

**NOIDA INTERNATIONAL UNIVERSITY**

**SCHOOL OF LIBERAL ARTS**

**DEPARTMENT OF ENGLISH**

**BACHELOR OF ARTS**

**ENGLISH (HONOURS)**

**(Semester based Course) CBCS**



**Academic year 2018- 2019**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **B.A. Programme Details**

### **Programme Objectives (POs)**

The objectives of the B.A. (Honours) English programme are manifold and start with imparting students with an in-depth knowledge and understanding through the core courses which form the basis of English namely, Classical Literature, British Literature, Comparative Literature, American Literature, Popular Literature, Film Adaptation, Translation, Language and Linguistics and ELT. Creative thinking capabilities are also aimed to be encouraged through tutorials. The elective and open elective courses are designed for more specialized and/or interdisciplinary content to equip students with a broader knowledge base. Literary Theory course is aimed to equip the students to apply theory and criticism to study literature. The project is expected to give an effect of how research leads to new findings.

### **Programme Specific Outcomes (PSOs)**

- Understanding the basics of English particularly concepts in Classical Literature, British Literature, Comparative Literature, American Literature, Popular Literature, Film Adaptation, Translation, Language and Linguistics and ELT.
- Learn to think critically and analyze literary theories.
- Gain hands on experience to study Literature further.
- Viewing English (Literature and Linguistics) as a training ground for the mind developing a critical attitude and the faculty of logical reasoning that can be applied to diverse fields.

Semester I	Nov./Dec. Examination
Semester II	April/May Examination
Semester III	Nov./Dec. Examination
Semester IV	April/May Examination
Semester V	Nov./Dec. Examination
Semester VI	April/May Examination

## **COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME**

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

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

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

Apart from this, few Common papers are also taught such as General English-I & II, Environmental Studies- I & II, Business Communication--I & II, Fundamentals of Computers-I & II, Human Rights: Theory & Practice, and Gender & Women studies in India that all the students taking various Honors courses in the School of Liberal Arts. The papers included in the curriculum will be based on Choice based credit system.

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

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity

evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

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

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

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

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

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

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

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

**3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC"

courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

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

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

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

The B.A. English (Hons.) is divided into three parts as under. Each part will consist of two semesters.

<b>Part 1</b>	First Year	Semester I	Semester II
<b>Part 2</b>	Second year	Semester III	Semester IV
<b>Part 3</b>	Third Year	Semester V	Semester VI

**Department of English**

**1<sup>st</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BEL-101	History of English Literature	3	1	0	4	40	60	100
2	BEL -102	Introduction to Linguistics	3	1	0	4	40	60	100
3		Subsidiary Paper 1	3	1	0	4	40	60	100
4		Subsidiary Paper 2	3	1	0	4	40	60	100
5	EVSB-101	Environmental Studies-1	2	0	0	3	40	60	100
6	SLAGE101	Generic Elective	3	0	0	3	40	60	100
		Total				22			600



**2<sup>nd</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BEL -201	British Literature I	3	1		4	40	60	100
2	BEL -202	Phonetics and Phonology	3	1		4	40	60	100
3		Subsidiary Paper 1	3	1		4	40	60	100
4		Subsidiary Paper 2	3	1		4	40	60	100
5	EVSB-201	Environmental Studies – II	2	0		3	40	60	100
6	SLAGE201	Generic Elective	3	0		3	40	60	100
		Total				22			600

### 3<sup>rd</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BEL -301	British Literature II	3	1	0	4	40	60	100
2	BEL -302	Classical Literature	3	1	0	4	40	60	100
3		Subsidiary Paper 1	3	1	0	4	40	60	100
4		Subsidiary Paper 2	3	1	0	4	40	60	100
5	GEB-301	General English	2	0	0	3	40	60	100
6	SLAGE301	Generic Elective	3	0	0	3	40	60	100
		Total				22			600

**4<sup>th</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BEL -401	British Literature III	3	1	0	4	40	60	100
2	BEL -402	American Literature	3	1	0	4	40	60	100
3		Subsidiary Paper 1	3	1	0	4	40	60	100
4		Subsidiary Paper 2	3	1	0	4	40	60	100
5	BABC-401	Business Communication	2	0	0	3	40	60	100
6	SLAGE401	Generic Elective	3	0	0	3	40	60	100
		Total				22			600

### 5<sup>th</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BEL -501	British Literature IV	3	1	0	4	40	60	100
2	BEL -502	Indian writing in English	3	1	0	4	40	60	100
3	BEL -503	Modern European Drama	3	1	0	4	40	60	100
4	BEL -504	Research Methodology	4	0	0	4	40	60	100
5	BACBCS-501	Human Rights & Practice	4	0	0	3	40	60	100
6	SLAGE501	Generic Elective	3	0	0	3	40	60	100
		Total				22			600

**6<sup>th</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BEL -601	Comparative Literature	3	1	0	4	40	60	100
2	BEL -602	Popular Literature	3	1	0	4	40	60	100
3	BEL -603	Film Adaptations	3	1	0	4	40	60	100
4	BEL -604	Project	0	0	0	4	60	40	100
5	BACBCS-601	Gender and Women Studies in India	4	0	0	3	40	60	100
6	SLAGE601	Generic Elective	3	0	0	3			500
		Total				22			600

## **I Semester**

**COURSE CODE: BEL 101**

**Course name: History of English Literature**

**Course credit hour: 04**

**Total contact Hours: 60**

### **Course Objective:**

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature.

### **Course Description:**

Aim of this paper is to let students know about the origins of English Literature till 1798. This will also provide them a study of the writers and their writings in different ages of the time.

## **COURSE CONTENT**

### **Unit-I: History of English Literature from 14th Century to Romantic Age including-**

- The Renaissance
- Enlightenment Age
- Romantic Age
- Victorian Age
- Modern Age

## Unit-II: Poetry

- Geoffrey Chaucer: Introduction
- Geoffrey Chaucer :Prologue to the Canterbury Tales
- William Shakespeare: Venus and Adonis ; Introduction
- William Shakespeare: Venus and Adonis; Play

## Unit III: Prose

- Thomas More                      Utopia (Book 1<sup>st</sup>)
- Milton                                Areopagitica
- Jonathan Swift                    Gulliver's Travels

## Unit-IV: Drama

- Shakespeare                      Twelfth Night
- Dryden                                All for Love

### Course learning outcome:

- CLO1: Understand the major movements and trends in English Literature.
- CLO2: Appreciate the contribution of major authors to the development of English literature.
- CLO3: Know the influence of major social and political events on the Literature of the period.
- CLO4: Recognize the major authors and their representative works.

### **Suggested Readings:**

1. English Literature: Its History and Significance by William J. LONG
2. The Concise Cambridge history of English Literature by George Sampson
3. The New Pelican guide to English vol. 2
4. Politics and Poetry in the Fifteenth Century by VJ Scattergood
5. History of English Literature Vol.1by W.R. Goodman

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%



**COURSE CODE: BEL 102**

**Course name: Introduction to Linguistics**

**Course credit hour: 04**

**Total hours: 60**

**Course Objective:**

1. Establish foundations in the major areas of Phonetics and Spoken English (articulatory and acoustic phonetics, segmental and nonlinear phonology, and phonetics-phonology interface)
2. Develop an understanding of the various sounds used in English (RP).
3. Develop descriptive and analytical techniques essential to the analysis of sounds, including experimental methods in phonetics, phonemic analysis, constituency and tonal phonology,
4. Aware the students about the transcription of words for clear punctuations, Acquire the students a proper intonation and rhythm.

**Course descriptions:**

This course will enable students to know how to produce sounds in a given language with the help of Phonetic transcription as a major tool of analysis. It also seeks to examine the various segmental and supra- segmental features of a language. Students would be allowed to strengthen their task-based activity by constant exposure to spoken skills.

**Course Contents**

**Unit-I:**

**Phonetics**

- An Introduction
- Organ of Speech
- Production of Speech Sound
- Vowel and consonant
- Description and classification of Speech sounds: Consonants and Vowels

**Unit-II:**

**Phonology:**

- An Introduction
- Concept of Phonology: Phonology vs. Phonetics
- International Phonetic Alphabets

- Concept of Phoneme
- Allophone
- Phonemic Transcription

### Unit-III:

#### Syllables

- Introduction of Syllables
- Syllabic Consonants,
- Consonant clusters,
- Onset, Nucleus, and Coda,
- Tree diagram representation of syllables in words
- Tree diagram representation of syllables in sentences

### Unit-IV:

#### Paralinguistic:

- Paralanguage
- Pitch, Rhythm: Stress-timed Rhythm
- Intonation: Falling Tone, Rising Tone, Falling-Rising Tone, Tonic Syllable
- Transcription of related Sentences

#### Course learning outcome

CLO1: Students learn about definition of phonetics speech sounds vowels and consonants

CLO2: Students learn about the Phonology

CLO3: Students learn about Syllable, consonant cluster cv structure

CLO4: Students gain the knowledge about stress, paralanguage, tone, rhythm

## **Suggested Readings**

1. Kreidler, Charles W. (1997) Describing Spoken English: An Introduction. USA&CANADA: Routledge
2. McMahon, April (2002). An Introduction to English Phonology. Edinburgh: EUP
3. Sethi J. & P.V.Dhamija (2006). A Course in Phonetics and Spoken English. NewDelhi: Prentice Hall.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**EVSB -101**

**Course Name – Environmental Studies-I**

**Course Credit- 03**

**Total Contact Hr- 55**

**Course Objective: -**

The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.

**Course Description:-**

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.

**Unit 1: Introduction to Environmental Studies**

- Definition, Concept, Importance of environment
- Components of environment atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance; Concept of sustainability and sustainable development.
- Environmental Education and Awareness.

**Unit 2: Ecosystems**

- Ecosystem, Structure and function of ecosystem
- Energy flow in an ecosystem
- Food chain, food web and ecological succession
- Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem (Pond, Lake, stream, rivers, oceans)

**Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- Land Resources and land degradation
- Soil erosion and desertification, deforestation
- Causes and impacts due to mining, dam building on environment.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

#### **Unit 4: Biodiversity and Conservation**

- 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.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value

#### **Course Outcomes (CO's):**

**CLO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CLO2.** To develop the foundations for fully informed and active participation of individual in the protection of environment.

**CLO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CLO4.** To acquaint them with respect of the social problem and its related issues.

#### **Text Books: -**

- B. Erach, Textbook of Environmental Studies for Undergraduate Courses, Third Edition, Orient Blackswan Pvt Ltd.
- Kaushik Anubha, Perspectives in Environmental Studies, Third Edition, Book Age Publications.

#### **References Books: -**

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- Clark RS, Marine Pollution, Clarendon Press, Oxford (TB).

- Heywood VH, and Watson RT, 1995. global Biodiversity Assessment. Cambridge University Press.
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi .
- Mckinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

## II SEMESTER

**COURSE CODE: BEL 201**

**Course name: British Literature I**

**Course credit: 04**

**Total hours: 60**

**Course Objective:** By this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

### **Course Description:**

The course focuses on detailed reading of selected texts and tries to trace the developments of British Literature from 1340 to 1600. It helps students understanding various social, religious, economic and literary aspects in the developments of British Literature during this period.

### **Course Content**

#### **Unit-I:**

#### **English literature 15<sup>th</sup> century**

- **Historical background to the literature from 1340 to 1660**
- **The Renaissance**
- **Chaucer: An Introduction**
- **Chaucer :The Pardoner's Tale**

## Unit-II:

### Poetry

- Shakespeare: Sonnet 130 (My Mistress' Eyes are Nothing Like the Sun)
- John Milton: The Paradise Lost (Line 1-26),
- John Donne: A Valediction: Forbidding Mourning
  
- Andrew Marvell: To His Coy Mistress.

## Unit-III:

### Essays

- Introduction and Art of Essays
- Analysis of 16<sup>th</sup> Century English Literature
- Francis Bacon: Of Studies
- Francis Bacon: Of Great Place

## Unit-IV:

### Drama

- Shakespearean Tragedy
  
- William Shakespeare: Macbeth
- William Shakespeare: Literary Analysis
- William Shakespeare: As You Like It

### Course learning outcome

**CLO1:** Students can come to know about text of Chaucer

**CLO2:** Students can appraise the works of various writers such as Milton, Donne, and Marvell

**CLO3:** Students can appraise prosaic literature and writings of Bacon

**CLO4:** Students can get to understand drama of Shakespeare such as As you like it and Macbeth



**Suggested Readings:**

1. English Literature: Its History and Significance by William J. LONG
2. The Concise Cambridge history of English Literature by George Sampson
3. The New Pelican guide to English vol. 2
4. Politics and Poetry in the Fifteenth Century by VJ Scattergood
5. History of English Literature Vol.1by W.R. Goodman

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: BEL 202**

**Course name: Phonetics and Phonology**

**Course credit hour: 04**

**Total hour: 60**

**Course Objective:**

1. The objective of the basic studies is that the student acquires an understanding of speech as the medium of linguistic communication
2. Phonetics as a discipline that investigates this medium and that the students learn the basic skills required to do phonetic research.
3. The aim of phonology is to discover the principles that govern the way sounds are organized in languages and to explain the variations that occur.
4. We begin by analysing an individual language to determine which sound units are used and which patterns they form the language's sound system.

**Course descriptions:** This course will enable students to know how to produce sounds in a given language with the help of Phonetic transcription as a major tool of analysis. It also seeks to examine the various segmental and supra segmental features of a language. Students would be allowed to strengthen their task-based activity by constant exposure to spoken skills.

**Course Contents**

**Unit-I:**

**Articulation**

- **Complex articulation: Secondary articulation**
- **Articulation; syllable**
- **supra segmental length, stress, tone, intonation and juncture**
- **Phonetic transcription: International Phonetic Alphabet (IPA)**

## Unit II: Acoustic Properties

- Sound Waves : simple and complex
- Periodic and aperiodic
- Harmonics; frequency and fundamental frequency
- Amplitude
- Duration
- Resonance
- Filters
- Spectrum
- Spectrogram
- Formants
- Transitions
- Burst
- Voice onset time
- Aspirations
- Noise, spectra: cues for speech sounds: vowels, semivowels, stop, fricative, nasal, lateral, glide
- Places of articulation of consonants

## Unit III: Phonetics and Phonology

- Phonetics and Phonology
- Concept of phoneme
- Phone and allophone,
- Principles of phonemic analysis -----phonetic similarity,
- Contrastive distribution complementary distribution, free variation,
- Pattern congruity, notion of biuniqueness, Neutralization and archiphoneme

## Unit IV: Levels of Phonology

- Linear and non-linear approaches
- levels of phonological representation
- Phonological rules
- Distinctive features (major class, manner, place)
- Abstractness controversy

- Rule ordering and its types
- Markedness, Principles of lexical phonology
- Principles of optimality theory.

### Course learning outcome

**CLO1:** Students can come to know about complex articulation, syllable phonetic transcription.

**CLO2:** Understand sound waves, resonance vowels places and manner of articulation.

**CLO3:** Students can appraise Phonetics and phonology contrastive distribution.

**CLO4:** Students can get to understand linear and nonlinear approaches, optimality theory.

### Suggested Readings

1. Crystal, D. (2008), A Dictionary of Linguistics and phonetics
2. Pullum, G.K. & W A Ladusaw(1996) , Phonetic symbol guide. The University of Chicago press
- 3.Trask, R.L. (1996) A Dictionary of Phonetics and Phonology. London: Routledge.

### Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**EVS B - 201**

**Course Name – Environmental Studies-II**

**Course Credit- 03**

**Total Contact Hr- 55**

**Course Objective:-**

Objective is to aim at the development of environmentally literate citizens who have the skills and knowledge and inclinations to make well informed choices concerning the environment, and who exercise the rights and responsibilities of the members of a community. It contributes to an understanding and appreciation of the environment and conservation of resources for future.

**Course Description: -**

Introduces the basic concepts from policy studies and economics that help explain environmental challenges. Provides an overview of how government, non-governmental organizations, and the private sector are dealing with major environmental challenges. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues.

**Unit 1: Environmental Pollution**

- 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.

**Unit 2: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain
- Impacts on human communities and agriculture.
- Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).
- Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context

### **Unit 3: Human Communities and the Environment**

- Human population and growth: Impacts on environment, human health and welfares. National and International Legislations
- Disaster management: floods, earthquakes, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation
- Environmental communication and public awareness.

### **Unit 4: 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.,

### **Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.

### **References Books:-**

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- BharuchaErach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
- Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
- Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).
- Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
- De AK, Environmental Chemistry, Wiley Eastern Ltd.

- Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
- Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood VH and Watson RT, 1995. Global Biodiversity Assessment. Cambridge University Press.
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.
- Mckinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

### III SEMESTER

**COURSE CODE: BEL 301**

**Course name: British Literature II**

**Course credit Hrs: 04**

**Total Hours: 60**

#### **Course Objective:**

1. Acquire an understanding of literary terms and forms of the age.
2. Understand major literary, social, political and religious movements of 16th and 17th century.
3. Understand major literary trends during the era.
4. Acquire an understanding in analysing a text in its historical, religious and social context.

#### **Course Description:**

The course focuses on detailed reading of selected texts and tries to trace the developments of British Literature from 1660 to 1798. It helps students understanding various social, religious, economic and literary aspects in the developments of British Literature during this period.

#### **Course Content:**

##### **Unit I:**

##### **Poetry**

- Alexander Pope: The Rape of the Lock (Canto I)
- William Blake: Tyger,
- William Blake: Lamb
- Thomas Grey: Elegy Written in a Country Churchyard



## Unit II:

### Prose

- Poetry: Introduction
- Joseph Addison: Sir Roger at church
- Richard Steele: Spectator Club
- Dr. Johnson: Letter to Chesterfield

## Unit III:

### Novel

- Novel: Beginning
- Novel: Introduction
- Henry Fielding : Joseph Andrews
- Jane Austen : Pride and Prejudice

## Unit IV:

### Drama

- Drama: Introduction and concept of Drama
- Types of Drama: Tragedy and Comedy
- Oliver Goldsmith: Introduction
- Oliver Goldsmith: She stoops to conquer

### Course learning outcome:

CLO1: Recognize the major literary trends of the period

CLO2: Use various literary devices for critical analysis of a text

CLO3: Understand the nuances of literary language and changes in style

CLO4: It increases their literary knowledge in novels and drama

### **Suggested Readings:**

1. Andrew Sanders: The Short Oxford History of English Literature
2. M.H. Abrahm. A Glossary of Literary Terms. Cineage Publication Pvt. Ltd.
3. Herbert J C Grierson and J C Smith. Critical History of English Poetry. Bloomsbury Academic Collection.
4. Allardyce Nicoll. History of Drama, 1660-1900. Cambridge. Arnold Kettle. An Introduction to English Novels. Routledge.
5. Hugh Walker. English Essays and Essayists. Hardpress Publishing.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: BEL 302**

**Course name: Classical Literature**

**Course Credit Hr.: 04**

**Total Hours: 60**

**Course Objective:**

1. Develop an understanding of Early English and comprehend the language.
2. Its structure in various literary forms as well as their modern English translations.
3. Understand Classical Literature, its artistry and beauty.
4. Written texts pay particular attention to the historical development of language.

**Course Description:**

The overall purpose of the paper is to impart students with the knowledge of classical literature. The students will learn about the select writers.

**Course Contents**

**Unit I: Classical Literature**

- Introduction to Classical Literature
- Introduction to Epic
- Classical Drama and Poetry
- Introduction to Indian Classical Literature

**Unit II: Classical Drama**

- Indian Classical Drama
- Writings of Kalidasa
- Kalidasa: Abhijnana Shakuntalam

**Unit III: Indian Epic**

- Selection from Mahabharata
- Vyasa: The Dicing and the Sequel to Dicing,
- The book of the Assembly Hall
- The Temptation of Karma

## Unit IV: Greek Epic

- Greek Drama: Introduction
- Writings of Homer
- Dramatology of Homer
- Homer: Odyssey

### Course learning outcome

CLO1: Understanding of how texts are related to social and cultural categories (e.g., race, ethnicity, gender, sexuality, class, ability)

CLO2: Understanding of how language as a system and linguistic change over time inform literature as aesthetic object, expressive medium and social document.

CLO3: It enhances the ability to read text in relation to classical literature & history.

CLO4: Relevance of classical literature in contemporary periods.

### Suggested Readings:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: GEB 301**

**Course Name: General English**

**Course credit hour: 03**

**Total hours: 55**

**Course Objective:** The objective of the course is to:

1. To sensitize the students about the grammaticality and acceptability of English.
2. Make them understand various nuances of English grammar and usage.
3. Aware the students about various components of sentence.
4. Make them aware of their common “Indianism” in the use of English and corrections thereof.

**Course Description:** The overall aims of the course are to enable the learner to communicate effectively and appropriately in real life situation and to use English effectively for study purpose across the curriculum. Learners will be able to develop interest in and appreciation of Literature. They develop and integrate the use of the four language skills i.e. Reading, Listening, speaking and Writing. It will help revision and reinforce structure already learnt.

**Unit -I:**

### **Grammar in Practice**

- Vocabulary
- Punctuation
- Diary Writing
- Report Writing

**Unit- II:**

### **Writing skills**

- Précis writing
- Paragraph Writing

- Notices and Circulars

### Unit –III:

#### Reading and Speaking Skills

- Stress and Intonation
- Stress-What and How
- Intonation-What and How

### Unit – IV:

#### Short Stories

- The Concept of Short Story
- “The Child”: Premchand
- “The Gift of the Magi”: O.Henry

### Course Learning Outcome

1. CLO1. Know about acceptability of English as a global language
2. CLO2 Understand various nuances of English grammar
3. CLO3 Know correct use of various components of sentence
4. CLO4 Identify common “Indianism” in the use of English

### Suggested Reading:-

1. W.S. Allen, A Remedial English Grammar
2. W.S. Allen, Living English Structure
3. N. Krishaswamy, Modern English
4. H. K. Kaul, The Craft of Writing
5. Darothy M. Guinn Daniel Marder, A Spectrum of Rhetoric
6. V.R.Narayanswamy, Strengthen your Writing [Orient Longman: 1979]

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%



## SEMESTER IV

**COURSE CODE: BEL 401**

**Course name: British Literature III**

**Course credit 04**

**Total Hours: 60**

### **Course Objective:**

1. Understanding of early English writings to that of age of romanticism.
2. Understanding of major literary, social, political and religious movements of 16th and 17th century.
3. Understand various literary devices for a better critical analysis of a text.
4. Enable the students to understand the contribution of the writers in the development of major literary genres.

### **Course Description:**

The course focuses on detailed reading of selected texts and tries to trace the developments of British Literature from 1798 to 1890. It helps students understanding various social, religious, economic and literary aspects in the developments of British Literature during this period.

### **Course Content:**

#### **Unit I: Romantic Poetry**

- William Wordsworth: Tintern Abbey,
- William Wordsworth: Lucy
- John Keats: Ode to Nightingale
- P. B. Shelley: Ode to the West Wind

#### **Unit II: Victorian Poetry**

- Victorian Poetry: Introduction
- Alfred Tennyson: Break Break Break
- Robert Browning: My Last Duchess
- Mathew Arnold: Dover Beach

### **Unit III: Victorian Prose**

- Victorian Era: 19<sup>th</sup> Century
- Charles Lamb: Dream Children
- William Hazlitt: The Fight

### **Unit IV: Victorian Novel**

- Victorian Novel: Introduction
- Charles Dickens: Great Expectations
- Thomas Hardy: The Woodlanders

### **Course learning outcome:**

CLO1: Recognize the major literary trends of the period.

CLO2: Understand a literary text in its social, political and cultural context.

CLO3: Understand the nuances of literary language and changes in style.

CLO4: Understand the contribution of writers in the development of English literature.

### **Suggested Reading:-**

1. W.S. Allen, A Remedial English Grammar
2. W.S. Allen, Living English Structure
3. N. Krishaswamy, Modern English
4. H. K. Kaul, The Craft of Writing
5. Darothy M. Guinn Daniel Marder, A Spectrum of Rhetoric
6. V.R.Narayanswamy, Strengthen your Writing [Orient Longman: 1979]

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: BEL 402**

**Course name: American Literature**

**Course credit: 04**

**Total hour: 60**

**Course Objective:**

1. Recapitulate the major concepts discussed in the previous American Literature paper to refresh the memory of the students and provide a continuum between the two papers.
2. Introduce the students to the New Age America and its various cultural groups.
3. Introduce the students to the various Native American and African-American voices.
4. Trace the evolution of a distinct type of literature which reflects the realities and fantasies of Americans.

**Course Description:**

This paper will provide a study of the writers and their writings in different ages of the time and discovery of America by Europeans and the consequent near annihilation of the native population. It provides a brief history of the developments of the institutions of slavery as a part of British Empire, the emergence of the spirit of independence amongst the populations, the war of independence and subsequent declaration of independence.

**Course Content**

**Unit I: Drama**

- History of American Literature
- Introduction to Tennessee Williams
- Tennessee Williams: The Glass Menagerie
- Implications of the play in present times

## Unit II: Novel

- History of American Literature
- American Drama
- Toni Morrison: Beloved

## Unit III: Poetry

- Edgar Allan Poe : The Purloined Letter
- F. Scott Fitzgerald: The crack up
- William Faulkner: Dry September

## Unit IV: Poetry

- Introduction to American Poetry
- Anne Bradstreet: The Prologue
- Walt Whitman: O Captain, My Captain :

### Course learning outcome:

CLO1: Understand the historical background of America

CLO2: Explain the struggle for American independence, the contradiction between the foundational principles codified in the declaration of Independence and the continuation of the institution of slavery.

CLO3: Explain the process of identity formation of the Americans and concepts such as the American Dream, New World, and Free Nation etc.

CLO4: Explain the development and adaptation of various genres, forms, literary devices, and styles by the American authors.

### **Suggested Readings:**

1. Andrew Sanders: The Short Oxford History of English Literature Norton Anthology of English Literature, Vol. 2.
2. M.H. Abrams: A Glossary of Literary Terms
3. C. M. Bowra. The Romantic Imagination. Oxford University Press. Herbert Read. English Prose Style. Pantheon.
4. Robin Gilmour. The Victorian Period: The Intellectual and Cultural Context of English Literature 1830- 1890.
5. Longman.
6. E M Forster. Aspects of Novels. Penguin.
7. McCullough Bruce. Representative English Novels: Defoe to Conrad. Harper & Bros.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: BABC 401**

**Course Name: Business Communication**

**Course credit hour: 03**

**Total hours: 55**

**Course Objective:**

This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.

**Course Description:**

This course teaches the Application of Business Communication principles through creation of effective business, documents and oral presentations. It includes the study and application of team communication and use of technology to facilitate the communication process.

**Unit -I: Introduction to professional Communication**

- Definition of Communication
- Types of communication
- Channels of communication
- Barriers to communication
- General and Technical Communication

**Unit-II: Formal and Informal Mails**

- Formal & Informal Mails
- Types of Formal & Informal Mails
- Letter writing practice

### **Unit-III: Routine Business Correspondence & Presentation Skills**

- Circulars, Memorandums, Notices, Agenda & Minutes
- Define Presentation
- Purpose of Presentation
- Audience and Locale
- Kinesics
- Paralinguistic

### **Unit-IV: Speaking abilities enhancement & Resume Writing**

- Group Discussion
- Objectives and Types of GD
- Participation in GD
- What is a Resume
- Types of Resumes
- Writing of resumes

### **Course Learning Outcome:**

CLO1: Apply business communication strategies and principles to prepare effective

CLO2: Identify ethical, legal, cultural, and global issues affecting business communication

CLO3: Utilize analytical and problem solving skills appropriate to business communication.

CLO4: Deliver an effective oral business presentation.

### **Suggested Readings:**

1. Language in Thought and Action, S. I. Hayakawa
2. English 2600, 3200 and 3600, Joseph C. Blumenthal
3. A Message in the Bottle, Walker Percy



#### 4. How to Find Your Own Voice, Peter Porosky

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: BEL 501**

**Course name: British Literature IV**

**Course credit hr.: 04**

**Total hour: 60**

**Course Objective:**

1. Acquire an understanding of literary terms and forms of the ages.
2. Understand major literary, social, political and religious movements of 20th century
3. Understand major literary trends during the era.
4. Acquire an understanding in analyzing texts in its historical, religious and social context.
5. Enable the students to understand the contribution of the writers in the development of major literary genres

**Course Description:**

Aim of This paper is to let students know about the origins of English Literature from 1890. This will also provide them a study of the writers and their writings in different ages of the time.

**Course Contents**

**Unit I: Poetry**

- W.B.Yeats: Second Coming
- W.B.Yeats: Sailing to Byzantium
- T.S. Eliot: Love Song of Alfred J. Prufrock

**Unit II: Poetry**

- Modern Poetry
- Wilfred Owen: Strange Meetings
- W.H.Auden: In memory of WB Yeats

### **Unit III: Drama**

- Modern Drama
- GB Shaw: Arms and the Man
- John Osborne: Looks back in Anger

### **Unit IV: Novel**

- Introduction to Modernism
- Modern Novels
- Virginia Woolf: Mrs. Dalloway

### **Course learning outcome**

1. CLO1: Recognize the major literary trends of the period
2. CLO 2: Understand a literary text in its social, political and cultural context
3. CLO 3: Understand the nuances of literary language and changes in style
4. CLO 4: Understand the contribution of writers in the development of English literature

### **Suggested Readings:**

1. Andrew Sanders: The short oxford history of English literature
2. M.H.Abrams : A Glossary of Literary terms
3. Norton Anthology of English Literature, Vol. 2.
4. G B Shaw. Arms and the Man. Orient Blackswan Pvt. Ltd.
5. John Osborne. Look Back In Anger. Pearson.
6. D H Lawrence. Sons and Lovers. Penguin.
7. Virginia Woolf. Mrs. Dalloway. Penguin.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: BEL 502**

**Course name: Indian Writings in English**

**Course credit: 04**

**Total hours: 60**

**Course Objective:**

1. To acquaint the students with different genres of Literature.
2. To introduce students to major movements and figures of Indian Literature in English through some important texts.
3. To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.
4. Apply critical and theoretical approaches to the reading of literary texts.

**Course descriptions:** This course will enable students to know about Indian Authors in English and enable students to capture the essence of Indian writing in English. The students will be able to know about Indian Authors and their excellence in the field of English Writings. The course envelops modern genre of Indian literature that aims to make students knowledgeable about various trends of Indian Literature

**Course Contents**

**Unit I: Novel**

- Introduction to India Literature
- Indian Story Writing: An Overview
- R.K. Narayan: Swami and friends

**Unit II: Novel**

- Basics of Indian Novel
- Writing Style of Anita Desai
- Anita Desai: In Custody

### **Unit III: Poetry**

- Introduction to Indian Poetry
- H.L.V.Derozio: The Orphan Girl
- Kamala Das: My Grandmother's house
- Nissim Ezekiel: Enterprise, The Night of the Scorpion

### **Unit IV: Novel**

- Mulk Raj Anand: Two lady Rams
- Salman Rushdie: The Free Radio
- Shashi Deshpande: The Intrusions

### **Course learning outcome:**

CLO1: Understand thematic concerns, genres and trends of Indian writing in English.

CLO2: Understand the various phases of the evolution of Indian writing in English.

CLO3: Apply critical and theoretical approaches to the reading and analysis of literary texts.

CLO4: Develop an ability to read texts in relation to their historical and cultural contexts.

### **Suggested Readings:-**

1. Raja Rao Foreword to Kanthapura
2. Salman Rushdie Common Wealth Literature does not Exist in Imaginary Homelands
3. Meenakshi Mukherjee' Divided by a Common Language', in the Perishable Empire
4. M K Naik. A History of Indian English Literature. Sahitya Academy.
5. KRS Iyengar. Indian Writings in English. Sterling Publishers Pvt. Ltd.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: BEL 503**

**Course name: Modern European Drama**

**Course credit: 04**

**Total credit: 60**

**Course Objective:**

1. To acquaint the students with a well-established and comprehensive analysis and discussion about the development of modern drama
2. It focuses on different examples of European drama in reference to theoretical perspectives and historical and political aspects of the art of drama.
3. To enable the student to analyze and analyze the language of Drama.
4. To develop in the student the ability to comprehend and criticize the development of drama in the European tradition.

