** | | Classical Sociological Thought | | | | | |
| Course Outcomes: The course syllabus is designed to help students to know about the classical contributions of Pioneers of Sociology. The paper will focus upon the history of Sociology and the intellectual traditions originated during the crisis in Europe and the impact it had on the structures of society. The learner will gain theoretical as well as methodological knowledge about the subject. | | | | | | | | | | | | |
| Credits:5 | | | | Max. Marks:100 | | | | | | Min. Passing Marks:33 | | |
| Total no. of lectures-tutorials-practical (in hours per week):4-0-1 | | | | | | | | | | | | |
| Unit | **Topic** | | | | | | | | | | | **No. of Lectures** |
| I | Emergence of Sociology, Intellectual Sources: Enlightenment, Philosophy of History, Political History, Social and Political Reform Movements. Revolution: French Revolution and Industrial Revolution. | | | | | | | | | | | 10 |
| II | August Comte: Positivism, The Hierarchy of Sciences, Law of Three Stages. Herbert Spencer: Social Evolution and Social Darwinism | | | | | | | | | | | 10 |
| III | Emile Durkheim: Social Fact, Mechanical Solidarity and Organic Solidarity, Suicide. | | | | | | | | | | | 10 |
| IV | Vilfredo Pareto: Action – Logical and Non-Logical Action, Residues and Derivatives. | | | | | | | | | | | 09 |
| V | Karl Marx: Dialectical Historical Materialism, Class Struggle, Theory of Alienation. | | | | | | | | | | | 09 |
| VI | Max Weber: Social Action, Power and Authority, Protestant Ethics and Spirit of Capitalism. | | | | | | | | | | | 09 |
| VII | G.H.Mead: Symbolic Interaction, Concept of ‘Self’ and ‘Me.’. | | | | | | | | | | | 09 |
| VIII | Talcott Parsons: Action and Behaviour; Social System, Pattern Variables.  R.K.Merton: Middle Range Theory, Manifest and Latent Function. | | | | | | | | | | | 09 |
| **This is a major sociology hons. course** | | | | | | | | | | | | |
| **Suggested Readings :**  1.Giddens Anthony,1989 : Sociology, Polity Press, Cambridge  2. Kalberg Stephen, 2002: The Protestant Ethic and Spirit of Capitalism, III rd edition.  3. Kamernka Eugene, 1983: The Portable Marx, Penguin.  4. Kalberg Stephen, 1994: Connecting Issues in Comparative Historical Studies Today  5. Lukes Steven, Durkheim: Life and Works: A Critical Study, 1973.  6. Morrison Ken, Marx, Durkheim, Weber – formation of Modern Social Thought, Sage Publication, New Delhi, 1995.  7. Ritzer George, Sociological Theory, McGraw Hill, New York, 2000.  8. Tucker K.N, 2002. Classical Social Theory.  9. Wilhelm Outhwaite and Mulkay M, Social Theory & Social Criticism  10. एम.एल. दोषीएवंपी.सी. जैन,मुख्यसमाजशास्त्रीयविचारक,रावतपब्लिकेशन | | | | | | | | | | | | |
| **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 * Assignment * Attendance | | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | | |

**(Year 3, Semester 5)**

**SUBJECT NAME: SOCIOLOGY OF HEALTH**

**SUBJECT TYPE: MAJOR 4**

**SUBJECT CODE:** A070504T

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| **Programme /Class** | | **Degree** | | | **Year** | | | B.A III | Semester | | V | |
| **Subject** | | | | | | **Sociology** | | | | | | |
| **Course code** | | |  | | **Course** | | Sociology of Health | | | | | |
| Course Outcomes: The course covers major sociological issues from a micro, meso and macro perspectives. It aims to develop the ability to analyze the health and health care as a sociological phenomenon: deviance, experience, network, power or inequality. To develop empathy for health promotion and disease prevention toward populations | | | | | | | | | | | | |
| Credits:5 | | | | Max. Marks:100 | | | | | | Min. Passing Marks:33 | | |
| Total no. of lectures-tutorials-practical (in hours per week):4-0-1 | | | | | | | | | | | | |
| Unit | **Topic** | | | | | | | | | | | **No. of Lectures** |
| I | **UNIT-1: INTRODUCTION TO SOCIOLOGY OF HEALTH**   * Health as a social issue * Determinants of health * Sociological approaches to health * Sociological theories of health | | | | | | | | | | | 12 |
| II | **UNIT-2: IMPACT OF SOCIAL INTERACTIONS ON HEALTH**   * Role of Society for health * Community health practices * Stakeholders in health * Traditional and Modern healing methods | | | | | | | | | | | 12 |
| III | **UNIT-3: EVOLUTION OF MEDICALIZATION**   * Ancient Health practises & Treatises * Historical development of medicalization * Moral dimensions of medical diagnosis/labelling * Social and economic significance of medicalization | | | | | | | | | | | 12 |
| IV | **UNIT-4: ISSUES IN THE MEDICAL CARE SYSTEM**   * Affordability & Accessibility * Dynamics of drugs * Ethics in Medical * Politics of Health | | | | | | | | | | | 12 |
| **This is a major sociology hons. course** | | | | | | | | | | | | |
| 1. **Suggested Readings :** 2. Singh, B. and Dickinson, H. (2009).  Health, Illness, and Health Care in Canada. Toronto: Nelson Education Canada. 3. Clarke, J. (2008).  Health, Illness, and Medicine in Canada.  Toronto: Oxford University Press Canada. | | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (25 Marks):**   * Visit to any nearby hospital * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz * Assignment * Attendance | | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | | |

**(Year 3, Semester 6)**

**SUBJECT NAME: RESEARCH METHODOLOGY**

**SUBJECT TYPE: MINOR 1**

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

**(Year 3, Semester 6)**

**SUBJECT NAME: PROBLEM – SOLVING AND DECISION MAKING**

**SUBJECT TYPE: MINOR 2**

**SUBJECT CODE:**

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

**(Year 3, Semester 6)**

**SUBJECT NAME: GENDER AND SOCIETY**

**SUBJECT TYPE: MAJOR 1 (CORE)**

**SUBJECT CODE:** A070601T

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| **Programme /Class** | | | **Degree** | | **Year** | **B.A III** | | | **Semester** | **VI** |
| **Subject** | | | | | **Sociology** | | | | | |
| **Course code** | | ……………….. | | | **Course** | | Gender and Society | | | |
| **Course Outcomes:** This course is gender sensitive and is directed towards engaging students to learn and rethink about the gender issues. The course will introduce students to the core gender issue and will equip them to come with suggestions which would be directed towards gender equity. | | | | | | | | | | |
| Credits:5 | | | | Max. Marks:100 | | | | Min. Passing Marks:33 | | |
| Total no. of lectures-tutorials-practical (in hours per week): 4-0-1 | | | | | | | | | | |
| **Unit** | **Topic** | | | | | | | | **No. of. Lectures** | |
| I | Gender (Culture) vs. Sex (Biology), Equality vs. Difference, Gender Roles, Social Construction of Gender, Gender and Sexuality. | | | | | | | | 10 | |
| II | Women in Family, Socialization and Gender, Feminist Movement  Understanding Gender Inequalities- Caste and Class. | | | | | | | | 10 | |
| III | Gender Perspective: Liberal, Marxian, Socialist, Radical | | | | | | | | 10 | |
| IV | Patriarchy and Gender, Sexual Division of Labour, Masculinity vs. Femininity. | | | | | | | | 10 | |
| V | Women and Society in India: Demographic Profile, Population and Gender, Population, Gender and Migration. | | | | | | | | 10 | |
| VI | Women in Economy (Work and Property Rights), Women and Power & Subordination, Women and Education, Women and Health | | | | | | | | 10 | |
| VII | Crime against Women: Infanticide, Domestic Violence, Honour Killing, Harassment at work place. | | | | | | | | 10 | |
| VIII | Constitutional Safeguards and Provisions regarding Women. Programmes and Policies regarding upliftment of Women. Personal laws, law as tool of emancipation of women. Women Rights as Human Rights, Gender and Human Rights. | | | | | | | | 10 | |
| **This is a major hons. sociology course** | | | | | | | | | | |
| **Suggested readings:**   * + - 1. Basu Aparna, 1999 Women’s Education in India in Ray and Basu (edt): From Independence       2. Towards Freedom.       3. Chodhuri Maitreyee, 2004 Feminism in India, Women Unlimited.       4. Chakravarty Uma, 2003. Gendering caste through a feminist Lense, Stree, Calcutta,       5. Courting Disaster, PUDR Report, 2003.       6. Davis Kathy, Evans Mary, Lorber, J (edt), 2006: Handbook of Gender and Women’s Studies.       7. Delmont Sara, 2003: Feminist Sociology.       8. Feminist Concepts, Contribution to Women’s Studies Series, Part-I, II, III, RCWS, Mumbai       9. Geetha V,2007 Patriarchy, Stree, Calcutta.       10. Geetha V, 2002 Gender, Stree, Calcutta.       11. Kimmel Michael, The Gendered Society, Oxford, NY, 2008.       12. Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992       13. भारतमेंघरेलूहिंसा ,2017, रिंकीभट्टाचार्य।       14. घरेलूहिंसासेमहिलाओंकासंरक्षरण:अधिनियमएवंसंरक्षण,2020,युनिवर्सललॉपब्लिशर।       15. Bhasin Kamala, 2000 Understanding Gender, Kali for Women. | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 * Attendance | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | |

**(Year 3, Semester- 6)**

**SUBJECT NAME: SOCIOLOGY OF MIGRATION**

**SUBJECT TYPE: MAJOR 2 (CORE)**

**SUBJECT CODE:** A070602T

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| **Programme /Class** | | **Degree** | | **Year** | | **B.A III** | **Semester** | **VI** |
| **Subject** | | | | | **Sociology** | | | |
| **Course code** | | | **……………** | **Course** | Sociology of Migration | | | |
| **Course Outcomes:** The course will enable students to understand historical and contemporary patterns of migration and develop critical thinking about issues associated with migration | | | | | | | | |
| Credits:5 | | | | Max. Marks:100 | | | Min. Passing Marks:33 | |
| Total no. of lectures-tutorials-practical (in hours per week): 4-0-1 | | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of Lectures** | |
| I | **UNIT-1: INTRODUCTION TO MIGRATION**   * Concept and Causes of Migration * National and International Migration * Theories of Migration * Issues and Challenges of Migration | | | | | | 15 | |
| II | **UNIT-2: STATE, BORDERS AND POLITICS**   * Migration and International Politics * Mapping Borders and Border Disputes * Indo-Pakistan Border dispute * Indo-Tibet Border Dispute | | | | | | 15 | |
| III | **UNIT-3: MIGRATION IN NORTHEAST INDIA**   * Siliguri Border and Geopolitics * Terrorism and Refugee Politics * Student Coalition and Politics * Identity Politics & Citizenship Concerns | | | | | | 15 | |
| IV | **UNIT-4: MIGRATION IN SOUTH ASIA**   * Routes of Migration * Migration and Religion * Migration and Population * Diasporas in South Asia | | | | | | 15 | |
| **This is a major honours course** | | | | | | | | |
| **Suggested readings**:   1. Massey, Douglas S. “Why Does Immigration Occur? A Theoretical Synthesis.” In The Handbook of International Migration: The American Experience. Eds. C. Hirschman, P. Kasinitz, and J. DeWind. New York: Russell Sage Foundation, 1999: 34-52. 2. Gerald, D. S. F. and Arar, R. "The Sociology of Refugee Migration", Annual Review of Sociology, Vol. 44, 2018: 387-406. Samers, M. and Collyer, M. "Explaining Migration Across International Borders: Determinist Theories" in Samers, M. and Collyer, M., Migration. Routledge, 2016. 3. Alden, E. "Is Border Enforcement Effective? What We Know and What It Means? Journal on Migration and Human Security, Vol. 5 (2) 2018: 481-490. Atac, l., Rygiel, K. and Stierl, M. "Introduction: The Contentious Politics of Refugee and Migrant Protest and Solidarity Movements: Remaking Citizenship from the Margins", Citizenship Studies, Vol. 20 (5) 2016: 527 -544 4. Baser, B. and Halperin, A. "Diasporas from the Middle East: Displacement, Transnational Identities and Homeland Politics", Special Issue British Journal of Middle Eastern Studies, Vol. 46 (2) 2019: 215-221. Brinkerhoff, J. M. “Interconnected Immigrants in the Information Society" in Alonso, A. and Oiarzabal, P. J. (eds.), 5. Diasporas in the New Media Age: Identity, Politics and Community, 39–49. Reno, NV: University of Nevada Press, 2010. Gamlen, A. "The Emigration State and the Modern Geopolitical Imagination", Political Geography, Vol. 27 (8) 2008: 840 – 856. | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 Marks):**   * Visit to Migrant Camps or Refugees * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz * Assignment * Attendance | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | |

**(Year 3, Semester 6)**

**SUBJECT NAME: PIONEERS OF INDIAN SOCIOLOGY**

**SUBJECT TYPE: MAJOR 3 (CORE)**

**SUBJECT CODE:** A070603T

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| **Programme /Class** | | **Degree** | | **Year** | | **B.A III** | **Semester** | **VI** |
| **Subject** | | | | | **Sociology** | | | |
| **Course code** | | | **……………** | **Course** | Pioneers of Indian Sociology | | | |
| **Course Outcomes:** The course outline has been delineated in a manner that the student of Sociology is able to gather knowledge about the esteemed Indian Pioneers of Sociology, who largely used indigenous methodology to understand the Indian society and its complexities. The learner will be able to grasp information and knowledge about the approaches and theoretical framework adopted by the Indian Sociologists and simultaneously they will know about the History of Sociology in India and Sociological traditions. | | | | | | | | |
| Credits:5 | | | | Max. Marks:100 | | | Min. Passing Marks:33 | |
| Total no. of lectures-tutorials-practical (in hours per week): 4-0-1 | | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of Lectures** | |
| I | G. S. Ghurye: Caste; Indian Sadhus; Rururban Community;  D. N. Majumdar: Caste; Tribal Integration | | | | | | 12 | |
| II | Radhakamal Mukherjee: Social Structure of Values; Social Ecology | | | | | | 12 | |
| III | D.P. Mukherjee: Indian Culture and Diversities; Modernity, Indian Youth, Marxology | | | | | | 12 | |
| IV | Irawati Karve: Kinship in India  I.P. Desai: Indian Family | | | | | | 12 | |
| V | M.N. Srinivas: Sanskritization; Westernization; Secularization; Dominant Caste. | | | | | | 12 | |
| VI | S. C. Dube: Indian Village; Tradition; Modernization and Development. | | | | | | 12 | |
| VII | A.R. Desai: Social Background of Indian Nationalism; Marxist Approach to Study Indian Society.  Rama Krishna Mukherjee: Dynamics of Agrarian Class Structure. | | | | | | 12 | |
| VIII | Andre Beteille: Caste, Class and Power: Agrarian Structure | | | | | | 12 | |
| **This is a major elective course** | | | | | | | | |
| **Suggested readings**:   1. D.N. Dhanagare, 1999: Themes and Perspectives in Indian Sociology. 2. Das Veena, 1995: Critical Events, An Anthropological Perspective on Contemporary India. 3. David Ludden, 2000: Critique of Subaltern Studies. 4. Dube, S. C, 1990. Indian Society. 5. Gail Omvedt, 2002 Dalits and Democratic Revolution. 6. Vivek P. S, 2002. Sociological Perspectives and Indian Sociology 7. T.S.Pawale & S.D.Patil, Basic Sociological Concepts 8. Ghurye, G. S. 2000 1932. Caste and Race in India. 9. Pramanik. S. K. 2001. Sociology of G S Ghurye. 10. Majumdar. D. N 1944 The Fortunes of Primitive Tribes. 11. Saksena. H. S. 2017. Tribal Studies and Beyond: Contributions of D.N. Majumdar to Indian   Anthropology   1. Madan, T.N.2011. Sociological Traditions: Methods and Perspectives in the Sociology of India 2. Madan, T.N.2013. Sociology at the University of Lucknow: The First Half Century (1921-75 3. Oommen, T.K. 2015- Radhakamal Mukherjee on Social Ecology: Filling Up Some Blanks, 4. Sociological Bulletin, Vol. 64, No. 1 (January – April 2015), pp. 15-35. 5. Mukherjee, D.P. 2002. Indian Culture. 6. Mukherjee, D.P. 2002. Diversities: Essays in Economics, Sociology and Other Social Problems. 7. Desai I.P. 1964: Some aspects of family in Mahuva. 8. Karve, Irawati, 1953 Kinship Organisalion in India. (Deccan College Monograph Series, 11.) 9. Uberoi, Patricia, Nandini Sundar and S. Deshpande. 2007. Anthropology in the East: Founders of Indian Sociology and Anthropology. 10. बी.के.,नागला : भारतीयसमाजशास्त्रीयचिंतन | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 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 3, Semester 6)**