**Course Description:**

This paper aims to focus on the European drama. By Studying the popular dramas of the age students would be able to analyse the different trends in English Drama.

**Course Content:**

**Unit I: 19<sup>th</sup> Century Drama**

- Precursors to Modern Drama
- Henrik Ibsen: Ghosts
- Imagery in Ghosts

**Unit II: 20<sup>th</sup> Century Drama**

- Features of Modern Drama
- Bertolt Brecht: The Good Person of Szechwan
- Criticism of Bertolt Brecht



### **Unit III: Drama**

- Samuel Beckett: Waiting for Godot
- Literature and Existential Philosophy
- Theatre of Absurd

### **Unit IV: Drama**

- Difference between Aristotalian Drama and Modern Drama
- Characteristics of Modern Drama
- Eugene Ionesco: Rhinoceros

### **Course learning outcome**

CLO1: Analyze, and interpret texts and performances both in writing and orally.

CLO2: Draw connections between theatrical practices and social contexts in both modern and pre modern periods.

CLO3: Demonstrate the ability to draw informed connections between the theatre and other fields of inquiry.

CLO4: Develop and apply research skills in writing about dramatic texts and theatrical productions in relation to social, artistic, and intellectual contexts

### **Suggested Readings:**

1. Constantin Stanislavski An Actors prepare chap. 8 Faith and the sense of the truth tr. Elizabeth Reynolds Hopgood

2. Bertolt Brecht : 'The street Scene , 'Theatre for the pleasure or theatre for instruction

3. George Steiner 'On Modern Tragedy, in the Death of Tragedy

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1 - 05%

Assessment -2 - 05%

Assessment- 3 (Mid- Exam) - 05%

Assessment- 4 -05%

Total Internal Assessment - 40%

**Course code: BEL 504**

**Course Name: Research Methodology**

**Credits: 04**

**Total Marks: 60**

**Course Objectives:**

- To educate students with the process and the methods of quantitative and qualitative psychological research traditions.
- Articulate the value of the scientific method and evidence-based inquiry, as compared to other forms of inquiry
- Use scientific reasoning to interpret, design, conduct, and critique basic psychological research, using concepts such as: research design; reliability; validity; sampling; and, appropriate statistics and their graphical representation.
- Apply the ethical principles that social sciences use.

**Course Description:**

This course is dedicated to understanding how social science and scholars in related disciplines analyse, interpret, and make sense of the social world. This course is to help students fully understand basic concepts and techniques of social science empirical research and to stimulate their interests to learn more about the different component and process of research. At the end of the course, students will be not only equipped with basic analytical techniques, but also able to plan their own empirical research.

**Unit 1: Introduction to Scientific Social Research**

**1.1. Definition and Nature of Social Research**

**1.2. The Goals and Purpose of Social Research.**

**1.3. Paradigms of Research.**

**1.4. Ethics in Research.**

## **Unit 2: Testing & Sampling:**

**2.1. Concept of Population and Sample**

**2.2. Probability & Non probability sampling methods.**

**2.3. Characteristics of a test – standardization, reliability, validity, norms.**

**2.4. Principles of Good Research.**

## **Unit 3: Methods of Data Collection:**

**3.1. Case study, Interview & Focus group discussion.**

**3.2. Observation, Experiment, Survey & Field Research.**

**3.3. Survey Methods: Sampling, Questionnaire and Interview**

**3.4. Use of Secondary Data.**

## **Unit 4: Problem, Hypothesis & Research Traditions**

**4.1. Formulating a problem & developing a testable research question.**

**4.2. Research hypothesis.**

**4.3. Comparing Quantitative & Qualitative.**

**4.4. Steps in a Research.**

### **Course Learning Outcomes (CLOs):**

**CLO 1 :** To sensitize the students towards the concept and pedagogy of social science research.

**CLO 2:** To facilitate their understanding of identifying and formulating research problem,  
Hypothesis and sampling methods.

**CLO 3:** To orient them towards methods of data collection, research designs, basic statistics  
Involved in quantitative analysis and the method of writing a scientific research  
document.

**CLO 4:** To equip the students for formulating and conducting a relevant research.

### **Text & Reference Books:**

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Krishnaswami, O., R. & Ranganathan, M. (2014). Methodology of Research in Social Sciences, Mumbai: Himalaya Publishing House PVT. LTD.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance -05%

Assessment 2: Assignment -10%

Assessment 3: Mid Term -20%

Assessment 4: Presentation -05%

Total Internal Assessment: 40%

**BACBCS 501**

**Course Name-Human Rights: Theory and Practice**

**Course Credit: 03**

**Total contact hrs- 55**

**Course Objectives: –**

To familiarize the students to the concept, perspective and various dimensions of human rights in international and domestic context with a contemporary perspective, to enable them to become enlightened citizens in a globalized world.

**Course Description:-**

The course on human rights is to bring the conceptual history of human rights, the shifts from natural rights theory to modern concept of human rights in the form of Universal Declaration of Human rights (Civil-Political rights, treaties, bill of rights). As far as theories of human rights are traced from the social-contract theorists of the state like Lock, Rousseau, Hobbes, Thome Paine and interdisciplinary approaches to study the different dimension of the concept. etc practices which is reflecting in political-legal institutions like Public institutions like Supreme Courts, legislature and at the societal level where the three generation of human rights can be analysed in a globalized world.

**Course Content:**

**Unit-I: - Introduction**

- Concept of Human Rights
- Universal Declaration of Human Rights
- ICCPR, ICESR & the Bill of Rights
- Classification of Rights

**Unit-II:-Human Rights Treaty Bodies**

- Explanation of human rights treaty bodies.
- The functioning of human rights treaty bodies.
- How to access and work with the human rights treaty bodies
- Universal Human Rights Index

### **Unit -III:-Human Rights in India**

- **Human Rights and Constitutional Provisions - Preamble, Part III & IV**
- **Fundamental Duties**
- **Judicial Activism**
- **Rule of Law**

### **Unit -IV:-Contemporary Perspectives**

- **An Overview of the Criminal Justice System**
- **Public Interest Litigation**
- **Role of the National Human Rights Commission**
- **Role of National Commission of Women**

### **Course Learning Outcomes (CLO):**

**CLO1.** To be aware about the theoretical and practical dimension of the human rights particularly in the post-cold war world.

**CLO2.** To provide the students an understanding the shift from natural rights to the modern concept of human rights particularly after the Second World War.

**CLO3.** To make students aware about institutional mechanism of the protection and promotion of human rights at domestic and international level.

**CLO4.** The concept is useful and relevant in the globalized world because consequences of the forces of globalization sometimes the direct relationship with the violation of the basic rights or human rights of vulnerable sections of the society ‘in the interconnected and interrelated’ world. Therefore, to understand and explain the issues from contemporary perspective.

### **SUGGESTED READINGS**

Office of the High Commissioner for Human Rights, Human Rights: A Basic Handbook for UN Staff, UNHCR.

Malcolm Neil, “Human Rights and Political Wrongs: A new approach to Human Rights law”, Policy Exchange, 2007

Flowers Nancy et al, “The Human Rights Education Handbook Effective Practices for Learning, Action and Change (Human Rights Education, University of Minnesota) 2000.

Durga Das Basu – *Human Rights in Constitutional Law*, New Delhi, Prentice Hall of India, 1984



RajinderSachar – *Human Rights, Perspectives & Challenges*, New Delhi, Gyan Publishing

Ashwani Kant Gautam – *Human Rights & Justice System*, New Delhi, APH Pub, 2001

Awasthi – Law relating to protection of Human Rights, New Delhi – Orient – 2009.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance -05%

Assessment 2: Assignment -10%

Assessment 3: Mid Term -20%

Assessment 4: Presentation -05%

Total Internal Assessment: 40%

## **VI SEMESTER**

**COURSE CODE: BEL 601**

**Course name: Comparative Literature**

**Course credit: 04**

**Course hour: 60**

### **Course Objective:**

This course focuses on the study of literary texts from comparative perspectives. It gives students a chance to appreciate literature other than English literature and make students to study influence of Western literature on other literatures of the world.

### **Course Description:**

The objective of the course is to enable the student:

1. To acquaint the student with the concept of comparative study of literature and to promote an international approach to the study of literature.
2. To acquaint the students with the concept and background of Comparative Literature.
3. To make them aware of different trends of Comparative Literature.
4. To make students understand interdependencies of comparative literary studies.
5. To give them exposure to a wide range of language through various literary texts.
6. To enhance linguistic competency of the students.

### **Course Contents**

#### **Unit I:**

#### **Poetry in Comparative Literature**

- Tradition of Poetry in Translation
- Basheer Badr Selection
- Ghalib Selection

## Unit II:

### Partition Literature

Sadaat Hassan Manto: Khol Do

Sadaat Hassan Manto: Thanda Gosht

Sadaat Hassan Manto: Kali Salvar

Sadaat Hassan Manto: Toba Tek Singh

## Unit III:

### Dalit Literature

- Concept of Dalit Literature
- Salient Features of Dalit Literature
- U.R. Ananth Murthy: Samskara

## Unit IV:

- Feminist Writings
- Writings of Ismat Chughtai
- Ismat Chughtai: Short Stories

### Course learning outcome:

CLO1: Students will be able to know about Comparative Literatures

CLO2: Students will gain knowledge about different authors and their works.

CLO3: Learn how to appreciate literary texts other than English.

CLO4: Appreciate the importance of major literary genres, subgenres, and periods in comparative literatures.

**Suggested Readings:**

1. Basnett , Susan Comparative Literature: A Critical Introduction
2. Dev, Amiya The idea of Comparative literature in India
3. Dev Amiya, Comparative Literature : Theory and Practice
4. Sisir kumar Das Comparative Literature: Theory and Method
5. Mukherjee, Meenakshi: Early novels in India

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: BEL 602**

**Course name: Popular Literature**

**Course credit: 04**

**Course hr.: 60**

**Course Objective:**

1. This course focuses on Popular Literature from around the world.
2. It traces the popular trends in Literature.
3. It also talks about the issues in Popular Literature.
4. The course also focuses on Feminist writings in Popular Literature.

**Course Description:** The course teaches to appreciate new literatures. It focuses on detailed reading of selected texts and tries to trace the developments of popular literature of the world.

**Course Content:**

**Unit I**

**Novel**

- Children's Fiction: Overview
- Nonsense Poetry
- Lewis Carroll: Through the Looking Glass

**Unit II**

**Detective Novel**

- Detective Novel: Introduction
- Female Detective Fiction Writers: Overview
- Agatha Christie: The Murder of Roger Ackroyd

### Unit III

- Novels from to Sub-Continent
- Queer Fiction
- Shyam Silvadurai: Funny boy

### Unit IV:

- Analysis of Caste
- Writings of Ambedkar
- Durgabai Vyam and Subhash Vyam Biyana: Experiences of Untouchability /Autobiographical Notes on Ambedkar

### Course learning outcome

CLO1: Students will learn about the genre of Popular Literature.

CLO2: They will come to know about various sub genres in Popular Literature.

CLO3: They will learn about female authors in Popular Literature.

CLO4: They will learn to associate contemporary issues with Popular Literature.

### Suggested Readings:

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading contemporary Srilankan Literature.
2. Sumasthiramaswamy, 'Introduction in Beyond Appearances? Visual practices and ideologies in Modern India
3. Leslie Fiedler 'Towards s definition of Popular literature, in Super Culture : American Popular culture and Europe

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance -05%

Assessment 2: Assignment -10%

Assessment 3: Mid Term -20%

Assessment 4: Presentation -05%

Total Internal Assessment: 40%

**COURSE CODE: BEL 603**

**Course name: Film Adaptation**

**Course credit: 04**

**Total credit: 60**

**Course Objective:**

1. This paper is designed to make understand the language of films.
2. It will introduce students to the issues and practices of cinematic adaptations
3. It understands the process and the effect of adapting a piece of literary work into a movie.
4. It develops the understanding how to Read a film.

**Course Description:**

This paper examines the relationship between writing and cinema by focusing on film adaptations of literary genres such as the novel, short story, nonfiction essay, and poem. It will consider classic and contemporary theories of film adaptation as well as historical and industry-specific issues to address our central concerns.

**Course Content:**

**Unit-I: Language of Film**

- Concept of the Language of Film
- Film Studies
- James Monaco 'The language of film: signs and syntax' in How To Read a Film: The World of Movies

**Unit-II: Adaptation**

- William Shakespeare Romeo and Juliet
- Romeo and Juliet, and its adaptations: Romeo & Juliet (1968; dir. Franco Zeffirelli, Paramount)
- Romeo + Juliet (1996; dir. BazLuhmann, 20th Century Fox)



### Unit-III: Partition Literature Adaption

- Bapsi Sidhwa Ice Candy Man
- Adaptation Earth (1998; dir. Deepa Mehta,
- Amrita Pritam, Pinjar: The Skeleton and Other Stories, tr. Khushwant Singh (New Delhi: Tara Press, 2009)
- Adaptation: Pinjar (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

### Unit-IV: From Novel to Cinema

- Introduction to “From Novel to Cinema”
- Ian Fleming, From Russia with Love
- Adaptation: From Russia with Love (1963; dir. Terence Young, Eon Productions).

### Course Learning Outcome

CLO1: Students will be introduced to the critical study of film adaptation.

CLO2: Students will learn to think critically about the migration of stories and ideas across different historical, geographical and generic locations.

CLO3: Students will gain experience of analysing a diverse selection of moving image texts.

CLO4: Students will learn to assess and evaluate the uses of a range of critical tools in the study of adaptation.

### Suggested Readings:

1. Linda Hutcheon, ‘On the Art of Adaptation’, *Daedalus*, vol. 133, (2004).
2. Thomas Leitch, ‘Adaptation Studies at Crossroads’, *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.
3. Poonam Trivedi, ‘Filmi Shakespeare’, *Litfilm Quarterly*, vol. 35, issue 2, 2007.
4. Tony Bennett and Janet Woollacott, ‘Figures of Bond’, in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%

**COURSE CODE: BEL 601**

**Course name: Gender and Women Studies in India**

**Course credit: 03**

**Course hours: 55**

**Course Objective:**

To introduce the basic concepts of gender & women studies and to understand gender as an element of social, political, economic and legal structures as well as individual identities, critically interrogating understandings of gender divisions as natural or socially constructed.

**Course Description:**

The course will enable the student:

7. To acquaint the student with the concept of gender and to promote an international approach to the study of gender.
8. To acquaint the students with the difference between sex and gender and their nuances.
9. To make them aware of different trends in gender and LGBTQ Studies.
10. To give them exposure to a wide range of language to navigate through gender biases prevalent in the society.
11. To acquaint students with the concept of gender violence.

**Course Contents**

**Unit-I: Concept of Gender Studies**

- Gender Studies - Concept, Nature, Scope and Relevance
- Evolution of Gender Studies
- Gender sensitization
- Gender Studies/ Women Studies

**Unit-II: Basic Concepts in Gender Studies**

- Differences between Sex and Gender
- Gender roles

- Patriarchy
- Socialization- Gendering

### **Unit-III: Underlying Philosophy of Gender Studies**

- Feminism Perspectives
- Meaning of Feminism
- History of Feminism
- Feminist Theories – Liberal, Radical, Marxist, Socialist approaches.

### **Unit-IV: Gender Inequality and its Impacts**

- Concept of Gender Inequality – in Family, Education, Culture, Religion and Health.
- Gender based violence- Foeticide, infanticide, domestic violence.
- Commodification of women's bodies
- Representation of women in media.

### **Course learning outcome:**

CLO1: Students will be able to know about the various dimensions of gender and sex.

CLO2: Students will gain knowledge about different types of gender violence and commodification.

CLO3: Students will learn about representation of women in media.

CLO4: Students will be sensitized towards various nuances of gender.

### **Suggested Readings:**

1. Women's Work Health and Empowerment, P-82-99, Anjali Gandhi (Ed.), Aakar Books, New Delhi, 2006.
2. What is Feminism? Juliet Mitchell and Ann Oakley (Ed): Oxford Blackwell, 1986.  
Contemporary Feminist Theories: Stevi Jackson & Jackie Jones (Ed.), Edinburgh University

Press.

3. Sex, Gender and Society: Oakley, Ann, Gower Publishing Company, England, 1985
4. 50 Key Concepts in Gender Studies: Pilcher, J. & Whelehan, 1, Sage Publications India Pvt. Ltd, New Delhi, 2005.
5. Gender Studies- A Primer: V. Kadambari, RGNIYD, Sriperumbudur, Tamilnadu, 2009.
6. The Polity Reader in Gender Studies; Polity Press, Black well Publishers Ltd., Cambridge, 2002
7. A Companion to Gender Studies, Essed, Philomena et .al (Ed), Blackwell Publishing, USA, 2005
8. Patriarchy: Theorising Feminism, Geetha V, STREE, Calcutta.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
Total Internal Assessment	- 40%



# **NOIDA INTERNATIONAL UNIVERSITY**

**BACHELOR OF ARTS GEOGRAPHY (HONOURS)**

**(Semester Based Course)**

**Rules, Regulations and Course Contents**



**B.A (Geography) Honors syllabus as per revised course structure to be  
effective from**

**Academic year 2018-2019 onwards**

## **Preamble**

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

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

The following objectives would be achieved from the framework

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

## **Learning Outcomes based Curriculum Framework (LOCF) for Geography under CBCS**



## **1. Introduction**

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

Geography is transformed through:

- Journey from Village Ecology to Urban Regional Studies
- Qualitative Techniques to Spatial Information Technology
- Global to Micro-level Community Perception Approach

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

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

## **2. Learning Outcomes based Approach to Curriculum Planning**

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

scientific knowledge with the current focus that includes spatio-temporal analysis, skill development, GIScience, sustainable development and human security.

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

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

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

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

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

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

## **Learning Specific Outcomes**

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

1. Understand the relevance of geographical knowledge to everyday life.
2. Getting the ability to communicate geographic information utilizing both lecture and practical exercises.
3. Inculcate the ability to evaluate geographical problems effectively.
4. Exhibit the skill in using geographical research tools including spatial statistics, cartography, remote sensing, GIS, IRNSS and GIScience.

## **COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME**

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

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

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

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

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

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

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

### **Outline of Choice Based Credit System:**

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

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

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

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

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

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

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

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

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

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

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

### 1<sup>st</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BGO-101	Geomorphology	4			4	40	60	100
2	BGO-102	Cartographic Techniques (Practical)	2		2	4	40	60	100
3		Subsidry-1	4			4	40	60	100
4		Subsidry -2	4			4	40	60	100
5		Generic Elective	4			4	40	60	100
6	EVSB-101	Environmental Studies-1	4			4	40	60	100
		Total				24			600

### 2<sup>nd</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BGO - 201	Economic and Resource Geography	4			4	40	60	100
2	BGO - 202	Geography of India	4			4	40	60	100
3		Subsidry-1	4			4	40	60	100
4		Subsidry-2	4			4	40	60	100
5		Generic Elective	4			4	40	60	100
6	EVSB-201	Environment al Studies – II	4			4	40	60	100
		Total				24			600

### 3<sup>rd</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BGO - 301	Climatology & Oceanography	4			4	40	60	100
2	BGO - 302	Statistical Geography	4			4	40	60	100
3		Subsidry-1	4			4	40	60	100
4		Subsidry-2	4			4	40	60	100
5	GEB-301	General English	4			4	40	60	100
6		Generic Elective	4			4	40	60	100
		Total				24			600

### 4<sup>th</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BGO - 401	Natural Hazards & Disaster Management	4			4	40	60	100
2	BGO - 402	Fundamental of Remote Sensing	2		2	4	40	60	100
3		Minor paper-1	4			4	40	60	100
4		Minor Paper-2	4			4	40	60	100
5	BABC -401:	Business Communication	4			4	40	60	100
6		Generic Elective	4			4	40	60	100
		Total				24			600

### 5<sup>th</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BGO - 501	Geography of Population	4	1		5	40	60	100
2	BGO - 502	Evolution of Geographical Thought	4	1		5	40	60	100
3	BGO - 503	Fundamental of (GIS & GPS )	2		2	5	40	60	100
4	BGO- 504	Research Methods and Techniques	4	1		5	40	60	100
5	BACB CS- 501	Human Rights; Theory and Practice	4	0		4	40	60	100
6		Generic Elective	2	0		4	40	60	100
		Total				28			600

### 6<sup>th</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BGO - 601	Regional Planning and Development	4	1		5	40	60	100
2	BGO - 602	Agricultural Geography	4	1		5	40	60	100
3	BGO - 603	Settlement and Urban Geography	4	1		5	40	60	100
4	BGO - 604	Project/Survey/ Case Study/ Research/ Literature Review	3	2		5	40	60	100
5	BACB CS- 601	Gender and Women Studies in India	4			4	40	60	100
6		Generic Elective	2			4	40	60	100
		Total				28			600



**Grand Total - 3400**

**Total Credits-144**

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours; Internal Marks include class tests, Assignments, Presentations and Attendance

**BGO-101**

**Course Name- Geomorphology**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective:-**

The objectives of this course are to introduce the concepts in Geomorphology in adequate manner, many facets of surface relief features and to understand various aspects of their growth and evolution on the Earth.

**Course Description:-**

The course reviews topics within geomorphology and earth surface processes such as key concepts of geomorphology, landform development at different spatial and time scales, endogenic and exogenic processes, their controlling mechanisms, and their interaction to form the landscape, geomorphological research methods, denudation and long-term landscape evolution. It considers different geomorphic contexts such as fluvial, coastal, aeolian and periglacial and the interaction between these and climate. The course involves field and laboratory methods relevant to geomorphology.

**Unit-I: Basics of Geomorphology**

- Geomorphology: Nature and Scope
- Earth's Structure, Rocks and its classification
- Plate Tectonic Sea, -Floor Spreading
- Theory of Isostasy

### **Unit-II: Earth Movements**

- Earth movements
- Major Landforms (Mountains, Plateaus, Plains)
- Earthquakes and Volcanoes
- Origin, Types, Distribution

### **Unit III. Geomorphic Processes**

- Weathering (Mechanical, Chemical, Organic)
- Mass Movement (Soil Creep, Soil Flow, Landslides)
- Mass Wasting
- Erosion (Cycle of Erosion-Penck-Davis, Rejuvenation)

### **Unit IV. Evolution of Landforms**

- Evolution of Landforms
- Fluvial Actions, Overland Flow Landforms made by Rivers
- Wind Erosion, Landforms made caused by Aeolian Actions
- Glacier, Classification of Glaciers, Landforms caused by Glacial Actions.

### **Course Outcomes (CO's):**

**CO1.** To be aware how to describe the exogenous and endogenous processes in the landscape, their importance in landform development, and distinguish the mechanisms that control these processes.

**CO2.** To analyse how variations in climate, tectonics and environment affect the development of landforms.

**CO3.** To assess how different scales of time and space affect geomorphological processes.

**CO4.** To explain and apply geomorphological methods used in research today.

### **Text Books:-**

- Chorley, R. J. (1972) - Spatial Analysis in Geomorphology, Meuthen London.
- Dayal, P. (1992) - Geomorphology, Shukla Book Depot, Patna
- Holmes, A. (1989) - Principles of Geomorphology, ELBS, London
- Small, R. J. (1970) - The Study of Landforms, Cambridge University Press.
- Steers, J. A. (1979) - The Unstable Earth, Kalyani Publishers, Ludhiana

### **Reference Books: -**

- Stoddart, D. R. (ed.) (1996) - Process and Form in Geomorphology. Routledge, New York.
- Strahler, A. N. (1975) - Physical Geography, Wiley Int Edition, New York.
- Strahler & Strahler - Modern Physical Geography, Wiley Int Edition, New York.
- Skinner, B. J. & Potter, S. C. (1995) - The Dynamic Earth, John Wiley, New York.
- Sparks, B. W. (1960) - Geomorphology, Longman, London.
- Sharma, H. S. (eds) (1980) - Perspective in Geomorphology. Concept, New Delhi.
- Singh, S. (1998) - Physical Geography, Prayag Publication, Allahabad.
- Thornbury, W. D. (1960) - Principles of Geomorphology, John Wiley, New York.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**BGO -102**

**Course Name - Cartographic Techniques (Practical)**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective:-**

This course provides an introduction to the history of cartography and the new automated mapping techniques. Topics include a brief introduction to basic cartographic principles such as maps scales, coordinate systems, map projections, raster and vector data structures, data sources and accuracy, cartographic design.

**Course Description:-**

Mapping is one of the important and essential aspects of geography, which has a separate branch i.e. Cartography. This paper describes about map making techniques, and their importance on the basis of multiple themes. The objective of this paper is to get hold on the representation of information in different way. As map making is the sole purpose of geographers, by going through this paper students can acquire good knowledge about different procedure of map making and various projection system of map making by developing broad knowledge about latitude, longitude, meridians, parallels etc

**Unit-I: Introduction to Scale and Map**

- Definition of scale; Methods of scale representation on a map
- Drawing of plane, comparative and diagonal scales
- Calculation of R.F. from arcs of meridians and parallels
- Map: Definition, Significance, Classification and Usefulness and Principles of Map Design.

**Unit-II: Representation of Maps**

- Representation of population distribution by Uniform and Multiple Dots.
- Representation of urban Population by spheres
- proportional circles
- cubes and Pyramid diagram.

**Unit-III: Map Projections**

- Drawing of Graphs; Poly graph, Bar graph, Climograph, Ergograph, Lorenze Curve

- Calculation of Composite Index and representation by Choropleth Map
- Drawing of Isopleth Map
- Traffic Flow Cartogram.

#### **Unit-IV: Mapping Techniques**

- Thematic Mapping Techniques – Properties, Uses and Limitations
- Theory of Map Projection, Properties of Map Projection
- Construction of Universal Transverse Mercator's Projection Conical with two Standard Parallel, Sinusoidal.
- Map Generalization, Symbolization, Interpretation skills of Topomap

**Practical Record:** A Thematic Atlas with ink should be prepared on a specific theme with five plates for at least five districts of any state in India.

#### **Course Outcomes (CO's)**

**CO1.** To familiarize student- teachers about the conceptions about the history of cartography and the new automated mapping techniques.

**CO2.** To develop a critical understanding of the principles such as maps, scales, map projection etc.

**CO3.** To develop an understanding of the different aspects about maps making techniques and their importance on the basis of multiple theme.

**CO4.** To acquaint them with respect to the representation of information in different way.

#### **Text Books: -**

- Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
- Gupta K.K. and Tyagi, V. C., 1992: *Working with Map*, Survey of India, DST, New Delhi.

- Mishra R.P. and Ramesh, A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.

### **References Books:-**

- Cuff J. D. and Mattson M. T., 1982: *Thematic Maps: Their Design and Production*, Methuen Young Books
- Dent B. D., Torguson J. S., and Holder T. W., 2008: *Cartography: Thematic Map Design* (6th Edition), Mcgraw-Hill Higher Education
- Gupta K. K. and Tyagi V. C., 1992: *Working with Maps*, Survey of India, DST, New Delhi.
- Kraak M.-J. and Ormeling F., 2003: *Cartography: Visualization of Geo-Spatial Data*, Prentice-Hall.
- Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
- Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
- Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
- Sarkar, A. (2015) *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., New Delhi
- Singh R L & Rana P B Singh (1991) *Prayogtmak Bhugolke MoolTatva*, Kalyani Publishers, New Delhi
- Sharma, J P (2010) *Prayogtmak Bhugolki Rooprekha*, Rastogi Publications, Meerut
- Singh, R L & Dutta, P K (2012) *Prayogatmak Bhugol*, Central Book Depot, Allahabad

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

- Assessment -1 - 05%
- Assessment -2 - 05%
- Assessment- 3 (Mid- Exam) - 05%
- Assessment- 4 - 05%
- Total Internal Assessment - 40%

**EVS -101**

**Course Name – Environmental Studies-I**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective: -**

The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.

**Course Description:-**

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.

**Unit 1: Introduction to Environmental Studies**

- Definition, Concept, Importance of environment
- Components of environment atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance; Concept of sustainability and sustainable development.
- **Environmental Education and Awareness.**

**Unit 2: Ecosystems**

- **Ecosystem, Structure and function of ecosystem**
- **Energy flow in an ecosystem**
- **Food chain, food web and ecological succession**
- **Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem (Pond, Lake, stream, rivers, oceans)**

**Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- Land Resources and land degradation
- Soil erosion and desertification, deforestation
- Causes and impacts due to mining, dam building on environment.

- **Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).**

#### **Unit 4: Biodiversity and Conservation**

- 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.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value

#### **Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.

#### **Text Books: -**

- B. Erach, Textbook of Environmental Studies for Undergraduate Courses, Third Edition, Orient Blackswan Pvt Ltd.
- Kaushik Anubha, Perspectives in Environmental Studies, Third Edition, Book Age Publications.



### **References Books: -**

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- Clark RS, Marine Pollution, Clarendon Press, Oxford (TB).
- Heywood VH, and Watson RT, 1995. Global Biodiversity Assessment. Cambridge University Press .
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi .
- McKinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

BGO -201

Course Name – Economic & Resource Geography

Course Credit- 04

Total Contact hr- 60

**Course Objective:-**

Economic & resource geography is the study of the resources and associated economic activities, which provide the knowledge of the available resources, its allied activities and services.

**Course Description: -**

This paper is specially focused on the factors and different models associated with activities and knowledge about the National and international level of development. The objective of this paper is to be more informative about the resources and its dimensions.

**Unit 1. Introduction:**

- Fundamental concepts of Economic Geography
- Economic Geography- Definition, Scope, Concept and Method.
- Concept of Economy, Classification of Economy
- Economic Development.

**Unit 2. Primary Activities**

- Definition of resource. Dynamic concept of Resource
- Types of Resources (Natural, Human, Cultural).
- Classification of Resources-Biotic & Abiotic, Exhaustible & Inexhaustible, Potential & Developed ,Agricultural & Pastoral
- **Location of Economic Activity-Agricultural Location theory of Von Thunen.**

**Unit 3. Secondary Activities:**

- **Location of Secondary Activity- Industrial Location Theory of A. Weber and E. Hoover.**
- **Industry, Factors of industrial location; Mineral & Energy Resources**
- **Resource utilization - Patterns and problems**
- **Industrial Regions of World.**

#### **Unit 4. Tertiary & Quaternary Activities:**

- Tertiary activities and Services
- Concept, classification and importance,
- Trade, International trade with reference to GATT and WTO
- Transport: concept of distance, accessibility and connectivity relative cost advantage of different modes of transport, advantage of different modes of transport

#### **Course Outcomes (CO's):**

**CO1.** To familiarize student- teachers about the conceptions about the Nature, Scope, approaches and classification of resource and economic activities.

**CO2.** To develop a critical understanding of the Sustainable use of resources, Natural resources: soil, forest and water.

**CO3.** To develop an understanding of the Relations of economic geography with economics and other branches of social sciences, Factors Affecting location of Economic Activity.

**CO4.** To acquaint them with respect to the representation of information in different way.

#### **Reference Books:-**

- Beningsons & Von Raoyan (1971) - Fundamentals of Economic Geography, Prentice Hall of India, New Delhi.
- Alexander, J.W. (1963) - Economic Geography, Prentice Hall Inc, USA
- Fryer, D.W. - World Economic Development, McGraw Hill Books.
- Jones, F.F. & Darkenward, G. C. (1967) - Economic Geography, Mc Millon, London.
- Isard, W. (1972) - Location & Space Economy: A general Theory relating to Industrial Location, Market Areas, Landuse, Trade and Urban Structure, MIT Press, London.
- Roopke (1967) - Readings in Economic Geography, John Willey, New York.
- Chorley& Hagget - Models in Geography.
- Hussain, M. - Models in Geography.

- Smith, D. M. (1961) - Industrial Location - An Economic Geographical Analysis. John Wiley & Sons, London.
- Smith, G. H. (eds.) (1969): Conservation of Natural Resources. John Wiley & Sons Inc. New York.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1 - 05%

Assessment -2 - 05%

Assessment- 3 (Mid- Exam) - 05%

Assessment- 4 -05%

Total Internal Assessment - 40%

**BGO -202**

**Course Name – Geography of India**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective:-**

The paper describes geography of India, with special focus on physical, social, economic and the concept of regionalization. The main objective of this paper is to understand the Physiographic, socio-economic conditions prevailing in India from its evolution to current theories of regionalization. This paper provides ample facts about the India.

**Course Description: -**

The study includes geographical setting of the Natural features such as the changes in topography, various compositions of soils, geomorphologic patterns, basins of India, watershed, tributaries. The overall outcome of the course is to help the students to increase the deep understanding about the subject of Geography. The Study also includes climate systems, regional developments, irrigation systems, agricultural activities, rural-urban settlements, formation of demography and its migrations. Trades, Commodities, Industrial activities at various scales etc.

**Unit -1: Physical**

- Relief features and drainage systems
- Soil and vegetation, physiographic divisions
- Geological regions, geological history
- Ice Ages, climate (characteristics and classification)

**Unit -2: Population**

- Distribution and growth
- Population composition - caste, religion, language, tribes,
- Migration causes, consequences, streams.
- Population Policy

### **Unit -3: Economic**

- Mineral and Energy resources distribution and utilization of iron ore, coal, petroleum, gas
- Agricultural production and distribution of rice and wheat
- Industrial development: automobile
- Information technology

### **Unit -4: Regionalization of India**

- Concept of Regions
- Regionalization
- Physiographic (Spate and R. L. Singh)
- Socio – cultural (Sopher and A. Ahmed), Economic (Sengupta).

### **Course Outcomes (CO's):**

- **CO1.** To familiarize student, with Indian Geography.
- **CO2.** To develop understanding of the Physical Features of India
- **CO3.** To develop an understanding of the Population aspects of India.
- **CO4.** To acquaint them with economical aspects and different aspects of regionalization.

### **Text Books: -**

- Tirtha, Ranjit 2002: *Geography of India*, RawatPubls., Jaipur & New Delhi.
- Hussain. Majid, *Geography of India*, 9<sup>th</sup> Edition, 2020, McGraw Hill Education India.
- Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.

### **References Books:-**

- Johnson, B. L. C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi.
- Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective.*

- Sdyasuk Galina and P Sengupta (1967): *Economic Regionalisation of India*, Census of India
- Sharma, T. C. 2003: *India - Economic and Commercial Geography*. Vikas Publ., New Delhi.
- Singh R. L., 1971: *India: A Regional Geography*, National Geographical Society of India.
- Singh, Jagdish 2003: *India - A Comprehensive & Systematic Geography*, GyanodayaPrakashan, Gorakhpur.
- Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography*, Methuen.
- Bose, A. et. al. eds, 2001: *Population in India's Development, 1947-2000*, Vikas, New Delhi.
- Pathak, C. R. 2003: *Spatial Structure and Processes of Development in India*. Regional Science Assoc., Kolkata.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**EVSBS - 201**

**Course Name – Environmental Studies-II**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective:-**

Objective is to aim at the development of environmentally literate citizens who have the skills and knowledge and inclinations to make well informed choices concerning the environment, and who exercise the rights and responsibilities of the members of a community. It contributes to an understanding and appreciation of the environment and conservation of resources for future.

**Course Description: -**

Introduces basic concepts from policy studies and economics that help explain environmental challenges. Provides an overview of how government, non-governmental organizations, and the private sector are dealing with major environmental challenges. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues.

**Unit 1: Environmental Pollution**

- 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.

**Unit 2: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain
- Impacts on human communities and agriculture.
- Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).



- Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context

### **Unit 3: Human Communities and the Environment**

- Human population and growth: Impacts on environment, human health and welfares. National and International Legislations
- **Disaster management: floods, earthquakes, cyclones and landslides.**
- Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation
- **Environmental communication and public awareness.**

### **Unit 4: 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.,**

### **Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.

### **References Books:-**

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- BharuchaErach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.

- Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
- Clark RS, Marine Pollution, Clarendon Press, Oxford (TB).
- Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
- De AK, Environmental Chemistry, Wiley Eastern Ltd.
- Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
- Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood VH and Watson RT, 1995. Global Biodiversity Assessment. Cambridge University Press.
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.
- McKinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**BGO - 301**

**Course Name – Climatology & Oceanography**

**Course Credit- 04**

**Total Contact hr- 60**

**Course Objective:-**

This course is designed to provide the candidates a good understanding about the atmospheric and oceanographic phenomenon. The study of Elements of Climate and the factors influencing the distribution of temperature and pressure are the key aspects covered.

**Course Description: -**

Apart from that the Heat budget, Insolation, Air masses, Fronts, Ocean currents are other interesting topics which enlighten the candidates to have a complete picture about the atmosphere and hydrosphere. This paper also explains how closely these two are associated with each other to determine the world climate and there by the life on this earth.

**Unit 1: Weather and Climate**

- Weather and Climate
- Elements, Difference, Importance
- Structure and Composition of Atmosphere
- Types of Atmosphere

**Unit 2: Insolation and Temperature**

- Factors influencing temperature, Importance
- Vertical Distribution of Temperature: Adiabatic Changes
- Heat Budget
- Temperature Inversion.

**Unit 3: Atmospheric Pressure and Wind**

- Planetary Winds, Forces affecting Winds, Jet Streams
- Tropical Cyclones, Extra Tropical Cyclones
- Monsoon - Origin and Mechanism
- Climatic Classification, Climatic Regions (Koppen's & Thornthwaite's).

#### **Unit 4: Oceanography**

- Ocean Floor topography – India, Atlantic and Pacific Ocean, physical and Chemical Properties.
- Oceanic movements – Waves, Currents and Tides and their influences
- Coral reefs - Types and theories of Origin.
- Atolls – Types and Factors, Marine Deposits and Ocean Resources – Biotic, Mineral and Energy.

#### **Course Outcome: -**

**CO1.** The students should be able to describe the relationship between air pressure and wind direction in cyclonic and anticyclonic movement.

**CO2.** It should be able to describe tropical air masses and how they move and to describe what happens when different air masses meet..

**CO3.** The students should be able to explain how storms form, the relationship between jet stream position and storm movement, and make the distinction between warm fronts and cold fronts.

**CO4.** The students should be able to differentiate between weather and climate.

#### **Text Books: -**

- Baravkar. B, Geography Elements of Climatology and Oceanography, Success publications.
- Singh. Savinder, 2013, Oceanography, Pravalika publication.
- R. C. Sharma & M. Vatal, 2018, Oceanography for Geographers, Surajeet publications.
- Bhattacharya, Tapas. 2015, A textbook of Climatology, Wisdom Press.

#### **References Books:-**

- Barry, R. G. & Chrley, P. J. - Atmosphere, Weather & Climate.
- Hartmann, Dennis L., Global Physical Climatology, 1994, Academic Pr.
- Allen Perry, Dr Russell Thompson, Russell Thompson, 1997, Applied Climatology

Principles and Practice, Routledge.

- Andreas Schmittner, 2017, Introduction to Climate Science, Oregon State University.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1 - 05%

Assessment -2 - 05%

Assessment- 3 (Mid- Exam) - 05%

Assessment- 4 -05%

Total Internal Assessment - 40%

BGO -302

Course Name – Statistical Geography

Course Credit- 04

Total Contact Hr- 60

**Course Objective:-**

Statistics is the discipline which helps to understand the dynamics temperature, weather and climate, agriculture and other geographical study with the help of tabulation techniques, data representation. Sampling methods, measure of central tendency, dispersion, and association and correlation techniques helps in research involved in geography.

**Course Description: -**

This course will introduce participants to the importance of geography in the collection, production and use of statistics. The course also teaches the generic elements of geographic knowledge and understanding needed for good analysis and research. It combines classroom and computer-based activities. The central goal of this paper is to provide the data interpretation techniques with analytical skills.

**Unit 1.Geographical Data:**

- Use of Data in Geography: Geographical Data
- Data Matrix, Significance of Statistical Methods in Geography
- Sources of Data, Data Presentation
- Scales of Measurement (Nominal, Ordinal, Interval, Ratio).

**Unit 2.Tabulation and Descriptive Statistics:**

- Frequencies (Deciles, Quartiles)
- Cross Tabulation
- Measure of Central Tendency
- Measure of Dispersion

**Unit 3.Sampling Techniques Theoretical Distribution:**

- Sampling
- Purposive, Random, Systematic and Stratified.
- Probability and Normal Distribution
- Lorenz Curve.

#### **Unit 4.Association and Correlation:**

- Rank Correlation, Product Moment Correlation
- Simple Regression
- Residuals from regression
- Measurement of Spatial Patterns of Distribution.

#### **Course Outcome:-**

**CO1.** To familiarize student, about the concept and evolution of statistics in Geography.

**CO2.** To develop understanding of the organization of datasets in Descriptive statistics.

**CO3.** To develop an understanding of the analysis of association and their impishness.

**CO4.** To acquaint them with applications of statistical Geography.

#### **Text Books: -**

- Ebdon D., 1977: *Statistics in Geography: A Practical Approach*.
- Hammond P. and McCullagh P. S., 1978: *Quantitative Techniques in Geography: An Introduction*, Oxford University Press.
- King L. S., 1969: *Statistical Analysis in Geography*, Prentice-Hall.

#### **References Books :-**

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

#### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%

Assessment- 3 (Mid- Exam) - 05%

Assessment- 4 -05%

Total Internal Assessment - 40%



**BGO -401**

**Course Name – Natural Hazards & Disaster Management**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective:-**

Disaster is one of the vibrant disciplines to understand the natural calamities, anthropogenic activities and their result on physical, social, and economic region which further gives the ideas or chance to students to study, understand, learn, think, and implementation of the knowledge to overcome the hazards in pace of fast growth and development a country in the approach of welfare.

**Course Description: -**

The course inspects the disaster cycle (mitigation, preparation, response and recovery) in relation to the interaction of natural hazards, such as floods, droughts and earthquakes, with human society. Students will discuss and propose solutions to complex problems in disaster risk reduction, where the disaster cycle is compared and critically analysed in relation to recent events.

**Unit 1: Introduction**

- Natural Hazards and Disasters
- Meaning and concept, types and occurrences
- Characteristics of natural hazards and disasters
- Earthquake, Flood, Cyclone, Drought, Volcanic eruption, Tsunami, Landslide, Bushfire, Epidemic.

**Unit 2: Risk and Preparedness**

- Concept of Risk and Vulnerability, Reduction of Risk, Techniques of Risk Assessment, People's Participation in Risk Assessment
- Major requirements for coping with disaster, Disaster policies.
- Disaster Preparedness; Concept and Nature; Community Based Planning
- Role of Various Agencies and Government Organizations.

### **Unit 3: Planning and Management**

- Integral Development Planning for Disaster Management
- Pre-Disaster Planning and management; Early Warning and Prediction System.
- Post Disaster Management: Rescue, Relief, Rehabilitation; Public Awareness, Stress Management
- Role of National and International Agencies in Disaster Management.

### **Unit 4: Disaster Prone Areas**

- National Perspective Disaster Prone Areas of India
- Seismic Zones, Areas prone to Floods and Droughts, Landslides and Avalanches
- Areas prone to Cyclones and Coastal Hazards, Industrial Disaster Areas
- National Disaster Policy of India.

### **Course Outcome (CO's):-**

- CO1.** To understand the natural calamities, anthropogenic activities and their result on physical, social, and economic region.
- CO2.** To gives the ideas or chance to students to study, understand, learn, think, and implementation of the knowledge to overcome the hazards in pace of fast growth and development a country in the approach of welfare.
- CO3.** Through knowledge, experience and research build capacities that will reduce disaster risks and contribute to better and more targeted public health based relief following disasters.
- CO4.** To increase the knowledge and understanding of the International Strategy for Disaster Reduction (UN-ISDR) and to increase skills and abilities for implementing the Disaster Risk Reduction (DRR) Strategy.

### **Text Books: -**

- Singh Ram Babu, 2006, Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat publications.
- Sulphrey M. M, 2016, Disaster Management, PHI Learning Private Limited.

**References Books:-**

- Bryant Edwards (2005): Natural Hazards, Cambridge University Press, U.K.
- Carter, W. Nick, 1991: Disaster Management, Asian Development Bank, Manila.
- Central Water Commission, 1987, Flood Atlas of India, CWC, New Delhi.
- Central Water Commission, 1989, Manual of Flood Forecasting, New Delhi.
- Government of India, 1997, Vulnerability Atlas of India, New Delhi

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**BGO -401            Course Name – Fundamental of Remote Sensing (Theory & Practical)**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective: -**

With the advancement of technology, this paper is fully discuss the role of technology in geography. Here, Remote Sensing helps to acquire information through satellite data in all segments of geography, GIS and GPS provide the precise information with the handling capacity of bundles of dataset-meta data. The main theme of the paper is to endow technological skills in this present competitive era.

**Course Description: -**

This course introduces students to the basics of remote sensing, characteristics of remote sensors, and remote sensing applications in academic disciplines and professional industries. Emphasis is placed on image acquisition and data collection in the electromagnetic spectrum and data set manipulations. This course is designed for geographic information systems (GIS) students interested in imagery analysis.

**UNIT 1: Principal of Remote Sensing**

- Remote Sensing: Definition and Development
- Platforms and Types, Components
- EMR Interaction with Atmosphere and Earth Surface
- Types of RS Satellites (Case study: Landsat and IRS); Sensors, Resolution.

**UNIT 2: Basics of Photogrammetry**

- Photogrammetry: Definition and Development
- Aerial Photography, Types
- Planning for Aerial photographs
- Interpretation of Aerial photograph

**UNIT 3: Digital Image Processing (DIP)**

- Introduction of DIP
- Interpretation of Satellite Images

- Image Pre-processing
- Enhancement, Classification.

#### **UNIT 4: Application of Remote Sensing:**

- Application of RS Technology
- Importance of RS
- Land Use Land Cover
- Natural Resource Management (case studies)

#### **Practical Record:**

- A project file consisting of 7 exercises on using any method on above mentioned themes.

#### **Course Outcome (CO's): -**

**CO1.** To familiarize student, recent technology of RS, GIS and GNSS.

**CO2.** To develop understanding of various products of RS Satellite Data

**CO3.** To develop an understanding of the advanced analysis of RS Satellite Data with GIS.

**CO4.** To acquaint them with the clear understanding and update according to market

#### **Text Books:-**

- Bhatta , B. (2008) Remote Sensing and GIS, Oxford University Press, New Delhi.
- Campbell J. B., 2007: Introduction to Remote Sensing, Guildford Press
- Chauniyal, D. (2010) SudurSamvedanaAvamBhaugolikSuchnaPranali, ShardaPustakBhawan, Allahabad.
- Jensen, J. R. (2005) Introductory Digital Image Processing: A Remote Sensing Perspective, Pearson Prentice-Hall.
- Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India.

#### **References Books: -**

- Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition).
- Li, Z., Chen, J. and Batsavias, E. (2008) Advances in Photogrammetry, Remote Sensing and Spatial Information Sciences CRC Press, Taylor and Francis, London

- Mukherjee, S. (2004) Textbook of Environmental Remote Sensing, Macmillan, Delhi.
- Nag P. and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi.
- Singh R. B. and Murai S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub

**Web links:-**

- <http://www.itc.nl/~bakker/rs>.
- html [www.ccrs.nrcan.gc.ca/resource/tutor/fundam/index\\_e.php](http://www.ccrs.nrcan.gc.ca/resource/tutor/fundam/index_e.php)
- [rst.gsfc.nasa.gov/](http://rst.gsfc.nasa.gov/)
- <http://www.r-s-c-c.org/rscc/v1m1.html>
- [www.isprs.org](http://www.isprs.org)
- [www.spaceimaging.com](http://www.spaceimaging.com)
- [www.landsat.usgs.gov](http://www.landsat.usgs.gov)
- [www.spotimage.fr](http://www.spotimage.fr)
- [www.nrsc.gov.in](http://www.nrsc.gov.in)
- IRS 1C handbook: [http://www.euromap.de/docs/doc\\_013.html](http://www.euromap.de/docs/doc_013.html)
- IRS P6 Users handbook.  
[http://www.nrsc.gov.in/IRS\\_Documents/Handbook/Resourcesat-1\\_handbook\\_HTML](http://www.nrsc.gov.in/IRS_Documents/Handbook/Resourcesat-1_handbook_HTML)
- [asterweb.jpl.nasa.gov](http://asterweb.jpl.nasa.gov)

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**BGO -501**

**Course Name – Geography of Population**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective: -**

It is the study of the ways in which spatial variations in the distribution, composition, migration, and growth of populations are related to the nature of places. Population geography involves demography in a geographical perspective. It focuses on the characteristics of population distributions that change in a spatial context.

**Course Description:-**

The outcome of this paper lies in the field that students can develop their understanding regarding population and its various characteristics including population growth, density, fertility, mortality, death rate, birth rate etc. Through this he/she can understand the negative or positive effect of population growth in the society and can create awareness among the people of society regarding this.

**Unit-I: Introduction to Population Geography**

- Approaches, Definition, Nature and scope of Population geography
- Evolution of Population Geography
- Demography and population Geography
- Sources of Population Data: Census, Vital Statistics and National Sample Survey

**Unit-II: Population Distribution and Growth**

- Population Growth and change: Trends of Population Growth in the World; World Pattern of population distribution
- Factors affecting population distribution; Population Dynamics: Fertility, Mortality and Migration
- Theories of Population growth: Malthusian theory
- Theory of Demographic Transition

### **Unit-III: Population Composition**

- Age and Sex Composition
- Rural and Urban Composition
- Economic Composition
- Literacy and Education; Religion/Caste/ Race etc.

### **Unit-IV: Population Problems and Policies-India**

- Declining Sex Ratio
- Gender issues: Ageing, crime against Women
- Human Trafficking, Child Abuse; HIV/AIDS
- Population Policy of India.

### **Course Outcomes (CO's):**

- CO1.** To understand the natural calamities, anthropogenic activities and their result on physical, social, and economic region.
- CO2.** To give the ideas or chance to students to study, understand, learn, think, and implementation of the knowledge to overcome the hazards in pace of fast growth and development a country in the approach of welfare.
- CO3.** Through knowledge, experience and research build capacities that will reduce disaster risks and contribute to better and more targeted public health based relief following disasters.
- CO4.** To increase the knowledge and understanding of the International Strategy for Disaster Reduction (UN-ISDR) and to increase skills and abilities for implementing the Disaster Risk Reduction (DRR) Strategy.

### **Text Books: -**

- Swain, A.K.P.C. (2008): A Text Book of Population Studies, Kalyani Publishers, New Delhi.



- Trewartha, G.T. (1969). A Geography of Population: World Patterns, John Wiley and Sons, New York. 15. weeks
- John R. 2005: Population: An Introduction to Concepts and Issues. 9th Edition, Belmont, C.A.: Wadsworth Publication.
- Wilson, M.G.A. (1968): Population Geography, Thomas Nelson, London.
- Mahendra K. Premi (2001) Population of India, In the New Millennium: Census, National book trust. New Delhi.
- Mahendra K. Premi, Dipendra Nath Das (2011) Population of India, B.R. Publishing Corporation, Delhi.

### **References Books:-**

- Bhende, A. and Kanitkar T. (2000): Principles of Population Studies, Himalaya Publishing house.
- Bogue, Donald, J. (1969): Principles of Demography, John Wiley and Sons, New York.
- Chandana, R.C. (1986): A Geography of Population: Concepts, Determination and pattern, Kalyani publisher, New Delhi.
- Chandana, R.C. (2008): Geography of Population: Concepts, Determinants and Patterns, 7th Edition, Kalyani Publishers, New Delhi.
- Clarke, J.I. (1965): Population Geography, Pergamon press Ltd; Oxford.
- Clarke, J.I. (1972): Population Geography, Second Edition, Pergamon Press Ltd; Oxford.
- Clarke, J.I. (Ed.) (1984): Geography and Population: Approaches, Pergamon Press Ltd; Oxford.
- Demco, G.J; Rose, H.M. Schnell, G.A. (1970): Population Geography, McGraw Hill Book Co; New York.
- Jones, H.R. (1990): Population Geography, Sage.
- Jones, H.R. (2000): Population Geography, 3rd Edition, Paul Chapman, London.
- Peters, G.L. and Larkin R.P (1979): population Geography-Problems, Concepts and Prospects, Kendall Hunt Publication Co.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%

Assessment- 3 (Mid- Exam) - 05%

Assessment- 4 -05%

Total Internal Assessment - 40%

**BGO - 502**

**Course Name – Evolution of Geographical Thought**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective: -**

This course covers a wide canvas of the story of geographical thoughts, ideas and knowledge right from the early Greek period to modern contemporary geography. Presenting an introduction to the philosophy, history and methodology of geography. Different theories of knowledge have shaped the practice of geography, framing how we make certain claims about the world, and how we decide that certain of these claims are more valid than others.

**Course Description: -**

The purpose of this course is to examine the historical and philosophical development of modern geography and geographical knowledge. The course will explore key discourses, debates, and controversies which shaped the modern discipline. A key aim of the course will be to place the development of geographical thought and practice within a broader societal and scientific perspective.

**Unit-I: Geography in Classical Age**

- Contributions of Greek and Roman scholars with special references to the works of Herodotus
- Eratosthenes and Hecateus
- Strabo and Ptolemy

**Unit-II: Geography in Dark Age**

- Dark Age in Europe
- Impact on the development of Geography
- Contributions of Arab Scholars with special reference to the works of Al-Masudi, Al-Biruni
- Ibn-e-Batuta and Ibn-e-Khaldun.

**Unit-III: Scientific Geography**

- The revival of scientific geography

- Work of Varenus and Kant
- Contributions of Humbolt and Ritter
- Darwin's impact on geography

#### **Unit-IV: Quantitative Revolution and its Impact**

- Contributions of Ratzel, Vidal de la blache, Richthofen and HartShrone
- The Quantitative Revolution in Geography
- Behaviouralism, Systems Approach, Radicalism, Feminism
- Post Quantitative Revolution trends: Welfare, Radical, Post Modernization.etc.

#### **Course Outcomes (CO's): -**

**CO1.** Understand the basics of Geographical Thought.

**CO2.** Acquire knowledge of Geographical Thought of Greek, Roman, Arab, German, French, British and American.

**CO 3.** Understand modern geographical thoughts and contribution of geography.

**CO 4.** To understand the trend of Indian Geography in Colonial and postcolonial period.

#### **Text Books: -**

- Dikshit R. D., 1997: Geographical Thought: A Contextual History of Ideas, Prentice–Hall India.
- Hartshone R., 1959: *Perspectives of Nature of Geography*, Rand MacNally and Co.

#### **References Books:-**

- Arentsen M., Stam R. and Thuijjs R., 2000: *Post-modern Approaches to Space*, ebook.
- Bonnett A., 2008: *What is Geography?* Sage.
- Holt-Jensen A., 2011: *Geography: History and Its Concepts: A Students Guide*, SAGE.
- Johnston R. J., (Ed.): *Dictionary of Human Geography*, Routledge.

- Johnston R. J., 1997: *Geography and Geographers, Anglo-American Human Geography since 1945*, Arnold, London.
- Kapur A., 2001: *Indian Geography Voice of Concern*, Concept Publications.
- Martin Geoffrey J., 2005: *All Possible Worlds: A History of Geographical Ideas*, Oxford.
- Soja, Edward 1989. *Post-modern Geographies*, Verso, London. Reprinted 1997: RawatPubl., Jaipur and New Delhi.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
<u>Total Internal Assessment</u>	<u>- 40%</u>

**BGO - 503**

**Course Name – Fundamental of GIS & GPS (Theory & Practical)**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective: -**

With the study of RS, GIS, and GPS technology, it is requisite for a learner to continue handful knowledge in lab to understand the role of technology in geography. Remote Sensing helps to extract information through satellite data, GIS and GPS provide the precise information with the handling capacity of bundles of dataset-meta data. The main theme of the paper is to endow technological skills in continuation of the theoretical knowledge.

**Course Description: -**

GIS (Geographic Information Systems) is a computer-based tool that uses spatial (geographic) data to analyze and solve real-world problems. This course is designed to introduce the student to the basic principles and techniques of GIS. The lab material will emphasize GIS data collection, entry, storage, analysis, and output using ArcGIS.

**UNIT 1: Fundamental of GIS**

- **Geographical Information System (GIS)**
- **Definition and Components, History**
- **An Overview of Hardware of GIS**
- **Software requirements of GIS**

**UNIT 2: GIS Data and its Quality**

- **GIS Data Creation and Components of Data Quality**
- **Sources of Errors**
- **Geo-Referencing**
- **Data Types (spatial and Non-spatial), Raster and Vector Data Structure.**

**UNIT 4: GPS and Its Application**

- **Global Positioning System (GPS)**
- **Principles and Uses; DGPS.**
- **Constellation of GPS Satellites**

- Applications of GPS in Surveys, Mapping and Navigation

### **UNIT 3: Application of GIS**

- DEM Derivatives, Network Analysis,
- Buffering, Interpolation Methods, Map Compilation
- Land Use/land Cover Mapping, Urban Sprawl Analysis, Urban Planning
- Health Information System

#### **Practical Record:**

- A project file consisting of 7 exercises on using any GIS Software on above mentioned themes.

#### **Course Outcomes (CO's):**

**CO1.** To familiarize student, about the application of RS, GIS and GNSS.

**CO2.** To develop understanding of working domain of RS Satellite Data

**CO3.** To develop an understanding of the analysis of RS Satellite Data and others Ancillary data.

**CO4.** To acquaint them with the clear understanding and update according to market

#### **Text Books: -**

- Nag, P. (2008) Introduction to GIS, Concept India, New Delhi.
- Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
- Singh, R.B. and Murai, S. (1998) Space Informatics for Sustainable Development, Oxford and IBH, New Delhi.

#### **References Books: -**

- Bhatta, B. (2010) Analysis of Urban Growth and Sprawl from Remote Sensing, Springer, Berlin Heidelberg.
- Burrough, P.A., and McDonnell, R.A. (2000) Principles of Geographical Information System-Spatial Information System and Geo-statistics. Oxford University Press
- Heywoods, I., Cornelius, S and Carver, S. (2006) An Introduction to Geographical Information system. Prentice Hall.

- Jha, M.M. and Singh, R.B. (2008) Land Use: Reflection on Spatial Informatics Agriculture and Development, New Delhi: Concept.

**Web links:-**

- [http://www.colorado.edu/geography/gcraft/notes/sources/sources\\_f.html](http://www.colorado.edu/geography/gcraft/notes/sources/sources_f.html)
- <http://www.ncgia.ucsb.edu/giscc/units/u055/u055.html>.
- <http://www.trimble.com/>
- <http://www.pasda.psu.edu/tutorials/gisbasics.asp>
- <http://nptel.iitm.ac.in/video.php?subjectId=105107121>

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>



**BGO - 601**

**Course Name – Regional Planning & Development**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective: -**

In the competence of Geography, regions have their own self-motivated segment where it demands a separate bird eye-view to comprehend, entail and plan according to their origin, present significance, and future scope to the respective region. So, it becomes more descriptive, analytical and planning zone for the student.

**Course Description: -**

This paper pact the demand for the learner to avail proper awareness and enhancement in their skills. The key objective of the course is to equip the students with adequate skills required to comprehend urban and regional issues and to analyse physical, socio-economic, cultural, political and ecological dimensions of the human settlements. The course is designed to provide necessary exposure to various planning processes, emerging trends and other related advanced technical knowhow. It intends to contribute towards the creation of professionals in the field and hence to cater to the specific needs of the industry and academics. During the course, the students will be provided with ample opportunities to interact with the subject experts, relevant organisations, etc.

**Unit –I: Region and Development**

- **Region, Development and Planning**
- **Definitions concepts and Types**
- **Methods of delineation of regions: flow analysis, gravitational analysis**
- **Weighted analysis method.**

**Unit –II: Regional Development and Regional Planning**

- **Regional devolvment: Concepts and indicators**
- **Regional Planning: Concepts and purpose;**
- **Process and Factors of Regional Development**
- **Levels of planning: local, regional and national.**

### **Unit -III: Models, Theories of Development and Survey for planning**

- Rostow's model; Core-periphery model
- Christaller's central place theory and Growth pole theory.
- Concepts and function, Types of Survey
- Technology in Survey

### **Unit- IV: National and Regional Plans and its Problems**

- Planning in India: Five year plans – goals and achievements
- Regional imbalances and inequalities in India;
- Area Development plans: Tribal and Drought areas
- Case Study of a Metropolitan City. Problems in Planning.

#### **Course Outcomes (CO's):**

**CO1.** To familiarize student, about the concept nature scope of Regional Planning and Development.

**CO2.** To develop understanding of the Regional Planning and Regional Development.

**CO3.** To develop an understanding of different theories and models postulated by different Scholars

**CO4.** To acquaint them with Planning and inequalities in society.

#### **Text Books: -**

- Urban and regional development in India, Baleshwar Thakur – 2005
- Regional development and planning in India, P. C. Tiwari – 1988
- Regional planning: concepts, techniques, policies and case studies, (1992) R P Mishra
- Regional planning in India, L. S. Bhat – 1972

#### **References Books:-**

- Introduction to Development and Regional Planning: With Special Reference to India, 2001, Jayasri Ray Chaudhuri
- Planning and regional development in India, Jagannath Mishra, ChakradharSinha – 1985
- India's development agenda: issues, challenges and policies, B. K. Prasad – 2005

- Regional Development And Planning In India selected Essays (2009) V. Nath, S.K. Aggarwal (Edited), Concept Publishing Company
- Regional Development and planning (1976) Paul A. Compton, MartonPecsi, Akademiai Kiado Publisher
- Regional planning in India 1983) Mahesh Chand and Vinay Kumar Puri
- Regional development: problems and policy measures, Abdul Aziz, Sudhir Krishna
- Decentralised planning and Panchayati Raj institutions, Sweta Mishra, Chaitali Pal – 2000

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**BGO - 602**

**Course Name – Agricultural Geography**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective: -**

The main objective is the spatial distribution of crops, livestock and other agricultural activities. Apart from the given objectives, the agricultural geographers have to diagnose at the micro level (household and field level) the causes of existing agricultural backwardness, and then to suggest suitable strategies to enhance productivity. This may go a long way in alleviating the marginal and small farmers above the poverty line in a given region.

**Course Description: -**

Agricultural Geography provides the basic information of various types of the agriculture on the earth surface viz., Subsistence, commercial, horticulture, specialised etc. Agricultural Geography as a sub-discipline of human and economic geography. The geography of human activities is called as ‘economic geography’ which examines the primary, secondary, tertiary and quaternary activities of man. Man in his primeval stage was a hunter and gather and during the Neolithic period he learned the art of cultivation of crops. Thus, agriculture had been the dominant economic activity in the past and it is still the mainstay of over two-third of the world population. The study of agricultural geography is thus of great social relevance among all the branches of human geography.

**Unit-1:Introduction to Agricultural Geography**

- Nature, scope and approaches, Origin and dispersal of agriculture
- Significance of Agriculture in World.
- Place of agriculture in Different Economies
- Factors affecting Agricultural Productivity and Importance of Agricultural Productivity.

**Unit-2:Importance of Agriculture in the Indian Economy**

- Determinants of Agricultural Patterns Influence of Physical
- Economic and Technological Factors. Relief, climate, soil.
- Agricultural Regions in India: Agroclimatic, Agro ecological Region

- Crop Combination Regions

### **Unit-3: Agricultural Types Subsistence and Commercial agriculture**

- Types of Farming, Farming System in India: Shifting cultivation, Intensive subsistent farming, Mixed farming, Major Crops, Horticulture Crops, non- food Crops
- Types of Agriculture: Plantation agriculture, Commercial grain farming
- Agricultural region of India
- Agricultural region by Whittlesey, Agricultural Location model of Von Thunen's.

### **Unit- 4: Problems of Indian Agriculture**

- Problems & Prospects of Indian Agriculture and their solution
- Salient features of Indian Agriculture
- Components of the Green Revolution, Impact of Green Revolution
- Demerits or problems of Green Revolution.

#### **Course Outcome (CO's):**

**CO1.** The main objective is the spatial distribution of crops, livestock and other agricultural activities.

**CO2.** To develop a critical understanding of the suitable strategies to enhance productivity of Agriculture.

**CO3.** To develop an understanding of the agricultural geographers have to diagnose at the micro level (household and field level) the causes of existing agricultural backwardness.

**CO4.** To acquaint them with respect to the long way in alleviating the marginal and small farmers above the poverty line in a given region.

#### **Text Books: -**

- Singh. J. and Dhillon S.S. (1994) – Agricultural Geography. Tata McGraw Hill, Publishing Co. Ltd.