**SUBJECT NAME: RURAL SOCIOLOGY**

**SUBJECT TYPE: MAJOR 4 (CORE)**

**SUBJECT CODE:** A070604T

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| **Programme /Class** | | **Degree** | | **Year** | | **B.A III** | **Semester** | **VI** |
| **Subject** | | | | | **Sociology** | | | |
| **Course code** | | | **……………** | **Course** | Rural Sociology | | | |
| **Course Outcomes:** The course will enable students to understand rural sociology as a sub-branch of sociology and established discipline in the field of sociology. The course would further help students to get acquainted with rural issues and problems, especially in Indian context. | | | | | | | | |
| Credits:5 | | | | Max. Marks:100 | | | Min. Passing Marks:33 | |
| Total no. of lectures-tutorials-practical (in hours per week): 4-0-1 | | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of Lectures** | |
| I | **UNIT-1: INTRODUCTION TO RURAL SOCIOLOGY**   * Meaning & Definitions of Rural Sociology * Rural Sociology as a discipline * Origin and history of Rural sociology * Emergence of Rural Sociology in India | | | | | | 12 | |
| II | **UNIT-2: SYSTEMS & TRADITIONS**   * Jajmani System * Zamindari System * Panchayat system | | | | | | 12 | |
| III | **UNIT-3: RURAL SOCIETIES**   * Concept of Village and Characteristics * Ancient Rural Societies * Rural Societies of North India * Rural Societies in South India | | | | | | 12 | |
| IV | **UNIT-4: PROBLEMS & CHALLENGES**   * Poverty & Unemployment * Caste and Communities * Property Inheritance & Disputes * Status of women | | | | | | 12 | |
| V | **UNIT-V: RURAL WELFARE SCHEMES**   * MNREGA * Rural Health Mission * Kisan Credit scheme | | | | | | 12 | |
| VI | **UNIT-VI: PROBLEM OF RURAL INDEBTEDNESS**   * Micro-credit schemes * Farmer suicides * Government strategies | | | | | | 12 | |
| **This is a major honours course** | | | | | | | | |
| **Suggested readings**: | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 Marks):**   * Visit to Migrant Camps or Refugees * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz * Assignment * Attendance | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | |

**(Year 3, Semester 6)**

**SUBJECT NAME: ENGTERPRENEURSHIP AND START UP MANAGEMENT**

**SUBJECT TYPE: MINOR 1 (CORE)**

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

**(Year 3, Semester 6)**

**SUBJECT NAME: PERSONALITY DEVELOPMENT**

**SUBJECT TYPE: MINOR 2 (CORE)**

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| **Programme / Class** | | Degree | **Year** | B.A.III | **Semester** | VI | |
| **Subject** | | Sociology | | | | | |
| **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 |