- Symons, Leslie (1970) – Agricultural Geography, G. Belt and Sons Ltd., London.

**References Books:-**

- Grigg. D.G.(1964) – An Introduction to Agricultural Geography Hutchinson &Co.Ltd.,
- Morgan. W.B. & S.C. Monton (1971) – Agricultural Geography Methuen, London.
- Tarrent, J.R. (1970) – Agricultural Geography, David and Charles, Newton Abbot.
- Grigg. D.G. (1974) – The Agricultural Systems of the world An Evolutionary Approach.
- Illbery, B.W. (1985) – Agricultural Geography, Social & Economic Analysis, Oxford University Press.
- Aiyer, A.K.Y.N.(1949) – Agricultural and Allied Arts in Vedic India.
- Randhawa, M.S. (1980) – An History of Agriculture in India Vols. I, II, III,IV ICAR, New Delhi.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**BGO - 603**

**Course Name – Settlement and Urban geography**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective: -**

The main objective of the course is to show that the residential problems experienced in the urban area selected for the study is reflection of the urban poverty and that the public authorities in many ways are helping to widen the existing gap between urban affluence and poverty. Land allocated for dwelling purposes and provision of neighborhood facilities and utility services by different public authorities has been selected to bring out that bias.

**Course Description: -**

This course is a general introduction to Urban Geography. More than half the world's population currently lives in cities, and the proportion continues to increase. The study of urban settlements - their internal organization, links to each other, and relationship with non-urban areas - has therefore become a major sub-field of Human Geography. This course covers the historical and contemporary processes of urbanisation, the internal structure and characteristics of cities, and the nature of urban systems.

**Unit- 1: Introduction**

- Meaning, Objectives of Settlement Geography
- Scope of Settlement Geography
- Factors Affecting the Origin & Growth of Settlements
- Types & patterns of settlements

**Unit-II: Urban Land Use**

- Origin & Growth of urban settlement, Morphology of urban settlement
- Function of urban settlement, Functional classification of Cities.
- **Planned Cities: A Case Study of Chandigarh – Site and Situation.**
- **Change in the urban land use & land use Planning.**

### **Unit- III: Rural Settlements**

- Origin of Rural Settlements Spatial Characteristics of rural settlements. (Distribution, Size, form, morphology & house types)
- Social & Infrastructural attributes in Rural Settings
- Rural settlements in India.
- Determinants of rural settlements, Morphology of rural settlements: site and situation.

### **Unit-IV: Urban Settlements**

- Rural-Urban Continuum, Urban Sphere of influence (Um land, Hinterland, Urban Fringe)
- Urban Hierarchy, Rank- Size rule, City
- Metropolis and City Region, Urban agglomeration
- Urban morphology: Classical models-Burgess, Homer Hoyt, Harris and Ullman.

### **Course Outcomes (CO's):**

- CO1. Build an idea about urban and rural settlements, and its relationship with environment and also different theories related to settlement geography.
- CO2. Know about classification and morphology of settlements.
- CO3. Understand the trends and patterns of world urbanization.
- CO4. Know about different theories of urban growth.

### **Text Books: -**

- Chishlom M., 2007: *Rural Settlement and Land Use*, Transaction Publishers.
- Daniel, P. 2002: *Geography of Settlement*, RawatPubls., Jaipur & New Delhi.
- Ghosh, Santwana 1999: *A Geography of Settlements*, Orient Longman, Kolkata.

### **References Books:-**

- Kalia Ravi, 1999: *Chandigarh: The Making of Indian City*, Oxford University Press.
- Kaplan D. H., Wheeler J. O. and Holloway S. R., 2008: *Urban Geography*, John Wiley.



- Krishan G., 1999: *Inner Spaces – Outer Spaces of a Planned City: A Thematic Atlas of Chandigarh*, Celebrating Chandigarh.
- Pacione M., 2009: *Urban Geography: A Global Perspective*, Taylor and Francis.
- Ramachandran R., 1989: *Urbanisation and Urban Systems of India*, Oxford University Press.
- Ramachandran, R., 1992: *The Study of Urbanisation*, Oxford University Press, Delhi
- Singh R. Y., 1994: *The Geography of Settlement*, Rawat Publication, New Delhi.
- Tiwari, R. C. 2000: *Settlement Geography*, (in Hindi), Prayag Publ., Allahabad.
- Misra, R. P. & Misra, K. eds. 1998: *Million*

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**NOIDA INTERNATIONAL UNIVERSITY**

**DEPARTMENT OF HISTORY**

**UNDERGRADUATE PROGRAMME  
BACHELOR OF ARTS HISTORY (HONOURS)**

**(CHOICE BASED CREDIT SYSTEM)**



**(Academic year 2021-2022)**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **B.A. (HONS.) PROGRAMME DETAILS**

### **Introduction**

The objective of this programme is to prepare the students with a new vision to all the Under Graduate courses of History. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for the all Under Graduate programme in History to be adopted by different universities.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen student's experiences as they engage themselves in the programme of their choice. The Under-Graduate Programme will prepare the students for academia and also prepare them to use this knowledge for employment.

The given programme elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programme also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. The programme prepares students for sustainability and lifelong learning. This also tries to change the perception towards studying History.

The of B.A. History (Honours) Programme offers students access to recent historiography in the field organized in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary programme providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving.

It is designed to bring out the best intellect of the student and also allow the student to keep pace with the contemporary development.

### **Learning Outcome based Curriculum Framework**

This course is designed to break the stereotypes of History learning and create interest amongst students to study History. This programme is organized to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just knowledge and skills in history and contemporary history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialization in History is the key to access cognate skills from other disciplines. This has a balanced combination of Core,

Discipline Specific Electives and Skill Enhancement Courses. This enables a student of History to be well versed with other complementary subjects.

### **Nature and Extent of the Programme**

The B.A. History Programme is of three years duration. Each year is divided into two semesters. The total numbers of semester are six and it is presumed that each semester will be of sixteen weeks duration. The teaching and learning in the B.A. History Programme will involve theory classes (lectures) and tutorial classes.

The curriculum will be taught through formal lectures with the aid of power-point presentations, audio and video tools and other teaching aids can be used as and when required. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums and project work, which can be taken care along with regular teaching and tutorials.

### **Aims of Bachelor Degree Programme**

The objective of this course is to:

- Give requisite information about different aspects of the past to students
- To teach them how to use this information for a better of society.
- This also gives an idea about how historians research, frame an argument and debate details that have significance to understand the past and the present.
- The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.
- The idea is to equip the student so that their ability to think and analyze is enhanced also, they develop good research oriented perspective.

### **Graduate Attributes**

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that is important in the study of human society. The attributes expected from the graduates of B.A. History Programme are:

**GA1.** Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence, and recent past.

**GA2.** Familiarity with the History and the process of development in other parts of the world

as well as certain other societies, during the same era.

**GA3.** Ability to carefully read a complex historical narrative, evaluates its deployment of evidence, and understands its argument as well as critically analyzes the same.

**GA4.** Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.

**GA5.** Sensitivity to different socio cultural issues and their acquaintance with the historical developments.

**GA6.** Respect for National ethos, human values and ideals constitutional values.

**GA7.** Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

**GA8.** Develop respect for our Heritage and culture and understand the strength of diversity of our country.

## **Qualification Descriptors**

Upon successful completion of the course, the students receive a B.A. degree in the History. B.A. History graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to History. This will establish a platform over which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive and meaningful lives. The list below provides a synoptic overview of possible career paths provided by an undergraduate training in history:

1. Administrative Assignments
2. Foreign Assignments for building International Relations
3. Journalism and Media
4. Policy Making and Governance
5. Public Life and People's Representation
6. Social Work and Social Cause
7. Archives, Museum & Archaeological research
8. Teaching and Research

## **Programme Learning outcomes**

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

**P1.** To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

**P2.** To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

**P3.** The ability to use bibliographical tools for the advanced study of history.

**P4.** To understand & evaluate different historical ideas, various arguments and point of view.

**P5.** To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.

**P6.** It instills an appreciation of the uniqueness of visual evidence and cultivate the particular skill of using visual evidence to understand human activity of the recent and distant past.

## **COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME**

### **Course Learning Objective**

The three-year undergraduate History Programme is designed to familiarize students with significant developments in the history of India, its neighborhood, Asia and certain other parts of the world. This also aims at providing right perspective to study and understand History. The main focus is on Indian history but students would also study about European as well as other parts of the world. The course aims to make students challenge the idea of history as seamless, or historical knowledge as finished product that the textbooks at the school level create. It seeks to expose the students to various problems and conflicts that are inherent part of the historical exercise of reconstructing the past.

The purpose is to sensitize students to the existence and desirability of multiple perspective through which knowledge about past is constructed. The idea behind this is to enable students to develop historically sensitive way of thinking with due regard to time, place, context, roles of human agencies involved and national pride. Thus, the students are encouraged to think critically, analyze different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the major strands of historical scholarship in the field, available in secondary texts. The students would obtain a

fundamental grounding in some of the important issues that crop up in a historian's reading and interpretation of primary sources. Certain thematic courses like those on culture, gender, media and environment are designed to sensitize students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

We have also tried to develop terminology befitting to our National context and our exploratory nature. This will help the students to articulate their own complex ideas regarding various themes in History. It is our attempt that students achieve this objective through systematic reading and class lectures and through feedback on their written work- essays, project/research papers, presentations, discussions, debates, etc. our intention is to enable students to formulate cogent arguments, presenting the necessary evidence to establish these, based on a training in the History.

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

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

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

The larger goal of this programme is to develop a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at same time.

Graduates of this programme do branch out to different spheres of knowledge and domains of professional work, besides pursuing higher studies within in the discipline. These wider life



skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live meaningful lives.

The papers included in the curriculum will be based on **Choice based credit system (CBCS)**

## **Course Learning Outcomes**

After completing this programme, student is expected to-

### **A. Construct historical narratives**

- Describe significant developments within historical contexts, covered in the syllabus
- Identify and analyze the significance of historical changes that take place within a society or culture
- Explain the patterns of such transitions.
- Assess patterns of continuities within such historical contexts.

### **B. Formulate arguments based on a historiographical engagement**

- Formulate, sustain and justify a historical argument.
- Support and establish such arguments with historical evidence drawn mainly from secondary sources.
- Situate historical arguments within a larger scholarly narrative.
- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretation of past.
- Exhibit a familiarity with ‘the historian’s craft’- methods and rigours of the discipline.

### **C. Engage with scholarly writings and presentations**

- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History.
- Comprehend and explain the structure of arguments and claims made in such writings
- Note the empirical evidence used to establish such claims.

### **D. Answer, questions, write essays and research papers**

- Synthesize arguments and facts culled from scholarly writings.
- Articulate a persuasive, well-structured historical arguments on the basis of such synthesis
- Employ multiple forms of evidence in this historical argument
- Formulate relevant and meaningful historical questions
- Write clear, cogent and well- researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism.
- Use proper citations and footnotes within formal written assignments.
- Deliver presentations based on such well- researched material orally as well.
- Participate in debates and other forms of verbal historical discussions.

### **E. Work Collaboratively**

- Participate in discussion and ask thoughtful questions
- Provide formal feedback to peers in the course of such discussions
- Learn the formal protocol of academic engagements in a seminar and conference.

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

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

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

#### **Outline of Choice Based Credit System:**

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

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

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

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

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

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

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

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

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

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

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

**Department of History, School of Liberal Arts  
BA (H) History, Course Structure under CBCS  
(w. e. f. Session 2021-22)**

		Periods			Evaluation Scheme					Credit
					Internal			ESE	Total	
		L	T	P	MT	TA	Total			
<b>Semester I</b>										
BHS-101	History of Early India: 6500 BCE to 400 BCE	3	1	0	20	20	40	60	100	4
BHS-102	The Ancient World from the Earliest Times to the 5th Century	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 1	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 2	3	1	0	20	20	40	60	100	4
EVSB-101	Environmental Studies-I	2	1	0	20	20	40	60	100	3
SLAGE-101	Generic Elective	3	0	0	20	20	40	60	100	3
<b>TOTAL</b>		10								<b>22</b>
<b>Semester II</b>										

BHS-201	History of Early India: 400 BCE to 1200 CE	3	1	0	20	20	40	60	100	4
BHS-202	Medieval World(Sixth to Fifteenth Century)	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 1	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 2	3	1	0	20	20	40	60	100	4
EVSB-201	Environmental Studies-II	2	1	0	20	20	40	60	100	3
SLAGE-201	Generic Elective	3	0	0	20	20	40	60	100	3
	<b>TOTAL</b>									<b>22</b>
	<b>Semester III</b>									
BHS-301	Political History of Medieval India: 12th to Mid-16th CE	3	1	0	20	20	40	60	100	4
BHS-302	Political History of Medieval India: Mid 16th to mid-18th CE	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 1	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 2	3	1	0	20	20	40	60	100	4
GEB-301	General English	2	1	0	20	20	40	60	100	3
SLAGE-301	Generic Elective	3	0	0	20	20	40	60	100	3
	<b>TOTAL</b>									<b>22</b>
	<b>Semester IV</b>									
BHS-401	History of Modern India: 1707-1857	3	1	0	20	20	40	60	100	4
BHS-402	History of Modern India: 1858-1947	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 1	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 2	3	1	0	20	20	40	60	100	4
BABC-401	Business Communication	2	1	0	20	20	40	60	100	3
SLAGE-401	Generic Elective	3	0	0	20	20	40	60	100	3
	<b>TOTAL</b>									<b>22</b>
	<b>Semester V</b>									
BHS-501	Social, Economic and Cultural History of Colonial India	4	1	0	20	20	40	60	100	5
BHS-502	The Modern World: Late 18th Century to the 20th Century	4	1	0	20	20	40	60	100	5
BHS-503	History of Modern China: Eighteenth to Twentieth Century	4	1	0	20	20	40	60	100	5
BHS-504	Research Methodology	4	1	0	20	20	40	60	100	5
BACBCS-501	Human Rights: Theory and Practice	2	1	0	20	20	40	60	100	3
SLAGE-501	Generic Elective	3	0	0	20	20	40	60	100	3
	<b>TOTAL</b>									<b>26</b>
	<b>Semester VI</b>									
BHS-601	Contemporary History of India 1947-2000	4	1	0	20	20	40	60	100	5
BHS-602	History of Russia and the U. S. S. R.: 1861-1991 CE	4	1	0	20	20	40	60	100	5
BHS-603	US History from Pre-Columbian times to the Cold War	4	1	0	20	20	40	60	100	5
BHS-604	Project Report	1	2	2	20	20	40	60	100	5
BACBCS-601	Gender and Women Studies in India	2	1	0	20	20	40	60	100	3

SLAGE-601	Generic Elective	3	0	0	20	20	40	60	100	3
	<b>TOTAL</b>									<b>26</b>

**Note: BHS-604-Project Report**

1. 20 marks for synopsis presentation by the end of mid-term exams
2. 40 marks for progress report on the project.

**Grand Total - 3600**

**Total Credits-140**

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours; Internal Marks include class tests, Assignments, Presentations and Attendance

**DETAILED SYLLABUS**

## SEMESTER-I

### History of Early India: 6500 BCE to 400 BCE

**Course Code:** BHS101

**Course Name:** History of Early India: 6500 BCE to 400 BCE

**Course Credit:** 4

**Total Contact Hours:** 64hrs

#### **Course Objectives:**

The course will seek to provide the students with an analytical overview of the developments in ancient India. It aims at developing a critical understanding of the development of the Indian society in the ancient times and how geographical conditions affected it. The enlightened student community would, hence, be able to contribute towards a better present and future.

#### **Course Description:**

The course intends to explore the geographical and political divisions of the Indian subcontinent in respect with learning history. It will analyse the various theories proposed by the historians regarding the origin of humankind and its evolution through studying stone ages, rise of agriculture and the first urbanization through Indus valley civilization. The course further explores the rise of technology and metals and how it changed the human behaviour and settlements. It also attempts to understand the Vedic and Later Vedic age and the changing social fabric in Indian subcontinent. The course concludes with exploring the rise of urban centres in India and spread of Buddhism and Jainism as a reaction to the evils in society.

#### **Course Contents:**

- Unit –I: Ecology and Archaeology of Early Agricultural settlements**
- Geography of the Indian Subcontinent (to be studied with maps): physical features, changing
  - Stone Age- Palaeolithic Age, Mesolithic Age, Neolithic Age
  - Neolithic Age- Emergence of Agricultural Communities in India
  - Megalithic Age – The peninsular India and Megalithic Structures
- Unit –II: Early Cities**
- The Harappan Civilization: antecedents, material condition,
  - Important Sites and Town Planning
  - Society, Trade and Religion
  - Decline and diffusion of the Harappan Civilization

**Unit –III: Early Indian Society: Second millennium BCE to First millennium BCE**

- Spread of the Chalcolithic Age in India
- Iron Age Cultures in India
- Early Vedic and Later Vedic societies
- Political Assemblies in Vedic Age

**Unit- IV: Second Urbanisation and New Religious Traditions**

- Early States and Cities (Sixth century BCE to the fourth century BCE): Janapadas and Mahajanapadas, Urban centres.
- Society, Culture and polity in new Urban Centres
- Rise of Buddhism
- Rise of Jainism and other heterodox sects

**Course Learning Outcomes**

- To get an understanding of the relationship between geography and history with the help of maps and illustration in order to understand the political and physical divisions of the Indian subcontinent.
- To understand case-study approach in exploring the various theories given by the historians sources of history.
- To develop a critical thinking approach in understanding the incidents of the ancient past and start of first civilization in the world.
- To understand the evolution of human kind from Stone Age to urban centres through maps and illustrations.
- To understand the south Indian history and explore it's literary as well as archaeological importance.

**Text Books:**

- Ancient India - An Introductory Outline D.N. Jha
- History of India, Vol. I Romila Thapar
- Ancient India, R.C. Majumdar
- India's Ancient Past, R.S. Sharma

**Reference Books:**

- Aspects of Political Ideas and Institutions in Ancient India R.S. Sharma
- Material culture & Social Formation in Ancient India R.S. Sharma
- Indian Feudalism- R.S. Sharma
- Ashoka & Decline of the Maurya - Romila Thapar
- A History of South India K.A. Nilkantha Sastri
- Ancient India and Indian Archaeology Archaeological Survey of India
- Ancient India Social and Culture - Luniya
- An Advanced History of India - R.C. Majumdar, H.C. Raychaudhuri, - Kalikinkar Datta
- Ancient India - L. Mukherjee
- The rise of civilization of India and Pakistan - Bridget and Raymond Allchin

- Mauryan : Ashoka and the decline of mouryan empire – RomilaThapar

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60



## SEMESTER-I

### The Ancient World from the Earliest Times to the 5th Century

**Course Code:** BHS102

**Course Name:** The Ancient World from the Earliest Times to the 5th Century

**Course Credit:** 4

**Total Contact Hours:** 64hrs

#### Course Objectives:

The aim of the course is to give an idea about basic traits of world society in general to students in particular. This general idea will help students to understand the basic tenets of World History from the earliest times. Evolution of human being changed the course of world history.

#### Course Description:

The course insights student about early developments of world history. Once the evolution completed, through the ages of Palaeolithic, Mesolithic and Neolithic. The Neolithic period decided future course of human actions. In this period human started agriculture, also made settlements. Consequently larger settlements and age of empires took place in the form of Sumerian and Akkadian, Egypt (Old Kingdom) and China (Shang dynasty). Later we see emergence of Greek and Roman cities.

#### Course Contents:

##### Unit- I: Foraging and food producing communities in pre-history

- Early and Middle Stone Age 200,000 to 8,000 BCE
- Social Organization – Insights from the study of modern foraging communities
- Economic Activities – An ethno-archaeological profile
- New Stone Age, 10,000 to 4000 BCE
- Agricultural Revolution

##### Unit –II: Urban Revolution and the Origin of States

- Emergence of Cities in a Changing Economy
- Emergence of city life in West Asia
- Ancient Egyptian state
- Ideology in Ancient Egypt

##### Unit- III: Emergence of Early empires in West Asia

- Elements of Imperial State Formation
- The idea of an empire

- The Assyrians empire (1400 BCE to 700 BCE)
- Empires in west Asia

#### Unit –IV: Polity and state in the Greco–Roman World

- Greek City–States
- Changes in the idea of citizenship
- Political Philosophy and Literature
- Science and technology in Greco-Roman world

#### Course Learning Outcomes

- To familiarize student about the early world history.
- To develop an understanding of the various aspects and facts of our early world history and how the great empires and nation states came into being .
- To acquaint students with the various incidents and theoretical introduction to Neolithic age .
- To make students value the current monumental, cultural and literary heritage of ancient history which has been conceptualised and created by our great kings and people as a whole?

#### Text Books:

- Amar Farooqi, *Ancient Social Formations (also in Hindi)* , Delhi, 2001 .
- Brian Fagan, *Peoples of the Earth : An Introduction to World Prehistory*, 11th Edition, 2004 .

#### Reference Books:

- The Wonder That was India A . L . Basham
- Ancient India – An Introductory Outline D . N . Jha
- History of India, Vol . I RomilaThapar
- Aspects of Political Ideas and Institutions in Ancient India R . S . Sharma (only Conclusion)
- Material culture & Social Formation in Ancient India R . S . Sharma
- Ashoka& Decline of the MauryaRomilaThapar \
- A History of South India K . A . NilkanthaSastri
- Ancient India and Indian Archaeology Archaeological Survey of India
- Ancient India Social and Culture – Luniya
- Mauryan : Ashoka and the decline of mouryan empire – RomilaThapar
- The rise of civilization of India and Pakistan - Bridget and Raymond Allchin
- Mauryan : Ashoka and the decline of mouryan empire – RomilaThapar

#### Online Links for Study and Reference Materials:

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER I

### Environmental Studies-I

**Course Code: EVSB -101**

**Course Name – Environmental Studies-I**

**Course Credit: 3**

**Total Contact Hours- 48hrs**

#### **Course Objective:**

The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.

#### **Course Description:**

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.

#### **Unit 1: Introduction to Environmental Studies**

- Definition, Concept, Importance of environment
- Components of environment atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance; Concept of sustainability and sustainable development.
- Environmental Education and Awareness.

#### **Unit 2: Ecosystems**

- Ecosystem, Structure and function of ecosystem
- Energy flow in an ecosystem
- Food chain, food web and ecological succession
- Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem (Pond, Lake, stream, rivers, oceans)

#### **Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- Land Resources and land degradation
- Soil erosion and desertification, deforestation
- Causes and impacts due to mining, dam building on environment.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

#### **Unit 4: Biodiversity and Conservation**

- 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.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value

#### **Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.

#### **Text Books: -**

- B. Erach, Textbook of Environmental Studies for Undergraduate Courses, Third Edition, Orient Blackswan Pvt Ltd.
- Kaushik Anubha, Perspectives in Environmental Studies, Third Edition, Book Age Publications.

### References Books: -

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- Clark RS, Marine Pollution, Clarendon Press, Oxford (TB).
- Heywood VH, and Watson RT, 1995. global Biodiversity Assessment. Cambridge University Press .
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi .
- McKinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

## SEMESTER-II

### History of Early India: 400 BCE to 1200 CE

**Course Code:** BHS201

**Course Name:** History of Early India: 400 BCE to 1200 CE

**Course Credit:** 4

**Total Contact Hours:** 64hrs

#### **Course Objectives:**

The course will seek to provide the students with an analytical overview of the developments in ancient India from 400 BCE to 1200 BCE. The purpose of the paper is to provide the students a conceptual insight into the transitional processes of early societies in the Indian subcontinent. It aims at developing a critical understanding of the development of the early empires in India and how the socio-cultural and political systems evolved. Through this paper, the student community would be able to understand their present traditions and continuity in terms of literary and archaeological remains.

#### **Course Description:**

The course explores the early empires like Mauryan dynasty with its political extent and important rulers. It also discussed the advent of the foreign tribes who settled in forms of small kingdoms like Indo-Greeks and Kushanas. The paper discusses the relevance of the newly formed kingdoms in art and architecture of India. The course further explores the rise of trade in south India and origin of mercantile community with a special reference to the Sangam Age. It ends with a detailed study on Gupta and Vardhana dynasty covering the art, literature and architecture of the time along with origin and significance of Indian Feudalism in around 700 CE.

#### **Course Contents:**

##### **Unit –I: Emergence of Empire in Early India**

- The Mauryas: Administration, Society and Economy.
- Ashoka and his policy of Dhamma
- Decline of the Mauryan Empire.
- Rise of New Political Powers-Shungas, Indo-Greeks, Kushanas.

##### **Unit- II: Deccan and Tamilham: 200 BCE- 200 CE**

- Deccan in the Shaka- Satavahana period
- Rise of trade
- South as Reflected in the Sangam Poems and Archaeology

- Society, Culture and Polity in the Sangam Age

### **Unit- III: Society and Culture: 300- 700 CE**

- The Gupta Dynasty-Origin and Extent
- Society, Culture and Polity in Gupta Age
- Vardhan Dynasty and Harshavardhana.
- Religion, Art and Literature from 300-700 CE.

### **Unit –IV: Regions and Regionalism: 700 – 1200 CE**

- Growth of Regional Cultures in north India: The State and Economy.
- The Debate on Feudalism
- Growth of Regional Cultures in south India: State, Economy and Society
- Early Medieval Age in India

### **Course Learning Outcomes**

- To get an understanding of the early empires like Mauryas, Kushanas, Indo-Greeks , Shungas, Guptas, Vardhanas in ancient India.
- To understand the relevance of Ashoka’s Dhamma and Gupta Literature and Art in today’s times.
- To develop a critical thinking approach in understanding the rise of trade in Satvahana times and rise of mercantile community.
- To understand the details of the Sangam Age in India and its relevance in today’s times and other regional cultures in south India.
- To understand the debates around the rise of Indian Feudalism in 700 CE.

### **Text Books:**

- Ancient India - An Introductory Outline D.N. Jha
- History of India, Vol. I RomilaThapar
- Ancient India, R.C. Majumdar
- India’s Ancient Past, R.S. Sharma

### **Reference Books:**

- Basham, A.L.,The Wonder That Was India, Rupa paperbacks, 1982 (also in Hindi and Urdu)
- Champakalakshmi, R., Trade Ideology and Urbanisation: South India 300BC- A.D. 1300, Oxford University Press, Delhi, 1996.
- Chattopadhyaya, B.D., The Making of Early Medieval India, Oxford University Press, Delhi, 1994.
- Harle, J.C., The Art and Architecture of the Indian Subcontinent, Penguin, Harmondsworth, 1987.
- Majumdar, R.C., et al. (eds.), The History and Culture of The Indian People, Mumbai, 1974.
- Sharma, R.S., Early Medieval Indian Society, A Study in Feudalisation, Delhi, 2001.
- Singh, Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Longman –Pearson, 2008.
- Thapar, Romila, Early India: From the origins to AD1300, Viking Press, 2002.



**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER II

### Medieval World (Sixth to the Fifteenth Century CE)

**Course Code:** BHS202

**Course Name:** Medieval World (Sixth to the Fifteenth Century CE)

**Course Credit:** 4

**Total Contact Hours:** 64hrs

#### **Course Objectives:**

This course offers a theoretical introduction to urbanism in history, to the variety of approaches to the phenomenon, and to the 'endemic problem of definition'. It discusses the multiplicity of roles of cities across time and space. It then offers a select survey of the character and forms of collapse of the Roman Empire. Rise of Feudalism changed the polity and social structure of medieval world.

#### **Course Description:**

The course insights student about the developments of medieval world history. After the fall of Roman Empire, feudalism rose and becoming dominant power. Rise of Islam was the major religious event in medieval world.

#### **Course Contents:**

##### **Unit- I: Unit –I: Europe after the collapse of Rome (Fifth till Tenth century) –**

- Collapse of the Roman Empire;
- Emergence of the Byzantine Empire;
- Spread of Christianity in Medieval Europe
- Interactions of the Germanic tribes with settled peoples,
- The emergence of states: medieval monarchies, aristocracies, nobility and the culture of chivalry; church and state.

##### **Unit II: Feudal societies in medieval Europe (8th – 14 century)**

- The emergence of states: medieval monarchies, aristocracies, nobility and the culture of chivalry; church and state.
- The growth of seignorial authority- parcellization of sovereignty and militarization; the creation of a dependent peasantry: from colonate to serfdom.
- The growth of the medieval economy from 11th -14th
- Religion and culture in medieval Europe centuries: agriculture, towns, trade and its impact on feudal relations.
- The crisis of feudalism.

### Unit- III: Islamic Societies in West Asia

- Rise of Islam and the making of political authority: from tribe to state. ( Prophet and Ummahii) Caliphate.
- Sultanate:Ummayyads and Abbasids.
- The Sunna, the Shia and the Sufi traditions.
- Adab, literature, and the urban tradition.

### Unit- IV: Intellectual, Economic and Social interactions between Europe and Asia :

- Scientific and intellectual exchange.
- Literature and philosophy.
- Art, Architecture and Music.
- Social changes in china

### Course Learning Outcomes

- To familiarize student about the Medieval World.
- To develop an understanding of the various aspects and facts of our medieval world history and how the great empires and nation states came into being.
- To acquaint students with the various incidents and theoretical introduction to urbanism in history.
- To make students value the current monumental, cultural and literary heritage of medieval which has been conceptualised and created by our great kings and people as a whole.

### Text Books:

- Amar Farooqi, *Ancient Social Formations (also in Hindi)* , Delhi, 2001 .
- White Jr. , Lynn . *Medieval Technology and Social Change* . Oxford, 1962 .
- Hourani . A . G . , *A History of the Arab Peoples* . London, 1991 .

### Reference Books:

- Anderson, P. *Passages From Antiquity To Feudalism*. London and New York: Verso, 1996.
- Berkey, J. *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, 2002.
- Bloch M. *Feudal Society* vol. I, Chicago: University of Chicago Press, 1961.

- Bloch, M. “The Rise of Dependent Cultivation and Seignorial Institutions.” In *The Cambridge Economic History of Europe*, vol 1: *The Agrarian Life of the Middle Ages*, edited by M.M. Postan, 224-77 Cambridge: Cambridge University Press, 1966.
- Brown, E.A.R. “The Tyranny of a Construct: Feudalism and Historians of Medieval Europe.” *The American Historical Review*, 79 (1974): 1063-1088.
- Brunt, P.A. *Social Conflicts in the Roman Republic*. London: Chatto and Windus, 1971.
- Cipolla, C.M., ed. *Fontana economic History*, vol. I: *The Middle Ages*. New York: Harvester Press/Barnes and Noble, 1976.
- Crone, P. “The Rise of Islam in the World.” In *The Cambridge Illustrated History of the Islamic World*, edited by Francis Robinson and Ira M. Lapidus, 2-32. Cambridge: Cambridge University Press, 1999.
- de Jong, M. “Carolingian Monasticism: the power of Prayer.” In *The New Cambridge Medieval History*, vol. 2: 700-900, edited by R. McKitter, 563-586. Cambridge: Cambridge University Press, 1995.
- Duby, G. *The Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, 1977.
- Ehrenberg, V. *From Solon to Socrates: Greek History and Civilisation During the 5th and the 6th Centuries BC*. London: Routledge, 1990.
- Finley, M.I. *Politics in the Ancient World*. Cambridge: Cambridge University Press, 1983.
- Hilton, R. *Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381*. London: Routledge 1973.
- Hodgson, M.G.S. *The Venture of Islam, Volume 1: The Classical Age of Islam*, Marshall . Chicago: University of Chicago Press, 1975. [pp. 22-67; 315-358; 359-409; 444-472; 750-945;] and *The Venture of Islam, vol. 2: The Expansion of Islam in the Middle Period*. Chicago: University of Chicago Press, 1974. [pp. 62-151; 201-254; 293-328]
- Hopkins, K. *Conquerors and Slaves*. Cambridge: Cambridge University Press, 1978.
- Joshel, P. *Slavery in the Roman World*. Cambridge: Cambridge University Press, 2010.
- Lapidus, I.M. *A History of Islamic Societies*. Cambridge: Cambridge University Press 1988, 2002.
- Merrington, J. ‘Town and Country in the Transition to Capitalism’, in *The Transition from Feudalism to Capitalism*, edited by Rodney Hilton. London: Verso, 1978.
- Noble, Thomas F.X. “The Papacy in the 8th and 9th centuries.” In *The New Cambridge Medieval History*, vol. 2: 700-900, edited by R. McKitter, 563-586. Cambridge: Cambridge University Press, 1995.
- Power, D., ed. *The Central Middle Ages: 950-1320*. Oxford: Oxford University Press, 2008.

- Scarre, C. and Brian Fagan, Ancient Civilisations. New Jersey: Pearson, 2008.
- Feng, Li. Early China. Cambridge: Cambridge University Press, 2013.
- Keightly, D.N. “The Shang. China’s First Historical Dynasty.” In The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C., edited by Michael Loewe and Edward L. Shaughnessey. Cambridge: Cambridge University Press, 1999.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER II

### Environmental Studies-II

**Course Code: EVSB -201**

**Course Name – Environmental Studies-II**

**Course Credit: 4**

**Total Contact Hours- 64hrs**

#### **Course Objective:-**

Objective is to aim at the development of environmentally literate citizens who have the skills and knowledge and inclinations to make well informed choices concerning the environment, and who exercise the rights and responsibilities of the members of a community. It contributes to an understanding and appreciation of the environment and conservation of resources for future.

#### **Course Description: -**

Introduces basic concepts from policy studies and economics that help explain environmental challenges. Provides an overview of how government, non-governmental organizations, and the private sector are dealing with major environmental challenges. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues.

#### **Unit 1: Environmental Pollution**

- 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.

#### **Unit 2: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain
- Impacts on human communities and agriculture.
- Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest

Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).

- Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context

### **Unit 3: Human Communities and the Environment**

- Human population and growth: Impacts on environment, human health and welfares. National and International Legislations
- Disaster management: floods, earthquakes, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation
- Environmental communication and public awareness.

### **Unit 4: 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.,

### **Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.

### **References Books:-**

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- BharuchaErach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
- Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
- Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).

- Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
- De AK, Environmental Chemistry, Wiley Eastern Ltd.
- Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
- Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood VH and Watson RT, 1995. Global Biodiversity Assessment. Cambridge University Press.
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.
- Mckinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>



## SEMESTER III

### Political History of Medieval India: 12th to Mid-16th CE

**Course Code:** BHS301

**Course Name:** Political History of Medieval India: 12th to Mid-16th CE

**Course Credit:** 4

**Total Contact Hours:** 64hrs

#### Course Objectives:

This course seeks to familiarize the student with the major themes and debates in Indian History during 12<sup>th</sup> to Mid-16<sup>th</sup> century. By undertaking an in-depth study of the problems and the different answers proposed, it is hoped that the student will be equipped to solve similar issues in this and other period(s) of Indian history with logic and knowledge.

#### Course Description:

The course intends to explore the medieval Indian history from the time of Turkish invasions, to the Rajput dynasties in 10-11<sup>th</sup> century till the rise and decline of the Vijaynagar-Bahmani kingdoms in south India. The course is structured to give an overview of the political expansion and legitimisation of Delhi sultanate in India from 1206-1526. It also covers critically examine the “Iqta” system initiated by Iltutmish, theories of kingship by Balban and Allauddin Khilji while studying the market and economic reforms taken by them. The course concludes by exploring the south Indian kingdoms like Vijaynagar and Bahmani kingdoms, their contribution in art and culture and their relevance in consolidating south India as a supreme power.

#### Course Content:

##### Unit -I: Early Medieval Polities in the 11th century

- The Rajput states in western and central India: An overview
- Political conditions of India in 11<sup>th</sup> Century
- The Tripartite Struggle
- The Regional states in Peninsular India: An overview.

##### Unit -II: The Delhi Sultanate (1206-1526): Political Expansion and Consolidation

- Sources for the Study of Delhi Sultanate
- Historiography of Turkish invasions
- Territorial expansion and consolidation: Mahmud of Ghazni and Muhammad Ghori
- Administrative measures of Iltutmish, Alauddin Khalji and Muhammad bin Tughlaq.

##### Unit -III: The Delhi sultanate (1206-1526): Forms of Political Legitimization and Control

- Theory of Kingship and forms of political Legitimization
- Balban and Allauddin Khilji's Theory of Kingship
- Relations with Ulama and Sufis.

- Iqta System and the changing composition of the ruling class.

#### **Unit- IV: Medieval South Indian History**

- Sources for the study of Medieval South Indian History
- Emergence and growth of Vijaynagar Empire (1336- 1565);
- Rise and Extent of Bahmani Sultanate (1347-1526)
- Vijaynagar-Bahmani relations, disintegration of Vijaynagar Empire.

#### **Course Learning Outcomes**

- To get an understanding of the early Rajput kingdoms and the reasons of their decline in India.
- To understand the historiography and sources to know about the medieval Indian history.
- To understand the Turkish invasions and the rise of Delhi Sultanate in India.
- To develop a critical thinking approach in understanding the rise of various rulers under Delhi Sultanate and know their contribution in administration, economic reforms and agrarian reforms.
- To understand the theories of kingship and political legitimization in Delhi Sultanate.
- To understand the rise and growth of Vijaynagar and Bahmani kingdoms in south India during medieval times.

#### **Text Books:**

- Medieval India - Volume I Satish Chandra ,Medival India - Volume II Satish Chandra
- The Agrarian System of Mughal India 1556-1707 IrfanHabib
- A History of South India - K. A. NilakantaShastri

#### **Reference Books:**

- The Wonder That was India (Vol.2) S.A.A. Rizvi
- The Mughal Empire J.F. Richards
- The Marathas - Gordon
- Advanced study in the History of Medieval India - Volume I ,II,III J.L. Mehta
- Social life and cultural life of both Delhi Sultanate and Mughal India - J.L. Mehta

#### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)
- [www.jagranjosh.com](http://www.jagranjosh.com)
- [www.britannica.com](http://www.britannica.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER III

### Political History of Medieval India: Mid 16th to mid-18th CE

**Course Code:** BHS302

**Course Name:** Political History of Medieval India: Mid 16th to mid-18th CE

**Course Credit:** 4

**Total Contact Hours:** 64hrs

#### Course Objectives:

This course will give an overview of important aspects of the history of the subcontinent between the periods. Mid 16th to mid-18th CE focusing on the themes listed below. In addition to the broad overview of various aspects (social, economic, political, religious, and cultural) of these two phases, a few selected primary sources will also be taken up for detailed discussion.

#### Course Description:

The course insights student about the developments of medieval world history. After the fall of Roman Empire, feudalism rose and becoming dominant power. Rise of Islam was the major religious event in medieval world.

#### Course Contents:

##### Unit- I: The Mughal Empire

- Sources for the study of Mughal Empire
- Campaigns and conquest: tactics and technology
- Chaghatayid traditions: the Mughal household; Abul Fazl's interventions
- Rajputs and other warrior groups in the Mughal empire
- The Nayakas

##### Unit -II: Political Centralization, Theory of Kingship and forms of Political Legitimacy

- Historiographies on the nature of the Mughal state
- Evolution of the administrative institutions: zabt, mansab, jagir, madad-i-ma'ash
- Agrarian and revenue relations: Zamindars and peasants
- Mughal theory of kingship and forms of political legitimation

##### Unit- III: Emergence of Regional powers

- Mughal Conquest and limits of expansion: Deccan
- Issues in the wars of succession
- Rajput political culture and state formation: Eastern Rajasthan
- Marathas: Shivaji and expansion under the Peshwas

#### **Unit –IV: Political culture, Society and economy**

- Mughal courtly culture: Umara; Haram; Mirzanama
- Shahjahanabad
- Mughal painting: allegory and symbolism under Jahangir and Shah Jahan
- Rajput painting
- Understanding agrarian environment: forest, tribes, migrant communities
- Indian Oceanic trade; European commercial enterprise – Kerala, Coromandel coast; western India

#### **Course Learning Outcomes**

- To familiarize student about the history of ancient India (specifically to the period between (Mid 16th to 18th Century).
- To develop an understanding of the various aspects and facts of our Medieval India and how the Mughal empire reached to its zenith.
- To acquaint students with the various incidents of Mughal India, its revenue policies, religious polices that shaped the future of India.
- To make students value the current monumental, cultural and literary heritage of Medieval India which has been conceptualised and created by our great kings and people as a whole.

#### **Text Books:**

- Irfan Habib, Medieval India: The Study of a Civilization, Delhi, UBT, 2007 .
- Muzaffar Alam, The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707–1748, Delhi, OUP, 1986 .
- Pollock, Sheldon, ed. Literary Cultures in History, Reconstructions from South Asia. Berkeley: University of California Press, 2003.
- 

#### **Reference Books:**

- Alam M. and S. Subrahmanyam. The Mughal State 1526-1750s. New Delhi: OUP, 1998.
- Alam, M. The Languages of Political Islam in India, c.1200-1800. New Delhi: Permanent Black, 2004.
- Ali, Athar. Mughal India, Studies in Polity, Ideas, Society & Culture. New Delhi, Oxford University Press, 2006.
- Ali, Athar. The Mughal Nobility under Aurangzeb. Aligarh: Asia Publishing House, 1970.
- Brand, M. and G.D. Lowry, eds. Fatehpur Sikri: A Sourcebook. With contributions by Ziauddin Desai and Attilio Petruccioli, MIT, 1985.
- Bhargava, M., ed. Exploring Medieval India, vol. I and II. New Delhi: Orient Blackswan, 2010
- Bhargava, V.S. Marwar and the Mughal Emperors. New Delhi: Munshiram Manoharlal, 1966.
- Busch, Allison. "Literary Responses to the Mughal Imperium: The Historical Poems of Kesavadas." South Asia Research, 25, 1 (2005): 31-54.

- Eaton, R., M.D Faruqui, D. Gilmartin and S. Kumar, eds. *Expanding Frontiers in South Asian and World History: Essays in honour of J.F. Richard*. Cambridge, Cambridge University Press, 2009.
- Eaton, Richard, ed. *India's Islamic Traditions*. New Delhi: OUP, 2003. • Habib, I. *The Agrarian System of Mughal India 1556-1707*. 2<sup>nd</sup>
- Hasan, N. *Religion, State and Society: Collected works of Nurul Hasan*. New Delhi: Oxford University Press, 2005. revised edn., New Delhi: Oxford University Press, 1999.
- Kapur, N.S. *State Formation in Rajasthan: Mewar During the Seventh – Fifteenth Centuries*. New Delh: Manohar, 2002. (This should be read in context of Marwar).
- Karashima, N., ed. *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press, 2014.
- Khan, I.A. *Gunpowder and Firearms: Warfare in Medieval India*. New Delhi: Oxford University Press, 2004.
- Koch, Ebba. *Mughal Art and Imperial Ideology: Collected Essays*. New Delhi: Oxford University Press, 2001.
- Michell, G. and M. Zebrowski. *Architecture and Art of the Deccan Sultanates*. Part 1, vol. 7, Cambridge: Cambridge University Press, 1999.
- Nizami, K.A. *On History and Historians of Medieval India*. New Delhi: Munshiram Manoharlal, 1968.
- Rao, V.N., D. Shulman and S. Subrahmanyam, eds. *Symbols of substance: court and state in Nāyaka Period Tamilnadu*. Indian edition, Delhi: Oxford University Press, 1992.
- Rao, V.N., D. Shulman and S. Subrahmanyam. *Textures of Time: Writing History in South India 1600–1800*. Delhi: Permanent Black, 2001.
- Raychaudhuri, T. and I. Habib, eds. *Cambridge Economic History of India*. vol. I, Cambridge: Cambridge University Press, 1982.
- Richards, J.F. *The Mughal Empire*. Cambridge: Cambridge University Press, 1996.
- Rizvi, S.A.A. *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Century*. New Delhi: Munshiram Manoharlal, reprintedn., 2014.
- Rizvi, S.A.A. *Religious and Intellectual History of the Muslims During the Reign of Akbar(1556-16050)*. New Delhi: Munshiram Manoharlal, 1975.
- Rizvi, S.A.A. *Fatehpur Sikri*. New Delhi: ASI and Eicher Goodearth Ltd., 2002.
- Saxena, R.K. "Mughals and Rajputs." In *Historical Perspectives of Warfare in India: History of Science, Philosophy and Culture in Indian Civilization*, vol. 10, edited by S.N. Prasad and D.P. Chattopadhyaya. Delhi: Motilal Banarsidass, 2003.
- Sharma, G.D. *Rajput Polity: A Study of Politics and Administration of the State of Marwar, 1638-1749*. New Delhi: Manohar, 1997.
- Sharma, S. *Literature, Culture and History in Mughal North India, 1550-1800*. New Delhi: Primus, 2011.
- Tillotson, G. *Rajput Palaces: The Development of an Architectural Style, 1450-1750*. New Haven: Yale University Press, 1997.
- Mukhia, H. *Historians and Historiography during the Reign of Akbar*. Delhi: Vikas Publishing House, 1976.
- Nizami, K.A. 'Naqshbandi influence on Mughal rulers and politics', *Islamic Culture*, 39, 1 (1965): 41-52.
- Rezavi, S.A N. *Fatehpur Sikri Revisited*. New Delhi: Oxford University Press 2013.
- Robb, P., ed. *Society and Ideology, Essays in South Asian History*. Delhi: Oxford University Press reprint 1994.
- Koch, E., *Mughal Art and Imperial Ideology*. New Delhi: Oxford University Press 2002. • Lal, R. *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge University Press, 2005.
- Lefevre, C. "Recovering a Missing Voice from Mughal India: The Imperial Discourse of Jahangir (r. 1605-1627) in his Memoirs." *Journal of the Economic and Social History of the Orient*, 50, 4 (2007).

- Mehta, J. L. Advanced Study in the History of Medieval India. Medieval Indian Society and Culture, Vol. III. Sterling Publishers.
- Dasgupta, U. ed., The World of the Indian Ocean Merchant: Collected Essays of Ashin Das Gupta. New Delhi: Oxford University Press 2011.
- Sahai, N.P. Politics of Patronage and Protest: The State, Society and Artisans in Early Modern Rajasthan. New York: Oxford University Press, 2006.
- Thackston, W.M., trans. & ed. The Jahangirnama: Memoirs of Jahangir, Emperor of India. New York: Oxford University Press, 1999. (Read translator's Preface and Muhammad Hadi's Preface.).

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## SEMESTER III

### General English

**Course Code: GEB 301**

**Course Name: General English**

**Course Credit: 3**

**Total Contact Hours: 48hrs**

**Course Objective:** The objective of the course is to:

- To sensitize the students about the grammaticality and acceptability of English
- Make them understand various nuances of English grammar and usage.
- Aware the students about various components of sentence
- Make them aware of their common “Indianism” in the use of English and corrections thereof.
- Aware the students about the need of writing grammatically correct sentences
- Make the students write error free document.

**Course Description:** The overall aims of the course are to enable the learner to communicate effectively and appropriately in real life situation and to use English effectively for study purpose across the curriculum.

Learners will be able to develop interest in and appreciation of Literature. They develop and integrate the use of the four language skills i.e. Reading, Listening, speaking and Writing. It will help revision and reinforce structure already learnt

#### **Unit -I: Grammar in Practice**

- **Vocabulary**
- **Punctuation**
- **Diary Writing**
- **Report Writing**

#### **Unit- II: Writing skills**

- **Précis writing**
- **Paragraph Writing**
- **Notices and Circulars**



### Unit –III: Reading and Speaking Skills

- Stress and Intonation
- Stress-What and How
- Intonation-What and How

### Unit – IV: Short Stories

- “The Child” Premchand
- “The Gift of the Magi” O.Henry

### Course Learning Outcome

- Know about acceptability of English as a global language
- Understand various nuances of English grammar
- Know correct use of various components of sentence
- Identify common “Indianism” in the use of English
- Speak and write grammatically correct English
- Avoid common errors in use of English

### Suggested Reading:

1. W.S. Allen, A Remedial English Grammar
2. W.S. Allen, Living English Structure
3. N. Krishaswamy, Modern English
4. H. K. Kaul, The Craft of Writing
5. Darothy M. Guinn Daniel Marder, A Spectrum of Rhetoric
6. V.R.Narayanswamy, Strengthen your Writing [Orient Longman: 1979]

### Assessment Plan:

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 40%**

## SEMESTER IV

### BHS -401: History of Modern India: 1707-1857

**Course Code:** BHS401

**Course Name:** History of Modern India: 1707-1857

**Course Credit:** 4

**Total Contact Hours:** 64hrs

#### **Course Objectives:**

To orient students with the development of the colonial period between 1707 and 1857 CE. To highlight the transition of European trading companies into colonial powers in India. To enable students to understand the expansion and consolidation of the East India Company in India and to understand the emergence of new force in India as an impact of the colonial India.

#### **Course Description:**

To course discusses the development of the colonial period between 1707 and 1857 CE. It highlights the transition of European trading companies into colonial powers in India. The decline of Mughal debate is discussed in detail with historiography details and understanding. The Bengal annexation and new revenue settlements by the British power is critically analysed with the rise of local peasants and tribal movements in India. The course concludes with the 1857 Revolt and finally Queen's proclamation in 1858 leading to complete supremacy of British Raj in India.

#### **Course Contents:**

##### **Unit- I: The 18th Century in India**

- Historical developments and Historiographical Debates
- Trends in Indian Historiography
- Decline and disintegration of the Mughal Empire: older theories and modern critiques
- European Trading Companies in India

##### **Unit- II: Anglo French struggle for supremacy in the Deccan**

- British ascendancy in Bengal
- British territorial expansion: case studies of Mysore, Maharashtra, the Punjab and Awadh
- Battle of Plassey and Buxar
- Anglo- Maratha, Anglo-Sikh and Anglo-Carnatic Wars: Significance and Impact in Indian History

### Unit –III: New Revenue Settlements

- Role of Anglicists and Orientalists in British Colonialism
- Debate on educational policy: Anglicists and Orientalists
- Cultural awakening and attempts at social and religious reforms
- Case studies and Role Plays – Social Reformers

### Unit- IV: Peasant and Tribal Resistance Movements in Early Colonial India

- The Uprising of 1857: Origin and background
- 1857 Revolt: causes, events, nature, consequences
- The Queen’s Proclamation
- British Raj and new policies

### Course Learning Outcomes

- An understanding of the European Trading companies in 16-17<sup>th</sup> Century
- Change of economic power to political power in India
- Knowledge and understanding on British ascendancy in Bengal
- Understanding of British Territorial expansion in parts of India
- Cultural awakening and social reforms and relating it to current situation
- Critical analysis of 1857 Revolt

### Text Books:

- Sekhar Bandopadhyay, From Plassey to Partition. Delhi. Orient Blackswan, 2006.
- Satish Chandra, Parties and Politics at the Mughal Court. OUP, Delhi, 2002.
- Modern Indian History - Grover&Grover.
- Modern India (Macmillan) SumitSarkar

### Reference Books:

- IrfanHabib, The Agrarian System of the Mughal Empire. OUP, Delhi, 2013.
- Anatomy of the Raj (PPH) SuhashChakravarty
- Freedom Struggle (NBT) - Bipan Chandra & others
- SeemaAlavi (ed.) The Eighteenth Century in India. OUP, Delhi, 2007.

### Online Links for Study and Reference Materials:

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## SEMESTER IV

### History of Modern India: 1858-1947

**Course Code:** BHS402

**Course Name:** History of Modern India: 1858-1947

**Course Credit:** 4

**Total Contact Hours:** 64hrs

#### **Course Objectives:**

To orient students with the development of the colonial period between 1858 and 1947 CE . and highlight the transition of powers in India. To enable students to understand the expansion of nationalism in India and to understand the Social, economic and cultural changes in India as an impact of the Modern India.

#### **Course Description:**

This course get acquainted with students the Social, economic and cultural changes in India as an impact of the Modern India. Growth of nationalism in the early 20<sup>th</sup> century. Birth of Indian Nationalism (INC) changed the future course of Indian polity.

#### **Course Contents:**

##### **Unit –I: Changes in the British Colonial Policy under the Crown**

- Movements of reforms and revival among Hindus, Muslims and Sikhs
- Educational policies
- Charter acts
- British attitudes

##### **Unit- II: Early political bodies, Emergence and social base of Gandhian Nationalism**

- Emergence of Congress
- Moderates and Extremists
- Swadeshi and Revolutionary Movements
- Intellectual foundations of Gandhian Nationalism
- Rowlatt, Khilafat and Non-Cooperation Movements
- Civil Disobedience Movement
- Quit India Movement

##### **Unit- III: Currents in Nationalism**

- Ambedkar and the Dalit Movement
- Singh Sabha and the Akali Movement

- Left movements: peasants and workers
- Tribal movements

#### **Unit– IV : Genesis and growth of communal sentiments**

- Trends in Communalism
- World War II and the post-War crisis
- Partition of 1947
- Integration of Princely States

#### **Course Learning Outcomes**

- To familiarize student about the development of the colonial period between 1858 and 1947.
- To develop an understanding of the various aspects of British Colonial Policy under the Crown.
- To acquaint students with the various incidents happened in the modern Indian history.
- To make students value the current monumental, cultural and literary heritage of the modern India .

#### **Text Books:**

- Bandhopadhyaya, Shekhar. From Plassey to Partition: A History of Modern India. Delhi: Orient Blackswan, 2004.
- Chandra, Bipan et. al. India's Struggle for Independence. New Delhi:Penguin, 1988.
- Chaudhary, Latika et. al., eds. A New Economic History of Colonial India. London and New York: Routledge, 2016.
- Guha, Ranajit and Gayatri Chakaravarti Spivak, eds. Selected Subaltern Studies. New York and Oxford: Oxford University Press, 1988.
- Sarkar, Sumit. Modern India 1885-1947. Delhi: Macmillan 1983.

#### **Reference Books:**

- Amin, Shahid. Event, Metaphor, Memory: Chauri Chaura, 1922 – 1992. Delhi: Penguin, 2006 reprint.
- Bandyopadhyay, Shekhar (ed). National Movement in India: A Reader. New Delhi: Oxford University Press, 2009. • Bhargava, Rajeev, ed.
- Bipan, Chandra. Nationalism and Colonialism in Modern India. Delhi: Orient Longman, 1979. Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press, 2008.
- Brown, Judith. Gandhi's Rise to Power. Cambridge: Cambridge University Press, 1972.
- Chakravarti, Dipesh. Rethinking Working Class History: Bengal 1890-1940. Princeton, New Jersey: Princeton University Press, 1989.
- Chatterji, Joya. Bengal Divided. Cambridge: Cambridge University Press, 1994.

- Dalmia, Vasudha and Stuart Blackburn, eds. *India's Literary History: Essays on the Nineteenth Century*. Delhi: Permanent Black, 2004.
  - Devji, Faisal. *The Impossible Indian: Gandhi and the Temptation of Violence*. Cambridge, Massachusetts: Harvard University Press, 2012.46
  - Gilmartin, David. *Empire and Islam • : Punjab and the Making of Pakistan*. California: University of California Press, 1988. Hasan, Mushirul and Asim Roy, eds. *Living Together*.
  - Hasan, Mushirul. *India's Partition: Process, Strategy and Mobilisation*. New Delhi: Oxford University Press, 1993. Separately: *Cultural India in History and Politics*. New Delhi: Oxford University Press, 2005.
  - Jalal, Ayesha. *Self and Sovereignty: Individual and Community in South Asian Islam*. Delhi: Oxford University Press, 2000.
  - Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*. Cambridge: Cambridge University Press, 1985.
  - Khan, Yasmin. *India at War: The Subcontinent and the Second World War*. New York: Oxford University Press, 2015.
  - Oberoi, Harjot Singh. *The Construction of Religious Boundaries: Culture, Identity, and Diversity in the Sikh Tradition*. Chicago: University Of Chicago Press, 1994.
  - Pandey, Gyanendra. *The Construction of Communalism in Colonial North India*. New Delhi: Oxford University Press, 1992.
  - Pandian, M.S.S. *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*. New Delhi: Permanent Black, 2007.
  - Parekh, Bhiku. *Colonialism, Tradition and Reform. An Analysis of Gandhi's Political Discourse*. Delhi: Sage, 1999 reprint.
  - Ray, Rajat, K., ed. *Entrepreneurship and Industry in India, 1800-1947*. Delhi: Oxford University Press, 1994.
  - Roy, Tirthankar. *The Economic History of India 1857-1947*. New Delhi: Oxford University Press, 2000.
  - Sarkar, Sumit and Sarkar, Tanika. (eds) *Caste in Modern India: A Reader, Volume I and II*. Delhi:
  - Sarkar, Sumit. *The Swadeshi Movement in Bengal*, Delhi: Permanent Black, 2010 reprint. Permanent Black, 2014.
  - Symposium on Nineteenth Century Indian Economic History, IESHR, Delhi: Indian Economic and Social History Association, 1969.
- **Online Links for Study and Reference Materials:**
- [www.historydiscussion.com](http://www.historydiscussion.com)
  - [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## SEMESTER IV

### Business Communication

**Course Code: BABC 301**

**Course Name: Business Communication**

**Course Credit: 3**

**Total hours: 48hrs**

#### **Course Objective:**

This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.

#### **Course Description:**

This course teaches the Application of Business Communication principles through creation of effective business, documents and oral presentations. It includes the study and application of team communication and use of technology to facilitate the communication process.

#### **Unit -I: Introduction to professional Communication**

- **Definition of Communication**
- **Types of communication**
- **Channels of communication**
- **Barriers to communication**
- **General and Technical Communication**

#### **Unit-II: Formal and Informal Mails**

- **Formal & Informal Mails**
- **Types of Formal & Informal Mails**
- **Letter writing practice**

### **Unit-III: Routine Business Correspondence & Presentation Skills**

- Circulars, Memorandums, Notices, Agenda & Minutes
- Define Presentation
- Purpose of Presentation
- Audience and Locale
- Kinesics
- Paralinguistic

### **Unit-IV: Speaking abilities enhancement & Resume Writing**

- Group Discussion
- Objectives and Types of GD
- Participation in GD
- What is a Resume
- Types of Resumes
- Writing of resumes

### **Course Learning Outcome:**

- Apply business communication strategies and principles to prepare effective
- Identify ethical, legal, cultural, and global issues affecting business communication
- Utilize analytical and problem solving skills appropriate to business communication.
- Deliver an effective oral business presentation.

### **Suggested Readings:**

- Language in Thought and Action, S. I. Hayakawa
- English 2600, 3200 and 3600, Joseph C. Blumenthal
- A Message in the Bottle, Walker Percy
- How to Find Your Own Voice, Peter Porosky



**Assessment Plan:**

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 40%**

## SEMESTER V

### Social, Economic and Cultural History of Colonia India

**Course Code:** BHS501

**Course Name:** Social, Economic and Cultural History of Colonia India

**Course Credit:** 5

**Total Contact Hours:** 80hrs

#### Course Objectives:

To enable students to understand the Social and Economic developments in the British India and to know what cultural changes took place and how Indians faced the challenges. This will help student to understand the Independent India better.

#### Course Description:

The Course intends to cover the socio-economic conditions during 18-19th century India. This period is generally called as colonial period or the British India. Lot of intellectual movements started during this time and lot of concepts like British orientalism and Indian Intelligentsia is still a topic of great research in Indian history. There were many changes in the economic scenario like commercialization of agriculture, and theories like Drain of Wealth which are discussed in detail. The growth of western education is dealt in detail. The course also discusses the rise of new literary forms in India and various socio-religious reforms and acts like Sati Abolition and Widow Remarriage.

#### Course Contents:

##### Unit –I: British Orientalism and Rise of Indian Intelligentsia

- British Orientalism and its Socio-Cultural Consequences
- The growth of western education
- New Educational ideas, values and institutions.
- The rise and growth of new Indian intelligentsia

##### Unit- II: Economic Policies and Industrialization Debates

- Commercialization of Agriculture: Causes and Consequences
- The Debate on De-Industrialisation
- The Drain of Wealth
- The growth of Modern Industries in India

##### Unit –III: Rise of New Literary Forms and idea of Nationalism

- The growth of Indian languages and literature: A survey
- The rise of the Indian Press

- Print culture: Impact and significance
- New Literary forms and the birth of a new social and political consciousness

#### **Unit –IV: Caste and Class in Colonial India**

- Caste and Class Divisions : Nature and significance
- Women in Colonial India: Changes in social and Educational status
- Sati Abolition Act, Widow Remarriage Act
- Attempts at Reform and Revivalism among Hindus, Muslims and Sikhs

#### **Course Learning Outcomes**

- An in-depth understanding of the socio-economic condition during 18-19<sup>th</sup> century in India.
- Understanding of the concepts like British orientalism and Indian Intelligentsia
- Deep understanding of the rise of western education in India.
- Critical understanding of the economic scenario like commercialization of agriculture, and theories like Drain of Wealth.
- Understanding of the rise of new literary forms in India and various socio-religious reforms and acts like Sati Abolition and Widow Remarriage.

#### **Text Books:**

- Modern India (Macmillan) SumitSarkar
- India's struggle for independence - Bipin Chandra
- Modern India – SumitSarkar
- Makers of Modern India- Ranchandra Guha

#### **Reference Books:**

- Anatomy of the Raj (PPH) SuhashChakravarty
- The Raj Syndrome (Penguins) SuhashChakravarty
- Peasant Movements in India D.N. Dhanagare
- India's Struggle for Independence Bipin Chandra and others
- Modern Indian History - Groover&Groover.
- A struggle for Independence - Bipin Chandra
- Modern India - L. Mukherjee
- A new look into the modern Indian history - B.L Grover
- Freedom struggle - Bipin Chandra, VarunDey and AmleshTripathy (NBT)

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER V

### The Modern World: Late 18th Century to the 20th Century

**Course Code:** BHS502

**Course Name:** The Modern World: Late 18th Century to the 20th Century

**Course Credit:** 5

**Total Contact Hours:** 80hrs

#### **Course Objectives:**

To enable student to understand the cold war and its impact and to enable them to understand the various Political Organisations in the third world countries. To enable them to understand the role different movement in the current world affairs and to orient them with the contemporary global issues.

#### **Course Description:**

These course insights students about modern world during 19<sup>th</sup> and 20<sup>th</sup> century. French Revolution gave principles of Equality and Fraternity. Due to it nationalism spread throughout the world. In Russia communist provided alternative economic idea to the world.

#### **Course Contents:**

##### **Unit –I: Political Changes**

- Emergence of philosophy of Enlightenment
- its differing impact on European society
- Emergence of bourgeoisie and the French Revolution of 1789,
- the rise of Napoleon and the making of Napoleonic Empire

##### **Unit– II: Nationalism and Modernisation**

- Liberation movements in Latin America;
- Resistance to the colonial expansion in Africa (select countries)
- Nationalism and nationalist movements in non-European societies
- impact on the changing social order

##### **Unit– III: Revolutionary and Right Wing movements in Europe and Asia**

- Russian Revolution and the Making of the Socialist state in USSR under Lenin and Stalin
- Republican Revolution,
- the May Fourth movement,

- the Communist Revolution in China, Economic liberalisation and the Communist regime in the post-Mao era

**Unit- IV: The Cold War and political changes after the war .**

- The Cold War and the international political Climate
- The emergence of dictatorship and democracy
- De colonization
- Apartheid in Asia, Latin America and Africa

**Course Learning Outcomes**

- To familiarize student about the history of modern (specifically to the period of Late 18th Century to the 20th Century) .
- To develop an understanding of the various aspects and facts of the Emergence of philosophy of Enlightenment. To acquaint students with the various incidents happened in the modern world.
- To make students value the current monumental, cultural and literary heritage of the world . Liberation movements in Latin America, Nationalism.

**Text Books:**

- Mastering Modern World History, Norman Lowe.
- Age of Revolution E . J . Hobsbawm

**Reference Books:**

- The story of Civilization, Vol. 2 (NCERT) ArjunDev
- Contemporary World History (NCERT) ArjunDev& others
- The Mainstream of Civilization Strayer, Gatzke&Harbison
- Western Civilizations Burns & others
- Industry & Empire E . J . Hobsbawm
- Social basis of Democracy & Dictatorship B . J . Moore
- Europe Since Napoleon David Thompson, Europe Since 1815 W . C . Craig, Europe Since 1870 James Joll .

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER V

### History of Modern China: Eighteenth to Twentieth Century

**Course Code:** BHS503

**Course Name:** History of Modern China: Eighteenth to Twentieth Century

**Course Credit:** 5

**Total Contact Hours:** 80hrs

#### **Course Objectives:**

The objectives of the course is to acquaint the students with the History of Communist China so that they may understand the events that led to the emergence of new order that made Japan the second economic world power. It also develops an understanding of the contemporary China political and economic moves.

#### **Course Description:**

The course discusses about the history of Communist China including the last empire in its history till the imperialism attempts. It discusses the Triangular Trade and the two Opium Wars which changed the history of China and various rebellions and Revolutions. The course also discusses the reaction of China to the imperialistic powers and how Japan became the second economic world power. It also develops an understanding of the contemporary China political and economic moves.

#### **Course Contents:**

##### **Unit- I: Chinese economy**

- Society and Polity in 18th century
- Agrarian relations and agricultural productions
- Internal Trade and Urbanisation
- Social order: Gentry and peasantry and the ruling class in China

##### **Unit- II: Colonial expansion in China in 19th century**

- The Triangular trade
- Rise of opium trade in China
- Two Opium Wars and their consequences for China
- China Post Opium Wars



### **Unit –III: Chinese responses to the colonialism**

- Self-strengthening movement
- Limited modernisation in China
- Adjustments with the Western influences and making of new social groups
- Boxer Rebellion of 1900

### **Unit –IV: Revolutionary Changes in China**

- The Republican Revolution of 1911
- May Fourth Movement and the Generational shift
- The national and communist movements in China
- Kuomintang and founding of the Communist movement in China

### **Course Learning Outcomes**

- An understanding of the history of Communist China including the last empire in its history till the imperialism attempts.
- An understanding of the Triangular Trade and the two Opium Wars which changed the history of China and various rebellions and Revolutions.
- The Self-Strengthening Movements in China.
- A critical understanding of the contemporary China political and economic moves.

### **Text Books:**

- John Keay, China, A History, Harper Press, UK, 2008-9.
- A.G.Roberts, A History of China, Palgrave MacMillan, 2011.

### **Reference Books**

- Peter Zarrow, China in War and Revolution, 1895-1949, Routledge, 2005 .
- Haus J. Van de Ven, War and Nationalism in China, 1925-1945, Routledge, Curzon, 2003.
- Jack Gray, Rebellions and Revolutions, China from 1800s to the 1980s, OUP, 1990.
- Nigel Haris, The Mandate of Heaven, Marx and Mao in Modern China, Quartet Books, London, 1978.
- Jean Chesnaux, tr. Paul Auster and Lydia Davis, The People's Republic, 1949-1976.
- Jean Chesnaux, The Republican China .
- Jean Chesnaux, The Revolutionary China.
- John K Fairbank ed, The Cambridge History of China, Republican China, 1912-1949, Vol-12, CUP Press, 1983.

### **Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## **SEMESTER V**

### **Research Methodology**

**Course code: BHS504**

**Course Name: RESEARCH METHODOLOGY**

**Credits: 5**

**Contact Hours: 80hrs.**

#### **Course Objectives:**

- To educate students with the process and the methods of quantitative and qualitative psychological research traditions.
- Articulate the value of the scientific method and evidence-based inquiry, as compared to other forms of inquiry
- Use scientific reasoning to interpret, design, conduct, and critique basic psychological research, using concepts such as: research design; reliability; validity; sampling; and, appropriate statistics and their graphical representation.
- Apply the ethical principles that social sciences use.

#### **Course Description:**

This course is dedicated to understanding how social science and scholars in related disciplines analyse, interpret, and make sense of the social world. This course is to help students fully understand basic concepts and techniques of social science empirical research and to stimulate their interests to learn more about the different component and process of research. At the end of the course, students will be not only equipped with basic analytical techniques, but also able to plan their own empirical research.

## **Unit 1: Introduction to Scientific Social Research**

**1.1. Definition and Nature of Social Research**

**1.2. The Goals and Purpose of Social Research.**

**1.3. Paradigms of Research.**

**1.4. Ethics in Research.**

## **Unit 2: Testing & Sampling:**

**2.1. Concept of Population and Sample**

**2.2. Probability & Non probability sampling methods.**

**2.3. Characteristics of a test – standardization, reliability, validity, norms.**

**2.4. Principles of Good Research.**

## **Unit 3: Methods of Data Collection:**

**3.1. Case study, Interview & Focus group discussion.**

**3.2. Observation, Experiment, Survey & Field Research.**

**3.3. Survey Methods: Sampling, Questionnaire and Interview**

**3.4. Use of Secondary Data.**

## **Unit 4: Problem, Hypothesis & Research Traditions**

**4.1. Formulating a problem & developing a testable research question.**

**4.2. Research hypothesis.**

**4.3. Comparing Quantitative & Qualitative.**

**4.4. Steps in a Research.**

## **Course Learning Outcomes (CLOs):**

- To sensitize the students towards the concept and pedagogy of social science research.

- To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.
- To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis and the method of writing a scientific research document.
- To equip the students for formulating and conducting a relevant research.

**Text & Reference Books:**

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Krishnaswami, O., R. & Ranganathan, M. (2014). Methodology of Research in Social Sciences, Mumbai: Himalaya Publishing House PVT. LTD.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.

- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%

## SEMESTER V

### Human Rights: Theory & Practice

**Course Code: BACBCS 501**

**Course Name-Human Rights: Theory and Practice**

**Course Credit : 3**

**Total contact hours: 48hrs**

#### **Course Objectives: –**

To familiarize the students to the concept, perspective and various dimensions of human rights in international and domestic context with a contemporary perspective, to enable them to become enlightened citizens in a globalized world.

#### **Course Description:-**

The course on human rights is to bring the conceptual history of human rights, the shifts from natural rights theory to modern concept of human rights in the form of Universal Declaration of Human rights (Civil-Political rights, treaties, bill of rights). As far as theories of human rights are traced from the social-contract theorists of the state like Lock, Rousseau, Hobbes, Thome Paine and interdisciplinary approaches to study the different dimension of the concept. etc practices which is reflecting in political-legal institutions like Public institutions like Supreme Courts, legislature and at the societal level where the three generation of human rights can be analysed in a globalized world.

#### **Course Content:**

##### **Unit-I: - Introduction**

- **Concept of Human Rights**
- **Universal Declaration of Human Rights**
- **ICCPR, ICESR & the Bill of Rights**
- **Classification of Rights**

##### **Unit-II:-Human Rights Treaty Bodies**

- **Explanation of human rights treaty bodies.**
- **The functioning of human rights treaty bodies.**
- **How to access and work with the human rights treaty bodies**
- **Universal Human Rights Index**

### **Unit -III:-Human Rights in India**

- Human Rights and Constitutional Provisions - Preamble, Part III & IV
- Fundamental Duties
- Judicial Activism
- Rule of Law

### **Unit -IV:-Contemporary Perspectives**

- An Overview of the Criminal Justice System
- Public Interest Litigation
- Role of the National Human Rights Commission
- Role of National Commission of Women

### **Course Learning Outcomes (CLO's):**

- To be aware about the theoretical and practical dimension of the human rights particularly in the post-cold war world.
- To provide the students an understanding the shift from natural rights to the modern concept of human rights particularly after the Second World War.
- To make an aware to the students about an institutional mechanism of the protection and promotion of human rights at domestic and international level.
- The concept is useful and relevant in the globalised world because consequences of the forces of globalization sometimes the direct relationship with the violation of the basic rights or human rights of vulnerable sections of the society 'in the interconnected and interrelated' world. Therefore, to understand and explain the issues from contemporary perspective.

### **SUGGESTED READINGS**

Office of the High Commissioner for Human Rights, *Human Rights: A Basic Handbook for UN Staff, UNHCR*.

Malcolm Neil, "*Human Rights and Political Wrongs: A new approach to Human Rights law*", *Policy Exchange*, 2007

Flowers Nancy et al, "*The Human Rights Education Handbook Effective Practices for Learning, Action and Change* (Human Rights Education, University of Minnesota) 2000.

Durga Das Basu – *Human Rights in Constitutional Law*, New Delhi, Prentice Hall of India, 1984

RajinderSachar – *Human Rights, Perspectives & Challenges*, New Delhi, Gyan Publishing

Ashwani Kant Gautam – *Human Rights & Justice System*, New Delhi, APH Pub, 2001

Awasthi – *Law relating to protection of Human Rights*, New Delhi – Orient – 2009.



**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

## SEMESTER VI

### BHS- 601: Contemporary History of India 1947-2000

**Course Code:** BHS601

**Course Name:** Contemporary History of India 1947-2000

**Course Credit :** 5

**Total Contact Hours:** 80hrs

#### **Course Objectives:**

This is a paper seeks to provide the students a fairly good understanding about the historical roots of Contemporary India. The idea is to enable the students to identify the historically contingent elements of the Indian polity and gain insights into the contemporary issues.

#### **Course Description:**

This is a paper discusses the historical roots of Contemporary India including the issues and legacies of Indian partition. It also discusses the history of the making of Indian Constitution and its salient features. The first General Elections are discusses with mention of Panchayati Raj and Community Development Programmes. The Nation building process is discussed in detail after the independence in 1947 and various concerns for scheduled castes and Tribes are discussed. The rise of various political parties with relationship of India-Pakistan is also discussed. The idea is to enable the students to identify the historically contingent elements of the Indian polity and gain insights into the contemporary issues.

#### **Course Contents:**

##### **Unit -I: Nation in the Making: National government**

- Partition legacies; emergence of the Republic;
- Making and adoption of the Constitution-salient features; Provisional Parliament
- First general elections and the formation of central and provincial governments.
- Secularism, structure of democratic institutions

##### **Unit-II: Nation-Building Process**

- **Zamindari Abolition; mixed economy, Five year Plans;**
- National Integration, Unity in Diversity
- **Development of Education, Science and Technology; Panchayati Raj and community development projects**
- Concerns for Tribal and Scheduled castes

##### **Unit- III: Political Parties in India**

- **The Congress, BJP, the Left, communal and regional parties,**

- Naxalites- Origin and issues
- The problem of linguistic identity and the issue of official language, the reorganization of states
- Foreign policy- the initial years

#### **Unit –IV: The Era of Lal Bahadur Shastri and Indira Gandhi, 1964-77**

- Conflicts with Pakistan, 1965 and 1971
- Origin of coalition politics and governments in states
- Congress split of 1969
- J.P Movement; the Janta experiment and Re-emergence of Indira Gandhi

#### **Course Learning Outcomes**

- An understanding of the historical roots of Contemporary India including the issues and legacies of Indian partition.
- Understanding of the history of the making of Indian Constitution and its salient features.
- Knowledge about the first General Elections.
- Understanding of the Panchayati Raj and Community Development Programmes.
- The Nation building process is discussed in detail after the independence in 1947
- Various concerns for scheduled castes and Tribes.
- The rise of various political parties like BJP and Indian National Congress.
- Relations between and wars between India-Pakistan

#### **Text Books:**

- Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, *India Since Independence*, New Delhi, 2008.
- Bipan Chandra, *Essays on Contemporary India*, New Delhi, 1999.

#### **Reference Books:**

- ShashiTharoor, *India from Midnight to the Millennium*, New Delhi, 1997.
- Francis R. Frankel, *India's Political economy 1947-77*, New Delhi, 1978.
- Paul R Brass, *The Politics of India Since Independence*, New Delhi, 1992.
- Ram Chandra Guha, *India After Gandhi: The History of the World's Largest Democracy*, New Delhi, 2008.
- MushirulHasan, *In Search of Identity: Indian Muslims Since Independence*, New Delhi, 1999.

#### **Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER VI

### History of Russia and the U. S. S. R.: 1861-1991 CE

**Course Code:** BHS602

**Course Name:** History of Russia and the U. S. S. R.: 1861-1991 CE

**Course Credit :** 5

**Total Contact Hours:** 80hrs

#### **Course Objectives:**

This paper seeks to provide the students a fairly good understanding about the historical roots of Russia. The idea is to enable the students to identify the historically contingent elements of the Russian history and gain insights into the contemporary issues .

#### **Course Description:**

These course insights students about modern world during 19<sup>th</sup> and 20<sup>th</sup> century. French Revolution gave principles of Equality and Fraternity. Due to it nationalism spread throughout the world. In Russia communist provided alternative economic idea to the world. Cold

#### **Course Contents:**

##### **Unit –I: The Great reforms**

- Modernization under Tsar
- Industrialization in Tsarist Russia, 1861 -1914
- Reforms under Tsar
- Impact of Tsarism on Russia

##### **Unit- II: The First World War**

- The collapse of Tsarist Russia
- The Bolshevik Revolution
- Formation of the U. S. S. R.
- The role of Lenin

### Unit –III: The Great Debate

- Economic reconstruction
- Collectivisation and industrialisation
- Industrialization
- Five year Plans

### Unit –IV: Political and economic developments

- Khrushchev era
- Brezhnev era
- Cold War and the Soviet foreign policy (1945– 1990)
- Collapse of U.S.S.R.

### Course Learning Outcomes

- To familiarize student about the historical roots of Russia.
- To develop an understanding to identify the historically contingent elements of the Russian history and gain insights into the contemporary issues.
- To acquaint students with the various incidents happened in the Russian history and cold war that changed world politics.
- To make students value the current monumental, cultural and literary heritage of India which has been conceptualised and created by the Russian rulers.

### Text Books:

- Mastering Modern world History, Norman Lowe.
- Rise of Modern Europe (Latest Edition) VD Mahajan.

### Reference Books:

- H. Seton Watson, The Russian Empire .
- L. Kochan, The Making of Modern Russia, Penguin 1973
- N. V. Riasanovsky, A History of Russia, Oxford University Press, 1984
- John Keep, The Russian Revolution: A Study in Mass Mobilization, 1976
- John Keep, The Last of the Empires; A History of the Soviet Union, 1945– 1991
- Alec Nove, An Economic History of the U. S. S. R, 1993
- 7. Richard Pipes, Russia of the Old Regime

- 8. Issac Deutcher , Stalin, 1949
- 9. E. H. Carr, A History of Soviet Russia, 4 vols . 1952
- 10. Maurice Dobb, Soviet Economic Development since 1917- 1948
- 11. Christopher Hill, Lenin and the Russian Revolution
- 12. E. J. Hobsbawm, The Age of Extremes : The Short Twentieth century, 1914-1991 (Relevant Chapters)

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## SEMESTER VI

### US History from Pre-Columbian times to the Cold War

**Course Code:** BHS603

**Course Name:** US History from Pre-Columbian times to the Cold War

**Course Credit :** 5

**Total Contact Hours:** 80hr

#### **Course Objectives:**

The Paper seeks to stress on the study of colonial processes in the United States. As the title presupposes the purpose is to gain knowledge about the historical process of the Cold war and how the Coloniser and the colonised jointly facilitated colonisation, is the process we intend to learn. This necessitates deeper access to history by means of recent studies.

#### **Course Description:**

The course explores the history of the United States of America from the pre-columbian times. It discusses the various civilizations and the colonial process thereafter. It further explore the formation of the United States from 1750-1789 and discusses about the westward expansion also. The Slavery and Civil war era from 1849-1865 is also discussed in detail. The course concludes with the Reconstruction initiatives, The Great Depression of 1929-30 and the Second World War.

#### **Course Contents:**

##### **Unit- I: Pre-Columbian era**

- Meso-America-Geographical extent and background
- Early inhabitants of America
- Early Civilizations- Maya, Inca, Aztec and Olmec
- The Colonial period (1600-1750)

##### **Unit -II: American History from 1750-1849**

- American War of Independence
- Formation of the United States of America (1750–1789)
- Early national era and westward expansion (1789–1849)
- Issues and Challenges

##### **Unit –III: Reformation and Reconstruction in American History (1849-1914)**

- Age of Slavery
- Civil War era (1849–1865)
- Reconstruction and Transformation (1865–1914)
- First World War – Background



**Unit- IV: Wars and the Roaring in American History (1914-1945)**

- Twenties and the Great Depression (1914-1930)
- The New Deal and its relevance
- The World War II (1930–1945)
- America after World War –II: Cold War and relations with other superpowers

**Text Books:**

- Carnes, Mark C., and John A. Garraty (2011), The American Nation: A History of the United States
- Hamby, Alonzo L. (2005). Outline of U.S. History.

**Reference Books:**

- John Keep, The Russian Revolution: A Study in Mass Mobilization, 1976.
- <http://www.america.gov/publications/books/history-outline.html>
- Zinn, Howard (2003). A People's History of the United States. New York.
- Tindall, George Brown, and David E. Shi (2009) America: A Narrative History.
- Rise of Modern Europe (Latest Edition) VD Mahajan

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## SEMESTER VI

### Project

**Course Code:** BHS604

**Course Name:** Project

**Course Credit:** 3

**Total Contact Hours:** 48hrs

#### Course Objective:

The paper aims to develop reasoning skills among students that will allow us to solve problem successfully and in a stipulated time frame. It is a unique approach to develop their critical thinking. The students are encouraged to become not just passive learners and note-takers, but rather critical thinkers.

A Synopsis of the Project Report should be submitted to the Board of Studies of the School of Liberal Arts. The Board, after deliberation, will suggest changes and modifications. The synopsis should include the following –

1. Title of Project Report
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division
6. Suggested readings

#### Source Material and References

Presenting your own ideas in a Project is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper in a APA style. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the

end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

### **Length and Format**

Length is not important; 40 to 60 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

### **Marks/Grading**

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Project look and sound professional.

### **Evaluation of Project Work**

Sl. No.

Evaluated by Criteria:

- |   |  |
|---|--|
| 1 | Institution  |
|   | <ul style="list-style-type: none"><li>• Quality</li><li>• Depth &amp; Breadth of analysis,</li><li>• Coverage,</li></ul> |

- Scope and content
- Project fulfilment
- Data collection ability in the field (if any)
- Scope of Implementation.

Marks-60

2 Board of Examiners

Viva-voce Examination

Marks-40

3 **Total 100**

### **BACBCS-601: Women and Gender Studies**

#### **Course Objectives**

To introduce the basic concepts of gender & women studies and to understand gender as an element of social, political, economic and legal structures as well as individual identities, critically interrogating understandings of gender divisions as natural or socially constructed.

#### **Unit I: Concept of Gender Studies**

Gender Studies - Concept, Nature, Scope and Relevance, Evolution of Gender Studies,  
Gender sensitization  
Gender Studies/ Women's Studies

#### **Unit II: Basic Concepts in Gender Studies**

Sex and Gender – Gender roles  
Patriarchy, Socialization-Gendering

#### **Unit III: Underlying Philosophy of Gender Studies**

Feminisms Perspectives  
Meaning and History of Feminism  
Feminist Theories – Liberal, Radical, Marxist, Socialist approaches.

#### **Unit IV: Gender Inequality and its Impacts**

Concept of Gender Inequality – in Family, Education, Culture, Religion and Health.

Gender based violence- Foeticide, infanticide, domestic violence.

Commodification of women's bodies –Representation of women in media.

### **Suggested Readings**

- Women's Work Health and Empowerment, P-82-99, Anjali Gandhi (Ed.), Aakar Books, New Delhi, 2006.
- What is Feminism? Juliet Mitchell and Ann Oakley (Ed): Oxford Blackwell, 1986.  
Contemporary Feminist Theories: Stevi Jackson & Jackie Jones (Ed.), Edinburgh University Press.
- Sex, Gender and Society: Oakley, Ann, Gower Publishing Company, England, 1985
- 50 Key Concepts in Gender Studies: Pilcher, J. & Whelehan, I, Sage Publications India Pvt. Ltd, New Delhi, 2005.
- Gender Studies- A Primer: V. Kadambari, RGNIYD, Sriperumbudur, Tamilnadu, 2009.
- The Polity Reader in Gender Studies; Polity Press, Black well Publishers Ltd., Cambridge, 2002
- A Companion to Gender Studies, Essed, Philomena et .al (Ed), Blackwell Publishing, USA, 2005
- Patriarchy: Theorising Feminism, Geetha V, STREE, Calcutta, 2007

**NOIDA INTERNATIONAL UNIVERSITY**



**DEPARTMENT OF POLITICAL SCIENCE  
UNDERGRADUATE PROGRAMME  
Choice Based Credit System (CBCS)**

**SYLLABUS OF B.A.(HONS.) POLITICAL SCIENCE  
(Courses Effective From Academic Year 2018-19)**

## **Introduction**

Political Science is one of the disciplines among social sciences which deal with the study of state or public institutions. It includes the policy of the government, political theory and thoughts, and international relations. Political science is the scientific study of politics and focuses on governance and power, political institutions or behavior and associated constitutions and laws. There is a design of the course to analyze the political behavior, institutions and outcomes. The discipline stressed upon the nature and significance of democracy through which electoral system is important feature of democratic setup.

How democratic country evolved through the struggle by various leaders and thinkers such as Mahatma Gandhi, Jawarharlal Nehru, B. R Ambedkar including all reformists, moderates and radical or revolutionary's contributions. Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. How the determinants affects the behavior of political parties and voters.

This course is an introduction to politics in the globalized world where there are two significant method of reasoning the discipline like political science tries to enhance understanding and explaining cross-country differences and cross-time differences between countries therefore we understand all aspects or issues mentioned above by focusing on three dimensions like political behavior, institutions, and outcomes etc. At the global level of politics where the traditional models like states were the important actors and in the present globalized world in which globalization paradigm is dominating global politics although, states are still significant actors but there are others MNCs or TNCs and international organization emerged as an important actors. In the contemporary world, issues terrorism, environment or climate change, disarmament, and relations among nations are analyzed through the theories of international relations-classical realism, neo- realism, liberalism-neo-liberalism, Marxism-neo-Marxism post-structuralism post-modernism and feminist and critical theories etc.

As Immanuel Wallenstein uses world system approach where he explores the relationship between developed and developing countries particularly economic relationship. Political science studies the theory and practice of human rights which deals the theories and some case studies

where the modern concept of human rights is analyzed. It explores the institutional arrangements of human rights for the protection and promotion of human rights.

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

#### **The main objectives of this course are to**

- Introduce students to the main concept, theories, thoughts and practical aspects of political science
- Introduce students to how political preferences are formed in politics and how behaviour of voters, parties, institutions and electoral systems shape behaviour to each other.
- Introduce students to the sphere of politics at the local, national and global levels.

#### **Programme Learning Outcomes B.A (Hons)**

At the end of the course and having finished all the course important readings and activities you should be able to:

- to identify the patterns of political actor's behavior and how institutions and individuals within institutions interact with each other and shape behaviour
- students will be able to explain the developments in democracy and non-democracy
- Students of political science will be able to describe that how the discipline helps them to explain policy outcomes such as economic growth, distribution of resources education etc.
- Having completed the course students will be able to explain or how to use specific qualitative and quantitative methods in political science.

#### **Learning Specific Outcomes**

For the development of the ability of understanding and explaining the issues mentioned in the course students should be able to:

- to think by adopting the methodology of political science or political scientists and understand the relevance of political science knowledge and be able to contextualize all theories and abstracts in particular case studies.
- Political behaviours of parties, voters, institutions, interest groups-these political actors behave at the local, national and global level and through the behaviour of each other's interaction they shape their actions therefore-students should be able to analyse their political behaviour.



- As the result of the interaction among political actors as mentioned above there are some political outcomes so students should be able to assess these outcome such as status of economy, education, health and the most important in democratic countries is the satisfaction with the democracy itself.

**The B.A. (Hons.) political science is divided into three parts as under. Each part will consist of two semesters.**

<b>Part-I</b>	<b>First Year</b>	<b>Semester I</b>	<b>Semester II</b>
<b>Part-II</b>	<b>Second Year</b>	<b>Semester III</b>	<b>Semester IV</b>
<b>Part-III</b>	<b>Third Year</b>	<b>Semester V</b>	<b>Semester VI</b>

**The schedule of papers prescribed for various semesters shall be as follows:**

**1<sup>st</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BPS-101	Understanding Political Theory	3	1		4	40	60	100
2	BPS-102	Political Process in India	3	1		4	40	60	100
3	BPS-201	Political Theory: Concepts & Debates	3	1		4	40	60	100

4	EVSB-I	Environmenta l Studies-I	3	1		4	40	60	100
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**2<sup>nd</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BPS -201	Political Theory: Conce pts and Debates	3	1		4	40	60	100
2	BPS -202	Modern Political Thought	3	1		4	40	60	100
3	EVSB - 201	Environmenta l Studies II							

**3<sup>rd</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BPS-301	Perspectives on International Relations	3	1		4	40	60	100
	BPS-302	Political	3	1		4	40	60	100

2		Processes and Institutions in Comparative Perspective							
3	GEB-301	General English	3	1		4	40	60	100
4			3	1		4	40	60	100

**4<sup>th</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BPS- 401	Public Policy and Administration in India	3	1		4	40	60	100
2	PSM- 402	Global Politics	3	1		4	40	60	100
3	BABC - 401	Business Communication	3	1		4	40	60	100

L: Lecture hours; T: Tutorial hours

P: Laboratory/ Practical hours - NA



1	BPS- 601	Indian Political Thought II	3	1		4	40	60	100
2	BPS -602	Indian's Foreign Policy in a Globalizing World	3	1		4	40	60	100
3	BPS- 603	Human Rights in India	3	1		4	40	60	100
4	BPS - 604	Project	3	1		4	60	40	100
	BACBCS-601	Gender and Women Studies in India	3	1					

L: Lecture hours; T: Tutorial hours

**BPS-101**

**Course Name-Understanding Political Theory**

**Course Credit Hour-4hr**

**Total contact Hour-60hr**

**Course Objective:**

To understand the idea of 'Political'.

To understand the approaches in the tradition of political theory.

To explain the idea of democracy and its types like procedural, deliberative democracy, etc

**Course Description:**

This course is divided into two sections. Section A introduces the Students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

**Course Contents**

**UNIT-I**

**Introducing Political Theory**

- Theorizing the 'Political'
- Nature of Political Theory
- Meaning and significance
- Political Theory and other interrelated terms

**UNIT-II**

**Approaches**

- Approaches to Political Theory: Normative, Historical and Empirical
- Positivism
- Logical Positivism
- Critical Perspectives

**UNIT-III**

**Evolution and Theories of Democracy**

- Democracy: The history of an idea
- Types of Democracy
- Egalitarian and Radical variants
- Liberal Democracy and its critique

#### UNIT-IV Political Theory and Practice

- Democracy and State effectiveness
- Deliberative Democracy
- Participatory
- Representative Democracy

#### Course Learning Outcomes (CLO's):

**CLO1.** Examine the concepts of Freedom and Liberty of the Political Theory.

**CLO2.** Evaluate the importance of the equality and its different dimensions like political equality and affirmative policies.

**CLO3.** Examine the classical view of justice and its different parts like procedural, distributive, and global.

**CLO4.** To examines the universal concept of human rights including natural, moral and also related with the children specially girls.

#### SUGGESTED READINGS

Ramaswami Sushila, *Political Theory: Ideas and Concepts* Macmillan Publishers India Limited, 2009

Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan

Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Pres

#### Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%

Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-102**

**Course Name-Political Process in India**

**Course Credit hr-04**

**Total Contact hr-60**

**Course Objective:**

- To understand the historical emergence of party system in India.
- To understand the social composition and it has impacted on the political process in India. These determine the behavior of groups while they vote to particular political party.
- To examine the regional dynamics through capturing the ground realities of different regions in sovereign states.

**Course Description:**

Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

**Course Contents**

**UNIT-I**

**Political Parties and the Party System**

- Party System



- Pattern and Trends in the Party System
- Single and Multiparty System
- Competing Explanations for Fragmentation of Party System

## UNIT-II

### **Determinants of Voting Behavior**

- Caste,
- Class,
- Gender and
- Religion
- Regions

## UNIT-III

### **Region and Nation**

- The Politics of Secession and Accommodation
- Regions and nations
- Process of Regionalization
- Nation-building and State-building

## UNIT-IV

### **Ideology, Politics and Policy**

- Nationalism
- Secularism
- Social Justice
- Affirmative Action Policies
- Political Economy
- 

### **Course Learning Outcome (CLOs)**

**CLO1.** This course maps the working of ‘modern’ institutions premised on the existence of an individuated society, in a context by communitarian solidarities and their mutual transformation

thereby. This course is to understand political process from the perspective of political sociology. This analysis gives importance for socio-cultural factors to help students that how these factors influences institutions and how institutions constraints behavior of individuals in specific institutions. The students have to find the pattern through the recent experience particularly for last two decades and are issues,

**CLO2.** In India, there is multi-party system, however, for students it is necessary to understand the recent trends in party politics and how the phase of one party dominance to multiparty nature of India's political party system emerges in contemporary India.

**CLO3.** It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

**CLO4.** The course helped students to understand the determinants like caste, class gender religion and regions that how these factors are significant in voting patterns in various states of Indian politics. Students will be able to how different political parties mobilize people/voter on the basis of their identities.

### **SUGGESTED READINGS**

Nirja Gopal Jayal and Pratab Bhanu Mehta, *Politics in India* Oxford, 2014

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

*Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books

R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%

Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>

**BPS-201**

**Course Credit hr-04**

**Course name**

**Political Theory: Concepts & Debates**

**Total Contact hr-60**

**Course Objective:**

This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

**Course Description:**

The course is the reflection of the political ideas in political theory such as freedom, equality, justice and rights etc. Basically, it is essential for students to understand the relationship between citizens and the modern state on the basis of ideas that mentioned above. The course is also about the important debate around these political concepts that how political actors differ from each other as far as political attitude towards the state is concerned for instance democratic political attitude of citizens would help to strengthen the democratic institutions and democratic state would diffuse democratic values in society.

**Course Contents:**

**UNIT-I**

**Importance of Freedom**

- **Negative Freedom: Liberty**

- Positive Freedom: Freedom as Emancipation and Development
- *Important Issue:* Freedom of belief,
- Freedom of expression and dissent

## UNIT-II

### **Significance of Equality**

- Formal Equality: Equality of opportunity and Equality of Outcome
- Political equality
- Egalitarianism: Background inequalities and differential treatment
- *Important Issue:* Affirmative action

## UNIT-III

### **Indispensability of Justice**

- Procedural Justice
- Distributive Justice
- Global Justice
- *Important Issue:* Capital punishment

## UNIT-IV

### **The Universality of Rights**

- Natural Rights
- Moral and Legal Rights
- Three Generations of Rights
- Rights and Obligations
- *Important Issue:* Right of the girl child

### **Course Learning Outcomes (CLO's):**

**CLO1.** Examine the concepts of positive- negative freedom and contextualizes that into issue specific that students would be able to know the relationship between theory and practice.

**CLO2.** Examine the equality of opportunity and equality of outcome debate in the context of

political theory.

**CLO3.** To get a sense of justice whether at institutional or procedural and global levels in the form of movements against the policies of the government in developed and developing countries in the globalized world

**CLO4.** Explain the concept of rights in relation to human rights from the natural rights to modern human rights and enshrined in the constitutions of the countries.

### **SUGGESTD READINGS**

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press

Knowles, Dudley. (2001) *Political Philosophy*. London: Rutledge

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.) *Political Concepts*. Manchester: Manchester University Press

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Handbook of Practical Ethics*. New York: Oxford University Press

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-601**

**Course Name-Modern Indian Political Thought II**

**Course Credit hr-04**

**Total Contact hr-60**

**Course objective:**

-To understand modern political thought of various thinkers who contributed for changing society.

- To achieve ideal goals after removal the social evils from the society, and the implementation of the concept of Gandhi's Swaraj that how Indians can achieve independence in all walk of life.

- To understand the radical perspective of B.R. Ambedkar with special reference to the theme social justice.

-To understand the concept of nationalism given by Tagore and debate around hindutva, community and nationalism that how these are overlapping on each other. To provide a clear picture of these theories to students from the perspectives of respective political thinkers.

To understand the secularism of Nehru and how it is relevant today.

-It is also necessary to understand the concept of socialism of Lohiya and how it is relevance in today's globalized world where market forces the dominating the all walk of life.

### **Course Description:**

Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class.

### **UNIT-I**

- Introduction to Modern Indian Political Thought
- Rammohan Roy: Rights
- PanditaRamabai as social worker
- Ramabai as a Feminist

### **UNIT-II**

- Vivekananda: Ideal Society
- Gandhi's freedom struggle
- Gandhi: Swaraj
- Ambedkar: Social Justice

### **UNIT-III**

- Introduction to Nationalism, Community, Hindutva and their critiques
- Tagore: Critique of Nationalism
- Iqbal: Community
- Savarkar: Hindutva

### **UNIT-IV**

- Introduction to Secularism and Socialism and its critiques
- Nehru: Secularism
- Lohia: Socialism
- Capitalism with human face

#### **Course Learning Outcomes (CLO's):**

**CO1.** Examine the modern ideas of Raja Rammohan Roy who revived the Indian society and criticized the orthodox practices.

**CO2.** Evaluate the concepts of Ramabai and Swami Vivekananda regarding the society, education and ethics and morality.

**CO3.** Examine the roles of MK Gandhi, Ambedkar, Tagore and Iqbal in the freedom struggle.

**CO4.** To examines the contributions of VD Savarkar, Nehru and Lohia to the society and the free India.

#### **SUGGESTED READINGS**

D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi*, Academic Press: Gurgaon

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800- 1830', in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press

U. Chakravarti, (2007) *Pandita Ramabai - A Life and a Time*, New Delhi: Critical Quest,

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura:*

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.)

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2. Second Edition, New Delhi: Penguin

A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism*, Delhi: Oxford University Press

Dh. Keer, (1966) *Veer Savarkar*, Bombay: Popular Prakashan, pp. 223-250.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV (40)

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-301**

**Course Credit hr- 04**

**Course Objective:**

**Course Name –**

**Perspectives on International Relations**

**Total Contact hr-60**



This paper seeks to equip students with the basic theoretical tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. A key objective of the course is to make students aware of the lenses on mainstream and post-positivism to understand and explain the world of politics or world politics. The course also introduces the basic salient of UK and USA constitutions so that students would be able to understand that how UK and USA governs their countries.

### **Course Description:**

The course is described to provide different theories in International Relations and the developments in those theories from time to time. After having set the parameters of the debate, It provides a fairly comprehensive overview of the major political developments. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives.

### **Course Contents:**

#### **Unit 1**

##### **Realism and Neo-Realism**

- Classical Realism
- Neo-Realism
- Liberalism
- Neo-Liberalism

#### **Unit 2**

##### **Liberalism, Marxist and Feminism Perspectives**

- Liberal Approach to IR
- Marxist Approach to IR
- Feminism
- Different Perspectives on Feminism

#### **Unit 3**

##### **U.K. Constitution**

- Britain Polity
- Salient Features of the British Constitution

- Supremacy of the British Parliament
- Prime Minister: His Role and Functions

## **Unit 4**

### **USA Constitution**

- Salient Features of the USA Constitution
- The Congress: The Senate and The House of Representatives
- Judicial Review and
- Separation of Powers

### **Course Outcomes (CO's):**

**CO1.** Examine the mainstream theories of International relations like classical realism and liberalism, post-positivism like Marxism, feminism theory of international relations.

**CO2.** Examine how new versions of mainstream theories are debateable like realism-neo-realism and liberalism-neo-liberalism, Marxism-neo Marxism etc

**CO3.** To understand the basic features of USA & UK constitutions

**CO4.** Examine the role of Prime-minister and President in UK and USA respectively.

### **Readings**

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave,

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press

S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007

C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>

Total Internal Assessment -40%

**BPS-302**

**Course Credit hr-04**

**Course Name-**

**Political Processes and**

**Institutions in Comparative Perspective**

**Total Contact hr-60**

**Course objective:**

- In this course students will be trained in the application of comparative methods to the study of politics.
- The course is comparative in both what we study and how we study.
- In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

**Course Description:**

In the course of comparative politics, it is essential to give an overview of the old approaches but focuses on the recent developments in disciplines like New Institutionalisms etc. As it is imperative to provide an understanding about the political culture of various countries in comparative perspective. If we see comparatively election system how it has evolved and is practice in different types like First Past the Post, Proportional Representation, Mixed Representation). Contextualizing nation-states in Europe and post-colonial context, and how the debate on federalism and democratization.

**Course Contents:****UNIT-I****Approaches to Studying Comparative Politics**

- Political Culture
- Rational Institutionalism
- Historical Institutionalism
- Sociological Institutionalism

**UNIT-II****Electoral System**

- Definition and meaning of Electoral System in the Third World
- Procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
- Dynamics of election processes in the Third World
- Debates on fair and free elections

## UNIT-III

### Party System

Historical contexts of emergence of the party system and

Types of parties

Role of parties in democracies and authoritarian countries

party system and its relevance

## UNIT-IV Nation-state

- Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates
- Democratization and Federalism
- Process of democratization in postcolonial, post-authoritarian and post-communist countries.
- Federalism Historical context Federation and Confederation: debates around territorial division of power.

### Course Outcomes (CO's):

**CO1.** In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both theory & practice. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

**CO2.** To understand the world in comparative perspective as far as role of institutions and process is concerned. In the political world, we understand the ideas of relationship between government and citizens. What is the attitude of people towards the government and what would be the outcome of democratic institutions, are democratic values.

**CO3.** It also familiarizes students with the approaches to study comparative politics.

**CO4.** To understand the role of formal and informal institutions in two opposite directions as It is the flow of power accelerating the political process from upwards to downwards and downward to upwards.

## READINGS

M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

B. Rosamond, (2005) 'Political Culture', in B. Oxford, et al. *Politics*, London: Rutledge

P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', *Political Studies*. XLIV,

L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et .al. (eds.) *Political in the Developing World*. Oxford: Oxford University Press.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40</u>

**BPS-401**

**Course Credit Hr-04**

**Course Name –**

**Public Policy and Administration in India**

**Total Contact hr.60**

## **Objective**

The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

## **Course Description**

The course is about policy-making that how decisions are made concerning a particular policy area. Policy process is about the decisions that what should be done with special reference to the issues of decentralization, Budget, the interaction between citizens and administration. These issues can be understood properly when policy process can be broken down into four distinct stages like policy initiation, formulation, implementation and policy evaluation.

### **Unit 1 Public Policy**

- Definition, Nature and Meaning of Public Policy
- Characteristics and stages
- Models
- Public Policy Process in India

### **Unit 2 Decentralization**

- Meaning, significance and
- Approaches and types
- Local Self Governance: Rural and Urban
- Challenges to Local Self Governance

### **Unit 3 Budget**

- Concept and Significance of Budget
- Budget Cycle in India
- Various Approaches and

- Types of Budgeting

#### **Unit 4. Citizen and Administration Interface**

- Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
- Right To Education,
- Right To Food Security
- Employment Analysis under MNREGA

#### **Course Outcomes (CO's):**

**CO1.** Examine the relationship between the public policy and the administration in India and how public policy works in India.

**CO2.** Evaluate the philosophy of the government through the study of policies and programs drafted by it.

**CO3.** To study the different issues like decentralization and how its working for the rural and urban area's development.

**CO4.** To examines the social welfare concepts like RTI, REA, and MGNREGA etc.

#### **Readings:**

1. T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall
2. R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole
3. J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.
4. M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy Subsystems*, 3rd edition, Oxford: Oxford University Press
5. T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson
6. Y. Dror, (1989) *Public Policy Making Re-examined*. Oxford: Transaction Publication

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**



Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-402**

**Course Credit Hour-04 hr**

**Course Name-Global Politics**

**Total Contact Hour-60hr**

**Course objective:**

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analysing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

### **Course Description:**

The course implies the paradigm shift from international politics to global politics and includes multiple dimensions social, political, economic and its impact can be analysed vertically local, national, regional and global. There is globalization/anti-globalization debate, anti-globalization in the form of global social movements/NGOs.

### **UNIT-I.**

#### **Globalization: Conceptions and Perspectives**

- Political: Debates on Sovereignty and Territoriality
- Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs
- Global Resistances (Global Social Movements and NGOs)

### **UNIT-II.**

#### **Contemporary Global Issues**

- Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change
- Proliferation of Nuclear Weapons
- Armaments / Disarmaments
- Disparities in Global Development/Poverty

### **UNIT-III**

## Security

- State and Non-State Actors and State Terrorism;
- Developments after Post 9/11 and 2008-09 global crisis
- Migration
- Human Security

## UNIT-IV.

### Global Shifts: Power and Governance

- Globalization – Conceptions, Meaning and Nature
- Historical and Contemporary forms of Globalization
- Debates in Globalization Theory
- Alternative perspectives to Globalization

### Course Outcomes (CO's):

CO1. Examine the meaning and nature of globalization and different models of globalized world.

CO2. Examine the history of globalization from Silk Road to expansion period of the west and to the contemporary global politics.

CO3. Examine the role of actors and agents in interconnected and interrelated world.

CO4. Examine the impact, extensity, velocity and the most important is, Impact on individuals, institutions and communitutis etc.

### Suggested Readings

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell

M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press

R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan

W. Ellwood, (2005) *The No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications

### Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-501**

**Course Name: Classical Political Philosophy**

**Course Credit Hour-4hr**

**Total Contact Hour-60hr**

**Course Objective:**

This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

**Course Description:**

Classical political philosophy is the study of fundamental norms, values and ideals relating to political institutions, political activities and political processes, i.e., what they ought to be. As such, it is imaginative, speculative. It attempts both to make sense of what we do, and to prescribe what we ought to do. It is philosophy with politics, theory with practice, and activity with vision.

**UNIT-I.**

**Text and Interpretation**

- What is the classical political philosophy?
- Understanding context
- Why do we need to study classical political philosophy?
- Relevance

**UNIT-II.**

**Antiquity**

**Plato**

- Philosophy and Politics,
- Theory of Forms, Justice,
- Philosopher King/Queen, Communism
- Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

### **Aristotle**

- Forms, Virtue
- Citizenship, Justice,
- State and Household
- Presentation themes: Classification of governments

### **UNIT-III.**

#### **Interlude:**

#### **Machiavelli**

- Virtue,
- Religion,
- Republicanism
- Presentation themes: morality and statecraft; vice and virtue

### **UNIT-IV.**

#### **Possessive Individualism**

#### **Hobbes**

- Human nature, State of Nature, Social Contract, State
- Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

#### **Locke**

- Laws of Nature, Natural Rights, Property,
- Presentation themes: Natural rights; right to dissent; justification of property

#### **Course Learning Outcomes (CLO's):**

**CO1.** The course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were posed. Machiavelli comes as an interlude inaugurating

modern politics followed by Hobbes and Locke.

**CO2.** To examine the phases of European tradition where the critical thoughts emerges as time to time. It is understood that modern philosophy is the extension of earlier thoughts emerged in ancient times.

**CO3.** It also familiarizes students with such an understanding about the themes underlined in the units of the course.

**CO4.** To understand modern politics from the perspectives of modern thinkers like Hobbes and Locke.

### **SUGGESTED READINGS**

T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd

B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press p. ix-xv.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-501**

**Course Name: Indian Political Thought-I**

**Course Credit Hour-4hr**

**Total Contact Hour-60hr**

**Course Objective:** This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

## UNIT-I.

### Traditions of Pre-colonial Indian Political Thought

- Brahmanic
- Shramanic
- Islamic
- Syncretic.

## UNIT- II.

- VedVyasa (Shantiparva): Rajadharma
- Manu: Social Laws
- Kautilya: Theory of State

## UNIT-III

- Aggannasutta( DighaNikaya): Theory of kingship
- Barani: Ideal Polity
- Ziauddin Barani's thought on Ideal King, Justice

## UNIT-IV

- AbulFazal: Monarchy
- Kabir: Syncretism
- Kabir's views on Gender Equality

## SUGGESTED READINGS

B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications

A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: MotilalBanarsidass

M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications

G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-503**

**Course Name-Governance Issues & Challenges**

**Course credit Hour-4hr**

**Total Contact Hour-60hr**



## **Course Objective:**

This paper deals with concepts and different dimensions of governance

Highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalizing world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

## **Course Description:**

The course is the interplay between state, market and civil society in the era of globalization. The course shows the recent developments as the relationship between governance and development is concerned. To students, it is essential to understand the transition from centralization to decentralization since 1990s onwards as the key theme in relation to local governance and good governance.

## **UNIT-I**

### **Government and Governance: Concepts**

- Role of State in the Era of Globalization
- State, Market and Civil Society
- Impact of Globalization on Governance
- State-led and Market-led Model of Development

## **UNIT-II**

### **Governance and Development**

- Changing Dimensions of Development Strengthening
- Democracy and Governance
- Good Governance
- Government and Governance

## **UNIT-III**

### **Environmental Governance**

- Human-Environment Interaction

- Green Governance: Sustainable Development
- Human development
- Global Governance and Climate change

#### UNIT-IV.

##### **Local Governance and Good Governance**

- Democratic Decentralization People's
- Participation in Governance
- Public Service Delivery
- Electronic Governance
- Citizens Charter & Right to Information
- Corporate Social Responsibility

##### **Course Learning Outcomes (CLO's):**

**CO1.** The course examines the various dimensions and concepts of governance highlighting the major debates in the contemporary times. There is need to understand the importance of the concept of governance in the context of a globalizing world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

**CO2.** It is imperative for students to understand that how the formation of government and the enforcement of governance. As the basic definition of the concept of governance as are running the affairs of the government.

**CO3.** To explain the factors which affects the internal and external accountability of institutions whether they are formal or informal institutions in this globalized world.

**CO4.** Students will be able to understand and explain the interaction among the state, society and the market and policies around them.

##### **Suggested Readings**

Surendra Munshi and Biju Paul Abraham [eds.] ,*Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004

United Nation Development Programme ,*Reconceptualising Governance*, New York, 1997

Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*

Johns Hopkins University, *The Georgetown Public Policy Review* ,Volume VII, No.1, 2001

VasudhaChotray and GeryStroker , *Governance Theory: A Cross Disciplinary Approach* ,  
Palgrave Macmillan ,2008

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BACBCS 501**

**Course Credit hr-04**

**Course Name-Human Rights: Theory and Practice**

**Total contact hr-60**

### **Course Objectives: –**

To familiarize the students to the concept, perspective and various dimensions of human rights in international and domestic context with a contemporary perspective, to enable them to become enlightened citizens in a globalized world.

### **Course Description:-**

The course on human rights is to bring the conceptual history of human rights, the shifts from natural rights theory to modern concept of human rights in the form of Universal Declaration of Human rights (Civil-Political rights, treaties, bill of rights). As far as theories of human rights are traced from the social-contract theorists of the state like Lock, Rousseau, Hobbes, Thome Paine and interdisciplinary approaches to study the different dimension of the concept. etc practices which is reflecting in political-legal institutions like Public institutions like Supreme Courts, legislature and at the societal level where the three generation of human rights can be analysed in a globalized world.

### **Unit-I: - Introduction**

- Concept of Human Rights
- Universal Declaration of Human Rights
- ICCPR, ICESR & the Bill of Rights
- Classification of Rights

### **Unit-II:-Human Rights Treaty Bodies**

- Explanation of human rights treaty bodies.
- The functioning of human rights treaty bodies.
- How to access and work with the human rights treaty bodies
- Universal Human Rights Index

### **Unit -III:-Human Rights in India**

- Human Rights and Constitutional Provisions - Preamble, Part III & IV

- Fundamental Duties
- Judicial Activism
- Rule of Law

#### **Unit -IV:-Contemporary Perspectives**

- An Overview of the Criminal Justice System
- Public Interest Litigation
- Role of the National Human Rights Commission
- Role of National Commission of Women

#### **Course Outcomes (CO's):**

**CO1.** To be aware about the theoretical and practical dimension of the human rights particularly in the post-cold war world.

**CO2.** To provide the students an understanding the shift from natural rights to the modern concept of human rights particularly after the Second World War.

**CO3.** To make an aware to the students about an institutional mechanism of the protection and promotion of human rights at domestic and international level.

**CO4.** The concept is useful and relevant in the globalised world because consequences of the forces of globalization sometimes the direct relationship with the violation of the basic rights or human rights of vulnerable sections of the society 'in the interconnected and interrelated' world. Therefore, to understand and explain the issues from contemporary perspective.

#### **SUGGESTED READINGS**

Durga Das Basu – Human Rights in Constitutional Law, New Delhi, Prentice Hall of India, 1984

Rajinder Sachar – Human Rights, Perspectives & Challenges, New Delhi, Gyan Publishing

Ashwani Kant Gautam – Human Rights & Justice System, New Delhi, APH Pub, 2001

Awasthi – Law relating to protection of Human Rights, New Delhi – Orient – 2009.

#### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1

-05%

Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-602**

**Course Name- India's Foreign Policy in a Globalizing world**

**Course Credit-04**

**Total contact-60**

### **Course Objective:**

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy.

The endeavor is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

### **Course Description:**

The course highlights that how Indian is trying to carve its niche in foreign policy domains. India's transition from cold-war to post-cold war world and entered into new century (twenty-first century) where there is shift from West to Asia where new actors emerged such as China and India. Today's world is not now unipolar but changing towards multiple world order.

#### **UNIT-I.**

- Determinants of India's Foreign Policy
- Post-Industrial State
- Postcolonial State
- Aspiring Global Power

#### **UNIT-II.**

- India's Relations with the USA
- India's Relations with Russia
- India's Relations with EU
- India's Relations with Israel

- 

### **UNIT-III.**

- India's Engagements with China
- India's relations with Japan
- India's relations with ASEAN
- India's Relations with Central Asian Countries

### **UNIT-IV.**

- India in South Asia: Debating Regional Strategies
- India's Negotiating Style and Strategies
- Trade, Environment and Security Regimes,
- India in the Contemporary Multipolar World.

### **Course Learning Outcomes (CLO's):**

**CO1.** Examines India's foreign policy during the cold war and how it became a global power.

**CO2.** Evaluate the Indo-Russia and Indo-US relations and how India maintained its independence role in the global politics.

**CO3.** Examine the India's role with the Asia's growing powers like China and Japan.

**CO4.** To examines the contemporary position of India in the South-Asian politics and it playing multi-lateral role in the region.

### **SUGGESTED READINGS**

S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1)

Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Rutledge

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trysts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy*, New Delhi: Allied



**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-603**

**Course Credit hr-04**

**Course Name-**

**Human Rights in India**

**Total Contact hr-60**

**Course Objective:**

To help the students acquire an understanding of development and implementation of human rights in India, interrelationship with domestic law, challenges to human rights, enforcement and protection mechanism and the momentous developments with a contemporary perspective.

**Course Description:**

This course is made to explore the issues of contemporary in nature. Since independence, Indian state has played a very important role for the development of democracy, development but however challenges remains sofar poverty, illiteracy, lack of health infrastructure. Therefore, there has been an effort to make some more institutional arrangement in the form of commissions and committees to give the importance to the issue of human rights. Recent developments are as the expansion of the role of Non-governmental organizations, defenders of human rights, judicial intervention etc.

**Course Contents:**

**UNIT-1**

**Introduction**

- Evolution: Independence Movement, Making of the constitution
- Salient Features of Indian Constitution
- Fundamental Rights
- Directive Principles
- Fundamental duties and their relationship

## **UNIT-II**

### **Challenges to Human Rights**

- Poverty, Underdevelopment and illiteracy
- Women, children and Disadvantage groups
- Unemployment,
- The unequal growth and development

## **UNIT-III**

### **Enforcement and Protection Mechanism of Human Rights in India**

- Judiciary
- National Human Rights Commission and other commissions and committees
- Information Media
- Education

## **UNIT-IV**

### **Significant Developments in Human Rights**

- Role of NGOs
- Judicial Interpretations-Landmark Judgments
- Role of Human Rights Defenders
- New Social Movements

### **Course Learning Outcomes (CLO's):**

**CO1.** Examine the theories of human rights while using interdisciplinary approach to the study of human rights in India

**CO2.** To examine the institutional-legal framework for human rights

**CO3.** Examine the challenges to the study of democracy and human rights in India

**CO4** to study institutional arrangements to protect and promote human rights as role of NHRC, NCM, NCW & Commission for SCs & STs in Democratic country like India

### **SUGGESTED READINGS**

David Robertson, *A Dictionary of Human Rights*, Europa Publication Limited 1997

Michel Freeman, *Human Rights: An Interdisciplinary Approach* Cambridge University Press, 2006

Alson Philip, *The United Nations and Human Rights: A Critical Approval*, Oxford Clarendon, 1995

Baxi Upender, *The Right to be Human*, Delhi, Lancer 1987

Deesai A R (ed) *Violations of democratic Rights in India*, Bombay, Popular Prakshan, 1986

Evans Tony, *The Politics of Human Rights: A Global Perspective*, London Pluto Press, 2001

Haragopal, G “Good Governance: Human Rights, Perspective”, Indian Journal of Public Administration vol, 44 (3) 1998

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>



# **NOIDA INTERNATIONAL UNIVERSITY**



## **B.A. (H.) PSYCHOLOGY**

**Department of Psychology  
SCHOOL OF LIBERAL ARTS**

**COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME  
Choice Based Credit System (CBCS)**

**SYLLABUS OF COURSES TO BE OFFERED**

**(Academic Year 2018- 19)**

**COURSE STRUCTURE AND SYLLABUS OF UNDER-GRADUATE PROGRAMME**  
**B.A. (H.) PSYCHOLOGY**

The study courses in B.A. (Hons.) Psychology have been redesigned with the objective of making the entire program more comprehensive and to enhance skill based learning among students to help them understand different aspects of behavioral and cognitive development of an individual in social, organizational and across over all life span of an individual by acquiring knowledge of theories and concepts that have been developed in the field so far. Understanding of research methods, experimental psychology and psychological testing have also been kept as integral components of the programme both at theoretical as well as at practical levels.

The B.A. (Hons) course in Psychology aims at developing an understanding of the growing discipline of psychology and promoting skill based education. An important goal of this course is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of the contemporary world. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required skills in the students to understand and respond to the same efficiently and effectively, emphasis on theory and applied skills will provide the necessary foundation for the graduates of this program who can then flexibly choose applied career in industry and clinical settings, and/or academic careers in research institutes and universities.

**Pedagogy for teaching the B.A. (Hons) Course in Psychology**

The teaching-learning of the course would be organized through lectures, tutorials, practicals, projects, presentations, workshops, seminars, experiential exercises, and hands on training. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Practicum is incorporated as an important component in many papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, psychological testing, survey, interview and case study. Use of ICT and mass media and web based sources (like documentaries, videos,

films etc.) is highly recommended to make the teaching-learning process interactive, interesting and fruitful.

**Program Outcomes (POs):**

- Our postgraduate program provides a foundation for the scientific understanding of behavior and mental process and promotes mental health services.
- The B.A. (H) Psychology Program at Noida International University offer a broad and self- contained introductions which cover the basic principles of learning, biological basis of behavior, thinking, memory, personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology.
- The range of classes provides greater understanding of human development and interaction, cognitive process, individual differences and biological influences on behavior. An experimental approach is common to all classes and research and statistical methods are studies in their own right.
- A variety of optional classes is offered, in which the students study an area of psychology in greater depth.
- Awareness of sociocultural diversity and societal inequality to be studied, through which students able to understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of psychological issues

**Program Specific Outcomes (PSOs):**

- Develop an interdisciplinary understanding of the workings of human mind and behavior, and use this understanding to advance psychological theory, research and applications.

- Analyze psychological phenomena critically and provide constructive analysis at the individual and the societal levels, and integrate with the professional life.
- Consume and provide input for psychological literature by demonstrating proficiency in research design, methods, and statistical analyses, computing skills, and ethical standards; and develop a habit of expressing these with advanced oral and written skills; share in national and international platforms.
- Interpret how research methods are used to test alternatives explanations of human thoughts and behaviour in a variety of problem domains, both basic (theoretical) and applied (practical).
- Synthesis and demonstration of practical and professional skills in the field of psychology, namely areas of organizations, clinic, school, hospitals etc.

### **Course Structure:**

The duration of the course leading to the degree of Bachelors of Arts (Hons.) in Psychology will be of six semesters.

- ❖ In first year there will be two semesters—Semester I and Semester II. Both semester will have three theory papers of 100 marks each and one practical paper of 100 marks each.
- ❖ In second year, there will be two semesters—Semester III and Semester IV with three theory papers (100 marks each) and one practicum of 100 marks each.
- ❖ In third year again, there will be two semesters--- Semester V and Semester VI. Both will have three theory papers of 100 marks each, including one 100 marks school core paper on Research methods pertaining to the discipline in V semester and one practical paper of 100 marks.
- ❖ In Semester-VI, with three theory papers, there will be one 100 marks project/ dissertation.
- ❖ External and internal examiners will evaluate dissertation/viva-voice jointly.



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

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

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

#### **Outline of Choice Based Credit System:**

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

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

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

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

**2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a

course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

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

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

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

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

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

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

The B.A. (Psychology CBCS) is divided into three parts as under. Each part will consist of two semesters.

<b>Part 1</b>	First Year	Semester I	Semester II
<b>Part 2</b>	Second year	Semester III	Semester IV
<b>Part 3</b>	Third Year	Semester V	Semester VI

**Department of Psychology, School of Liberal Arts**  
**BA (H) Psychology, Course Structure under CBCS**  
**(w. e. f. Session 2018-19)**

		Periods			Evaluation Scheme				Credit	
					Internal			ESE		Total
		L	T	P	MT	TA	Total			
		<b>Semester I</b>								
PYB-101	Perspective in Psychology	3	1	0	20	20	40	60	100	4
PYB-102	Biopsychology	3	1	0	20	20	40	60	100	4
PYB-103	Perspectives in Social Psychology	3	1	0	20	20	40	60	100	4
PYB-P1	Psychology Practicum	0	0	2	00	00	40	60	100	2
	Subsidiary Paper	3	1	0	20	20	40	60	100	4
EVS-101	Environmental Studies-I	2	1	0	20	20	40	60	100	3
SLAGE-101	Generic Elective	3	0	0	20	20	40	60	100	3
<b>TOTAL</b>										<b>24</b>
		<b>Semester II</b>								
PYB-201	Cognitive Psychology	3	1	0	20	20	40	60	100	4
PYB-202	Introduction to Psychological Inquiry	3	1	0	20	20	40	60	100	4
PYB-203	Understanding Self & Others	3	1	0	20	20	40	60	100	4
PYB-P2	Psychology Practicum	0	0	2	00	00	40	60	100	2
	Subsidiary Paper	3	1	0	20	20	40	60	100	4
EVS-201	Environmental Studies-II	2	1	0	20	20	40	60	100	3
SLAGE-201	Generic Elective	3	0	0	20	20	40	60	100	3
<b>TOTAL</b>										<b>24</b>
		<b>Semester III</b>								
PYB-301	Developmental Psychology	3	1	0	20	20	40	60	100	4
PYB-302	Introduction to Personality	3	1	0	20	20	40	60	100	4
PYB-303	Psychological Assessment	3	1	0	20	20	40	60	100	4
PYB-P3	Psychology Practicum	0	0	2	00	00	40	60	100	2
	Subsidiary Paper	3	1	0	20	20	40	60	100	4
GEB-301	General English	2	1	0	20	20	40	60	100	3
SLAGE-301	Generic Elective	3	0	0	20	20	40	60	100	3
<b>TOTAL</b>										<b>24</b>
		<b>Semester IV</b>								
PYB-401	Psychological Disorders	3	1	0	20	20	40	60	100	4
PYB-402	Communication Skills	3	1	0	20	20	40	60	100	4
PYB-403	Psychology of Relationships	3	1	0	20	20	40	60	100	4
PYB-P4	Psychology Practicum	0	0	2	00	00	40	60	100	2
	Subsidiary Paper	3	1	0	20	20	40	60	100	4

BABC-401	Business Communication	2	1	0	20	20	40	60	100	3
SLAGE-401	Generic Elective	3	0	0	20	20	40	60	100	3
	<b>TOTAL</b>									<b>24</b>
	<b>Semester V</b>									
PYB-501	Organizational Psychology	3	1	0	20	20	40	60	100	4
PYB-502	Positive Psychology	3	1	0	20	20	40	60	100	4
PYB-503	Research Methodology	3	1	0	20	20	40	60	100	4
PYB-P5	Psychology Practicum	0	0	2	00	00	40	60	100	2
BACBCS-501	Human Rights: Theory and Practice	2	1	0	20	20	40	60	100	3
SLAGE-501	Generic Elective	3	0	0	20	20	40	60	100	3
	<b>TOTAL</b>									<b>20</b>
	<b>Semester VI</b>									
PYB-601	Clinical Psychology	3	1	0	20	20	40	60	100	4
PYB-602	Counseling Psychology	3	1	0	20	20	40	60	100	4
PYB-603	Forensic Psychology	3	1	0	20	20	40	60	100	4
PYB-604	Dissertation	1	1	2	20	20	60	40	100	4
BACBCS-601	Gender and Women Studies in India	2	1	0	20	20	40	60	100	3
SLAGE-601	Generic Elective	3	0	0	20	20	40	60	100	3
	<b>TOTAL</b>									<b>22</b>

**Grand Total -- 4000**

**Total Credits- 138**

\*= Specific course code Indicator

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendances (75% mandatory)

The schedule of Papers prescribed for various semesters shall be as follows:

### B.A. (H.) Psychology Semester Wise Syllabus

#### Semester-I

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-101	Perspective in Psychology	3	1	0	4	40	60	100
2	PYB-102	Biopsychology	3	1	0	4	40	60	100
3	PYB-103	Perspectives in Social Psychology	3	1	0	4	40	60	100
4	PYB-P1	Psychology Practicum	0	0	2	2	40	60	100
5	EVSBS-101	Environmental Studies-1	2	1	0	3	40	60	100
6		Subsidiary	3	1	0	4	40	60	100
7		Generic Elective	3	0	0	3	40	60	100
<b>Total</b>			<b>17</b>	<b>5</b>	<b>2</b>	<b>24</b>	<b>280</b>	<b>420</b>	<b>700</b>

## Semester-II

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-201	Cognitive Psychology	3	1	0	4	40	60	100
2	PYB-202	Introduction to Psychological Inquiry	3	1	0	4	40	60	100
3	PYB-203	Understanding Self & Others	3	1	0	4	40	60	100
4	PYB-P2	Psychology Practicum-P2	0	0	2	2	40	60	100
5	EVSBS-201	Environmental Studies – II	2	1	0	3	40	60	100
6		Subsidiary	3	1	0	4	40	60	100
7		Generic Elective	3	0	0	3	40	60	100
<b>Total</b>			<b>17</b>	<b>5</b>	<b>2</b>	<b>24</b>	<b>280</b>	<b>420</b>	<b>700</b>

### Semester-III

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-301	Developmental Psychology	3	1	0	4	40	60	100
2	PYB-302	Introduction to Personality	3	1	0	4	40	60	100
3	PYB-303	Psychological Assessment	3	1	0	4	40	60	100
4	PYB-P3	Psychology Practicum- P3	0	0	2	2	40	60	100
5	GEB-301	General English	2	1	0	3	40	60	100
6		Subsidiary	3	1	0	4	40	60	100
7		Generic Elective	3	0	0	3	40	60	100
<b>Total</b>			<b>17</b>	<b>5</b>	<b>2</b>	<b>24</b>	<b>280</b>	<b>420</b>	<b>700</b>

### Semester-IV

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-401	Psychological Disorders	3	1	0	4	40	60	100
2	PYB-402	Communication Skills	3	1	0	4	40	60	100
3	PYB-403	Psychology of Relationships	3	1	0	4	40	60	100
4	PYB-P4	Psychology Practicum-P3	0	0	2	2	40	60	100
5	BABC-401	Business Communication	2	1	0	3	40	60	100
6		Subsidiary	3	1	0	4	40	60	100
7		Generic Elective	3	0	0	3	40	60	100
<b>Total</b>			<b>17</b>	<b>5</b>	<b>2</b>	<b>24</b>	<b>280</b>	<b>420</b>	<b>700</b>



### Semester-V

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-501	Organizational Psychology	3	1	0	4	40	60	100
2	PYB-502	Positive Psychology	3	1	0	4	40	60	100
3	PYB-503	Research Methodology	3	1	0	4	40	60	100
4	PYB-P5	Psychology Practicum-P5	0	0	2	2	40	60	100
5	BACBCS-501	Human Rights; Theory and Practice	2	1	0	3	40	60	100
6		Generic Elective	3	0	0	3	40	60	100
<b>Total</b>			<b>14</b>	<b>5</b>	<b>2</b>	<b>20</b>	<b>240</b>	<b>360</b>	<b>600</b>

## Semester-VI

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-601	Clinical Psychology	3	1	0	4	40	60	100
2	PYB-602	Counseling Psychology	3	1	0	4	40	60	100
3	PYB-603	Forensic Psychology	3	1	0	4	40	60	100
4	PYB-604	Dissertation/Project	1	1	2	4	60	40	100
5	BACBCS-601	Gender and Women Studies in India	2	1	0	3	40	60	100
6		Generic Elective	3	0	0	3	40	60	100
<b>Total</b>			<b>15</b>	<b>6</b>	<b>3</b>	<b>22</b>	<b>260</b>	<b>340</b>	<b>600</b>

**Grand Total -- 4000**

**Total Credits- 138**

\*= Specific course code Indicator

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendances (75% mandatory)

## **SYLLABI of CORE COURSES**

**Course Code: PYB-101**

**Course Name: Perspectives in Psychology**

**Credits: 04**

**Total Contact Hour: 60**

### **Course Objectives:**

- This course will help students to understand what psychology is, and what are the fields of psychology.
- An understanding of the way psychology as a discipline has developed in India and applications of psychology
- An overall understanding of different theoretical perspectives in psychology.

### **Course Description:**

This course will emphasize several contemporary psychological perspectives such as biological, cognitive, humanistic, psychoanalytical, and sociocultural perspectives with current studies and past experiments. Students will gain an overall insight into psychology as a science. Specifically, students will learn the operative definition of psychology as a scientific endeavour and also consider many of the philosophical and social implications of psychological knowledge. They will become familiar with the modern psychological perspective on the complex interplay of factors that shape human personality, behaviour and mental processes. Students will also become acquainted with the development of psychological theory, past and present, and with some of the philosophers and scientists who have made major contributions to the field. Lastly, students will learn about themselves, learn critical thinking skills, and develop a social consciousness related to mental health.

## Course Contents:

### Unit 1: Introduction

1.1 Nature and goals; Status of Psychology as Science & Art

1.2 Historical development of the discipline

1.3 Early schools—Structuralism, Functionalism, Gestalt

1.4 Current status of discipline- Cognitive, Bio psychosocial model

### Unit 2: Theoretical Perspectives in Psychology

2.1 Biological and Evolutionary

2.2 Psychodynamic; Humanistic-existential

2.3 Behaviouristic—Learning paradigms

2.4 Socio-Cultural, Social Constructionism, Spiritual and Feminism

### Unit 3: Psychology in India

3.1 Brief history

3.2 Some classical works of psychology in India

3.3 Contributions of Indian psychologists

3.4 Present status & Psychologist Associations in India

### Unit 4: Applications of psychology

4.1 Psychology as a profession: Fields of psychology-- Clinical, Social, Organizational,

Developmental, Neuropsychology, Community, Health, Criminal & Forensic, Military,

Sport

4.2 Other Fields of Psychology--Transpersonal, Environmental, Positive, Spiritual and

Integral

#### 4.3 Professional bodies-- National/International levels

#### 4.4 Job opportunities and allied fields

### Course Learning Outcomes (CLOs):

**CLO 1:** Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**CLO 2:** Students will understand and apply psychological principles to personal, social, and organizational issues.

**CLO 3:** Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

**CLO 4:** Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

**CLO 5:** Understanding what psychology is all about.

**CLO 6:** Appreciation of the scope and the field of psychology.

### Text & Reference Books:

- Ciccarelli, S.K., & Meyer, G.E. (2007). *Psychology*. (South Asian Edition). India: Pearson Education Inc.
- Morgan, C. T., & King, R. (1993). *Introduction to psychology*. New Delhi, India: Tata McGraw Hill Publishing Company Limited .
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.
- Feldman, R.S., (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw-Hill.

- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.
- Eysenck, M.W., (2009). *Fundamentals of Psychology*. Slovenia:Psychology Press.
- Khatoon, N. (2012). *General psychology*. New Delhi, India: Pearson Education.
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.). (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.
- Sdorow, L. M. (1998). *Psychology* (4th Ed.) Boston: McGraw-Hill.
- Wade, C., & Tavris, C. (2006). *Psychology*. Upper Saddle River, NJ: Pearson Education Inc.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%

**Course Code: PYB-102**

**Credits: 04**

**Course Name: Biopsychology**

**Total Contact Hour: 60**

**Course Objectives:**

- To introduce the biological bases of psychological processes and behavior.
- The knowledge of basic brain functions and their role in human behaviour with the elaboration on brain dysfunction and its impact on human behaviour.

**Course Description:**

This course introduces students to the current theory that “psychology is a function of the brain and nervous system.” By understanding the physiological foundations of behavior and mental processes, students will be better equipped to know the biological parameters within which they must operate as individuals.

**Course Contents:**

**Unit 1: Introduction to Biopsychology**

1.1 Concept of biopsychology, Methods, Reductionism, ethical issues

1.2 The Neurons: Structure, Impulse conduction, Synapse, Role of Neurotransmitters

1.3 The nervous system: Basic subdivisions- Peripheral and Central.

1.4 Hemisphere function: Cortical Lobes (Frontal, Parietal & Temporal) and their functions, Corpus Callosum and the split-brain studies, Hemispheric specialization across two lobes.

**Unit 2: Learning and Memory**

2.1 Neuro-biological basis of Learning and memory

2.2 Neuropathology--Anterograde and Retrograde Amnesia

2.3 Dementia & Alzheimer's disease

2.4 Korsakoff's Syndrome

### **Unit 3: Sleep, Arousal and Biological Rhythms**

3.1 Concept of arousal; Physiological measures of arousal (EEG Brain waves)

3.2 Reticular Formation and Central arousal

3.3 Sleep—REM and Non-REM sleep, Functions of sleep

3.4 Other Biological rhythms & Role of Endocrine glands

### **Unit 4: Emotion and Motivation**

4.1 Psychophysiology of Emotions-Peripheral & Central route

4.2 Physiological mechanism of Stress and Anxiety

4.3 Physiological basis of Hunger & Thirst motivation

4.4 Homeostasis: Obesity & Anorexia

### **Course Learning Outcomes (CLOs)**

**CLO 1:** Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.

**CLO 2:** Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.

**CLO 3:** Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.

**CLO 4:** Understanding biological mechanisms involved in psychological processes such as learning, memory, emotion, motivation, sleep and arousal.



**CLO 5:** Inculcating an applied perspective on psychopathology including disorders such as Amnesias, Korsakoff's Psychosis, Alzheimer disease, and Anorexia.

**CLO 6:** Realizing the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.

**Text & Reference Books:**

- Leukel, F. (). Introduction to Physiological Psychology
- Morgan, C. T., & King, R. (1993). *Introduction to psychology*. New Delhi, India: Tata McGraw Hill Publishing Company Limited.
- Ciccarelli, S.K., & Meyer, G.E. (2007). *Psychology*. (South Asian Edition). India: Pearson Education Inc.
- Feldman, R.S., (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw-Hill.
- Green, S. (1995). *Principles of biopsychology*. UK: Lawrence Erlbaum Associates Ltd.
- Annett, M. (1984). *Left, right, hand and brain: The right shift theory*. London: Lawrence Erlbaum Associates Ltd.
- Pinel, J. P. J. (2004). *Biopsychology*. Boston, MA: Allyn & Bacon.
- Sperry, R.W. (1982). Some effects of disconnecting the cerebral hemispheres. *Science*, 217, 1223-1226.
- Rosenzweig, M. R., Leiman, A. L., & Breedlove, S. M. (1996). *Biological psychology*. Sunderland, Mass: Sinauer Associates.
- Carlson, N. R. (2012). *Foundations of physiological psychology*. (Sixth Edition). Delhi: Pearson Education.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance) -- 05%

Assessment – 2 --05%

Assessment – 3 (Mid Term Exam) --20%

Assessment – 4 --05%

Assessment – 5 --05%

**Course Code: PYB-103**

**Course Name: A Perspective of Social Psychology**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- The Objective is to introduce students to the powerful influence of society in shaping their thinking and Behaviour
- It also aims to enable them to apply their understanding to contemporary social issues.

**Course Description:**

This course offers a brief introduction to classic and contemporary social psychology, covering topics such as decision making, persuasion, group behavior, personal attraction, and factors that promote health and well-being

**Course Contents:**

**Unit 1: Introduction**

1.1 Definition and nature of social psychology

1.2 Brief history of social Psychology

1.3 **Methods of social psychology: Quantitative and qualitative methods**

1.4 Application of social psychology to social issues: Environment, intergroup conflicts, health and gender issues

**Unit 2: Social Cognition**

2.1 **Social cognition and information processing: Schemas, Stereotypes and cognitive strategies**

2.2 **Perceiving Self: Self-concept and self-esteem**

2.3 **Perceiving Others: Forming impression, Sources contributing to impression formation**

2.4 Attribution: Inferring traits and motives of others

### **Unit 3: Psychology of attitudes**

3.1 Attitudes: Concept and characteristics

3.2 Determinants of attitude; Relationship between Attitude and Behaviour

3.3 Attitude change & Persuasion (with special reference to application in the context of marketing and social marketing, health communication etc.)

3.4 Prejudice & Discrimination: Formation & strategies to combat prejudice

### **Unit 4: Group and leadership**

4.1 Group: Nature and function

4.2 Impact of group on performance: Social facilitation, Social loafing and social Conformity

4.3 Leadership: Qualities of leaders

4.4 Types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader

### **Course Learning Outcomes (CLO's):**

**CLO1.** The objective is to introduce students to the powerful influence of society in shaping their thinking and behaviours

**CLO2.** The objective is to introduce students to the powerful influence of society in shaping their behaviour

**CLO3.** It also aims to enable them to apply their understanding to contemporary social issues

**CLO4.** It also aims to enable them to apply their understanding to contemporary social issues and solve their problem.

### **Text & Reference Books**

- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
- Singh, A.K. (2015). Social Psychology. PHI Learning Private Limited, Delhi.
- Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
- Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.

### **Assessment Methods:** (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYB-P1**

**Course Name: Psychology Practicum**

**Course Credit Hour: 2Hr**

**Total Contact Hour: 30**

**Course Objectives:**

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup. Students are supposed to conduct at least two experiments on the following topics along with a detailed introductory report on Experimentation in Psychology.

**Course Description:**

The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development.

**Course Content**

- I) Digit Span Test
- II) Primary & Recency Effect in Memory
- III) Incidental & Intentional Learning

**Course Learning Outcome**

**COL 1:** Intellectual skills. With this type of learning outcome, the learner will understand concepts, rules or procedures. ...

**COL 2:** Cognitive strategy. In this type of learning outcome, the learner uses personal strategies to think, organize, learn and behave

### **Text & Reference Books**

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.
- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IBH

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2 (practical File)	--10%
Assessment – 3 (First Practical)	--10%
Assessment – 4 (Second Practical)	--10%
Assessment – 5 (Timely Submission)	--05%

**EVSB -101**

**Course Name – Environmental Studies-I**

**Course Credit- 03**

**Total Contact Hr- 55**

**Course Objective: -**

The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.

**Course Description:-**

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.

**Unit 1: Introduction to Environmental Studies**

- Definition, Concept, Importance of environment
- Components of environment atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance; Concept of sustainability and sustainable development.
- Environmental Education and Awareness.

**Unit 2: Ecosystems**

- Ecosystem, Structure and function of ecosystem
- Energy flow in an ecosystem
- Food chain, food web and ecological succession
- Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem (Pond, Lake, stream, rivers, oceans)

**Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- Land Resources and land degradation
- Soil erosion and desertification, deforestation



- Causes and impacts due to mining, dam building on environment.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

#### **Unit 4: Biodiversity and Conservation**

- 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.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value

#### **Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.

#### **Text Books:**

- B. Erach, Textbook of Environmental Studies for Undergraduate Courses, Third Edition, Orient Blackswan Pvt Ltd.
- Kaushik Anubha, Perspectives in Environmental Studies, Third Edition, Book Age Publications.

## References Books:

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- Clark RS, Marine Pollution, Clarendon Press, Oxford (TB).
- Heywood VH, and Watson RT, 1995. global Biodiversity Assessment. Cambridge University Press .
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi .
- McKinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

## Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**Course Code: PYB-201**

**Course Name: Cognitive Psychology**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To Learn about basic cognitive Process through scientific methods.
- To Understand various mental processes: Attention & Perception, memory processes, reasoning and decision making

**Course Description:**

The course is a basic course in cognitive psychology (theory and method). Cognitive Psychology is used throughout the entire range of human knowledge, perception, activity, speech processing, problem solving and thinking about learning and memory.

**Course Contents:**

**1. Introduction**

**Unit 1. Cognitive Processes**

1.1 Nature, emergence and stages.

1.2 Methods to study cognitive Psychology: Observation, Introspection, Experimental, Quasi-Experimental and Neuropsychological.

**Unit 2. Attention and Perception**

2.1 Types: Selective Attention, Divided Attention and Sustained Attention.

2.2 Theories: Early and Late Selection, Capacity and Mental Effort Models.

2.3 Sensation & Perception: Nature of Perception.

2.4 Theories of Perception, Form Perceptions & Third Dimension of Perception

### **Unit 3. Memory & Thinking**

3.1 Memory; Its Component & Stages, Types of Memory.

3.2 Models of Memory & Forgetting.

3.3 Thinking; Nature & Process.

3.4 Concept Formation; Types of Concept, Visual Imagery & Creative Thinking.

### **Unit 4. Reasoning and Decision Making**

4.1 Types of Reasoning: Inductive and Deductive.

4.2 Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models.

4.3 Cognitive Illusions in Decision Making: Availability, Representativeness, Framing Effect and Hindsight Bias.

### **Course Learning Outcomes (CLO's):**

**CLO1.** To get acquainted with the Cognitive Processes through scientific methods.

**CLO2.** To Understand various mental process.

**CLO3:** To Understand about the mental processes

**CLO4:** To Understand about Reasoning and decision making.

### **Text & Reference Books**

- Eysenck M. W., & Keane M. T. (2005). Cognitive psychology: A student's handbook (5th Ed.). New York: Psychology Press.
- Hunt, R. R., & Ellis, H. C. (2004). Fundamentals of cognitive psychology (7th Ed.). New Delhi: Tata McGraw-Hill.

- Riegler, B. R., & Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2nd Ed.). New Delhi: Dorling Kindersley.
- Sternberg, R. J., Sternberg, K. (2012). Cognitive psychology (6th Ed.). USA: Wadsworth, Cengage Learning.

**Assessment Methods:** (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYB-202**

**Course Name: Introduction to Psychological Inquiry**

**Course Credit Hour: 4**

**Total Contact Hour: 60**

**Course Objectives:**

- Developing insights into the positivist paradigm of psychological inquiry
- Understanding the nature and value of quantitative data and their analysis
- Developing the knowledge-base of hypothesis testing for the purpose of generalizing sample-based relationship among variable to the population under study
- Developing insights into the use of software for data analysis

**Course Description:**

The course shall develop the foundation skills necessary for conducting research in Applied Psychology. These skills include appraising the research process (e.g., what makes a good research question, accessing research literature), guidelines for writing a research report, an introduction to quantitative statistics (e.g., parametric and non-parametric statistics), qualitative approaches (e.g., content analysis, ethnography), and using appropriate software (SPSS) to analyse data and interpret output. This course provides students with the opportunity to develop personal communication and presentation skills and to acquire the skills necessary to work effectively in a group (e.g., team roles and responsibilities, effective decision making in groups, working with others). It will also outline skills required for independent study (e.g., deep and surface approaches to learning) and introduce students to methods of critical analysis, reasoning and argumentation.

**Course Contents:**

**Unit 1. Research Inquiry in Psychology**

1.1 **Need for Sampling: Population and Sample**

1.2 Types of inquiry/research in Psychology

1.3 Qualitative & Quantitative Data

1.4 Role of Statistic in Psychological inquiry

## **Unit 2. Nature of Quantitative Data and Descriptive Statistics in Psychology**

2.1 Level/Scale of measurement; categorical and continuous variables; bivariate frequency distribution

2.2 Measures of central tendency: characteristics and computation of mean, median and mode

2.3 Measures of variability: Characteristics and computation of range, semi-interquartile range, standard deviation, variance and co-efficient of variation

2.4 Graphic representation of Data

## **Unit 3. Inferential Statistics (parametric) in Psychology**

3.1 Concept of probability; Characteristics and application of Normal Probability Curve (NPC); deviation from NPC; skewness and kurtosis

3.2 Hypothesis testing: RSDM; random sampling, estimation of standard deviation and standard error; assumption of Student 's t-distribution; computation and levels of significance of Student 's t-values for independent and dependent sample; Type I and Type II errors

3.3 Correlation: Pearson 's product moment correlation; Spearman 's rank order correlation;

3.4 ANOVA: Assumptions and computation of ANOVA; one-way and two-way ANOVA

## **4. Non-parametric tests and Software-based analysis**

4.1 Nature and assumptions

4.2 Chi-square; Contingency co-efficient

4.3 Median and Sign Rank tests; Friedman 's F test

4.4 Introduction to basic software packages for statistical analysis

**Course Learning Outcomes (CLOs):**

**CLO 1:** Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.

**CLO 2:** Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction.

**CLO 3:** Developing familiarity with different kinds of measures and techniques for assessing individual differences.

**CLO 4:** Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.

**CLO 5:** Understanding the important components of different types of research report and observing the precautions to maintain ethical and moral integrity of the researcher.

**Text & Reference Books:**

- Anastasi, A. (1988). Psychological testing. New York: MacMillan
- Broota, K. D. (1992). Experimental design in behavioural research. New Delhi: Wiley Eastern.
- Freeman, F. S. (1972). Theory and practice of psychological testing. New Delhi: Oxford & IBH.



- Kerlinger, F. N. (1983). Foundations of behavioural research. New Delhi: Surjeet Publications.
- Minium, E. W., King, B. M., & Bear, G. (1993). Statistical reasoning in psychology and education. New York: John Wiley.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%

**Course code: PYB -203**

**Course Name: Understanding Self & Others**

**Course Credit Hour: 4**

**Total Contact Hour: 60**

**Course Objectives:**

- To help students initiate a personal journey of self-discovery and transformation.
- To explore psychological skills and attitudes that can help students grow consciously and facilitate change within themselves and the society.
- To practice mindfulness, meditation and contemplation as ways of deepening insight into the predicament of life, combating stress, non-violent communication and compassion.

**Course Description:**

The course deals with the nature of identity, as well as the factors and forces that affect the development and maintenance of personal identity. This course helps to identify individual's own potential, give direction to their lives to take responsibility for their actions. It also helps to develop a holistic and integrated understanding of the human self and personality. Course develops the capacity for self- reflection, personal integration, perspective view and appreciating different points of view. It develops sensitivity towards the needs of children by connecting with one's own childhood experiences and establish within oneself. This course also guides us to establish harmony within a group and methods of conflict resolution.

**Course Contents:**

**Unit 1. Exploring the Self**

**1.1 Self as an object & subject**

**1.2 Component of Self**

**1.3 Phenomenological & Relational Self**

## **Unit 2. Development of Self**

2.1 Self- concept, Self- esteem and Self- efficacy

2.2 Adjustment: Stability Vs. Discrepancies

2.3 Conflicts within the self

2.4 Engaging with emotional self

## **Unit 3. Different Perspective of Self**

3.1 Self from Psychoanalytic Perspective

3.2 Self from Developmental Perspective

3.3 Self from Social Perspective

3.4 Self from Indigenous Perspective

## **Unit 4. Self-Growth**

4.1 Buddhist ethics & practicing Mindfulness

4.2 Karmic Philosophy of self

4.3 Creative exploration into self: Art, music, nature, creativity & flow

4.4 Self evolution: Accountability & responsibility

## **Course Learning Outcomes (CLOs):**

**CLO 1:** Developing insights about how to build authentic relationship with self and others and embark on a journey of personal growth.

**CLO 2:** Developing the skills of reflexivity and self-reflection.

**CLO 3:** Acquiring skills to practice mindfulness, meditation and contemplation to live a deeper and more engaged life.

**CLO 4:** Experiencing responsibility for self and others.

**Text & Reference Books:**

- Rosenberg, M. (2012). Living nonviolent communication. Boulder: Sounds True Pub.
- Csikszentmihalyi, M. (1990). Flow. New York: Harper and Row.
- Fromm, E. (2006). The art of loving. New York: The Harper Perennial Modern Classics.
- The Mother. (2002). The science of living, in On education (pp. 3-8). Complete works of The Mother (2nded., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.
- Thich N. H. The miracle of mindfulness: Introduction to the practice of meditation. Boston: Beacon Press.
- Kumar, S. (2006). You are therefore I am: A declaration of dependence. New Delhi: Viveka Foundation.
- Dweck, C. (2006). Mindset: The new psychology of success. New York: Ballantine Books.
- Virmani, S. Had anhad: Journey with Ram and Kabir. An Audio-Video Resource

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%

**Course Code: PYB-P2**

**Course Name: Psychology Practicum**

**Course Credit Hour: 2Hr**

**Total Contact Hour: 30**

**Course Objectives:**

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup. Students are supposed to conduct at least two experiments on the following topics along with a detailed introductory report on Experimentation in Psychology.

**Course Description:**

The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development.

**Course Content**

1. Span of attention
2. Serial Position Effect
3. Paired Associate learning
4. Role of Set in Problem Solving
5. Memory-Recall and recognition.

**Course Learning Outcome**

**COL 1:** Intellectual skills. With this type of learning outcome, the learner will understand concepts, rules or procedures. ...

**COL 2:** Cognitive strategy. In this type of learning outcome, the learner uses personal strategies to think, organize, learn and behave

### **Text & Reference Books**

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson
- Education.
- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IBH

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2 (practical File)	--10%
Assessment – 3 (First Practical)	--10%
Assessment – 4 (Second Practical)	--10%
Assessment – 5 (Timely Submission)	--05%

**EVSB - 201**

**Course Name – Environmental Studies-II**

**Course Credit- 03**

**Total Contact Hr- 55**

**Course Objective:-**

Objective is to aim at the development of environmentally literate citizens who have the skills and knowledge and inclinations to make well informed choices concerning the environment, and who exercise the rights and responsibilities of the members of a community. It contributes to an understanding and appreciation of the environment and conservation of resources for future.

**Course Description: -**

Introduces basic concepts from policy studies and economics that help explain environmental challenges. Provides an overview of how government, non-governmental organizations, and the private sector are dealing with major environmental challenges. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues.

**Unit 1: Environmental Pollution**

- 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.**
- 

**Unit 2: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain
- Impacts on human communities and agriculture.
- **Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and**

conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).

- Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context
- 

### **Unit 3: Human Communities and the Environment**

- Human population and growth: Impacts on environment, human health and welfares. National and International Legislations
- Disaster management: floods, earthquakes, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation
- Environmental communication and public awareness.

### **Unit 4: 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.,

### **Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.



## References Books:

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
- Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
- Clark RS, Marine Pollution, Clarendon Press, Oxford (TB).
- Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
- De AK, Environmental Chemistry, Wiley Eastern Ltd.
- Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
- Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood VH and Watson RT, 1995. Global Biodiversity Assessment. Cambridge University Press.
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.
- McKinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

## Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**Course Code: PYB-301**

**Course Name: Developmental Psychology**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To Equip the learner with an understanding of the concept and process of human development across the life span.
- To understand the socio-cultural context of development with specific reference to the Indian context

**Course Description:**

Developmental psychology involves the study of constancy and change throughout the entire lifespan, from conception to death. ... Topics covered will include conception, genetics, prenatal development and physical, motor, perceptual and social development from infancy to early adolescence.

**Course Contents:**

**Unit 1: Introduction**

1.1 Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development.

1.2 Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social cognitive learning theory).

1.3 Cognitive (Piaget, information processing approaches).

1.4 Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner).

1.5 Research methods: Longitudinal, cross sectional and sequential; ethics in research.

## **Unit 2: Domains of Development across life span**

2.1 Physical development

2.2 Cognitive development

2.3 Language development

2.4 Socio-emotional development and Moral development

## **Unit 3: Socio Cultural Context and Human Development**

3.1 Family

3.2 Peer

3.3 Media

3.4 Schooling

## **Unit 4: Developmental issues in Indian context**

4.1 Issues of social relevance (gender, disability and poverty)

4.2 Developmental issues in children and adolescents

4.3 Challenges of adulthood; Aging

4.4 Childhood Disorders--- Autistic spectrum disorders, ADHD, Emotional disorders, MR &

SLD

**Course Learning Outcomes (CLO's):**

**CLO1:** To create a healthy interface between society, culture & higher education in the context of psychology teaching, learning & research.

**CLO2:** To Understand Domains of Development across life span

**CLO3:** To Understand Socio Cultural Context and Human Development

**CLO4:** To Understand Developmental issues in Indian context

**Text & Reference Books**

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Feldman, R.S.& Babu. N. (2011). Discovering the Lifespan. Pearson.
- Hurlock, E.B. (2007). Growth and Development. (3rd Ed.) Kessinger Publishing, LLC.
- Santrock, J.W. (2008). (11th Ed.) Child Development. Tata McGraw- Hill.

**Assessment Methods:** (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYB - 302**

**Course Name: Introduction to Personality**

**Course Credit Hour: 4**

**Total Contact Hour : 60**

**Course Objectives:**

- To develop an understanding of the concept of individual difference
- To develop an appreciation of the biological and social impact on personality
- To study approaches to personality
- Describe various assessment measures in research of the study of personality
- Compare and contrast major theoretical perspectives on personality through the application of theories to case studies or other examples.
- Discuss the impact of outside forces on the development of personality
- Evaluate the advantages and limitations of the various theoretical perspectives in the study of personality

**Course Description:**

What is “personality”? How is it scientifically studied and measured? To what extent, do biological, social, and cultural factors shape personality? Is personality an expression of our genetic makeup and biology, the culmination of social influences, the interplay of both, or the result of random events? In this course, we will review the major theoretical paradigms of personality psychology, discuss contemporary research, theory, and methodology, and learn about key historical debates in the study of “personality”. Covers a variety of personality theories including the theoretical and scientific explanations for individuals' characteristic

patterns of perception, thought, emotion and behavior. Emphasizes the understanding and mastery of personality constructs applied to students' personal and professional lives.

## **Course Contents:**

### **1 Introduction**

1.1 Concept and Definition of personality: Eastern and Western Approach

1.2 Self and Personality: Views on Self and Personality: Upanishadic, Gita, Buddha, Nyaya-Vaisheshika, Samkhya-Yoga, Vedanta

1.3 Types of Personality: Gita typologies, Personality in Vedanta, Personality in Mimamsa; Sheldon and Jung's typology

1.4 Personality as a set of traits: Cattell and Allport's trait psychology

### **2 Role of Factors in the Development of Personality**

2.1 Importance of heredity and environment in the development of personality

2.2 Role of biological factors: Direct genetic effect; mediated effect through environmental toxins

2.3 Role of environmental factors: Physical and socio-cultural impact

2.4 How is personality studied and assessed?

### **3 Psychology of individual differences**

3.1 Biological and Social explanation of gender differences in personality

3.2 Developmental aspects of Personality: Development of Personality based on Mimamsa, Vedanta, Purusa, and Samkhya-Yoga

3.3 Vedic and Sufi tradition

### **4 Approaches to Personality**

4.1 Psychoanalytical Approach to Personality

#### 4.2 Social learning Approach to Personality

#### 4.3 Cognitive Approach to Personality

#### 4.4 Humanistic Approach to Personality

### Course Learning Outcomes (CLOs):

**CLO 1:** Appreciating conceptualizations of personality in the Western as well as Eastern traditions.

**CLO 2:** Understanding self and personality through Eastern perspectives such as Mimamsa, Vedanta, Samkhya, Yoga, Buddhist and Sufi traditions.

**CLO 3:** Developing a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive and humanistic

**CLO 4:** Understanding biological and environmental influences on personality development.

**CLO 5:** Fostering an applied perspective by engaging students in a discussion about the everyday applications of various personality theories.

### Text & Reference Books:

- Adams, D. P. (2000). *The person: An integrated introduction to personality psychology*. Hoboken, NJ: John Wiley.
- Carducci, B. J. (2009). *The psychology of personality: Viewpoints, research & application*. Hong Kong: Wiley-Blackwell.
- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. New Delhi, India: Pearson Education.

- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.
- Friedman, H. S., & Schustack, M. W. (2006). *Personality: Classic theories and modern research*. New Delhi, India: Pearson.
- Kuppaswamy, B. (2001). *Elements of ancient Indian psychology*. New Delhi, India: Konark Publishers Pvt. Ltd.
- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of east and west*. New York: Plenum Press.
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%



**Course Code: PYB 303**

**Course Name: Psychological Testing**

**Course Credit Hour: 4**

**Total Contact Hours: 60**

**Course Objective:**

- To make the students familiar with the field of psychological testing in general.
- To acquaint the students with the nature and uses of psychological test with the specific example of intelligence, ability and personality tests.

**Course Description:**

An introduction to theories and principles of psychological testing and measurement and to a variety of standardized tests of intelligence, personality, achievement, interest, neuropsychology and other areas. Emphasizes the principles by which tests are constructed and validated

**Course Contents:**

**Unit 1. Introduction to Psychological Testing and Assessment**

- 1.1. Definition of a test, Types of tests, Uses of testing
- 1.2. Similarity and difference between test and measurement
- 1.3. Psychological assessment: Nature and purpose; Principle of assessment
- 1.4. Psychological testing Versus Psychological Assessment

**Unit 2. Characteristics of a Good Test**

- 2.1. Standardization of test
- 2.2. Reliability and validity
- 2.3. Development of norms
- 2.4. Ethical and professional Issues and challenges.

### **Unit 3. Individual Test of Intelligence and Group tests of Ability**

3.1. The Wechsler scales of intelligence

3.2. The Wechsler sub-tests: description and analysis

3.3. Stanford – Binet Intelligence Scales: 5th Edition

3.4. Culture Fair Intelligence Test (CFIT), Raven’s Progressive Matrices (RPM)

### **Unit 4. Applications of psychological tests**

4.1. Testing in educational setting

4.2. Testing in counselling and guidance

4.3. Testing in clinical setting

4.4. Testing in organizational setting

### **Course Learning Outcomes (CLO’s):**

**CLO1:** Apply knowledge and skills in the practice of culturally responsive psychological assessment, including with Aboriginal and Torres Strait Islander cultures, for a variety of assessment tasks in organizational settings.

**CLO2:** Demonstrate competence in the selection, administration, and scoring of assessment measures

**CLO3:** Demonstrate competence in drawing inferences from the results within a hypothesis generating and hypothesis testing framework

**CLO4:** Demonstrate competence in writing a report of a professional standard.

**CLO5:** Intergrate personal cultural positioning and the implications for competent health service delivery.

## Text & Reference Books

- Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.). New Delhi: Pearson Education.
- Anastasi, A., & Urbina, S. (2003). Psychological testing (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.
- Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th Ed.). New Delhi, India: Cengage.

**Assessment Methods:** (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYB-P3**

**Course Name: Psychology Practicum-P3**

**Course Credit Hour: 2**

**Total Contact Hour: 30**

**Course Objectives:**

- To enable the students to understand the processes and steps involved in conducting the advanced psychological experiments in laboratory setup.
- To introduce the basic concepts of experimental psychology
- To facilitate comprehension of the theoretical concepts through experiments
- To develop awareness of psychological instruments and techniques.
- To provide basic training in planning and conducting experiments.

**Course Description:**

The students shall be required to conduct two experiments. Practical's would involve conducting experiments and undertaking small studies, exercises, related to the topics covered in the course (e.g. Human development, Learning, Memory, Motivation, Perception, Attention and Thinking)

**Course Contents:**

Students are supposed to conduct any three experiments based on the following.

i) Phenomenon of retroactive and proactive inhibition

ii) Division of Attention

iv) Depth Perception

v) Role of set in problem solving

vi) Bilateral Transfer

### **Text & Reference Books:**

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.
- Woodworth, R.S. & Schlosberg, H. (1971). Experimental psychology. Oxford & IBH.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2 (Practical File)	--10%
Assessment – 3 (First Practical)	--10%
Assessment – 4 (Second Practical)	--10%
Assessment – 5 (Timely Submission)	--05%

**Course Code: GEB 301**

**Course Name: General English**

**Course credit hour: 3**

**Total hours: 55hrs**

**Course Objective:**

- To sensitize the students about the grammaticality and acceptability of English
- Make them understand various nuances of English grammar and usage.
- Aware the students about various components of sentence
- Make them aware of their common “Indianism” in the use of English and corrections thereof.
- Aware the students about the need of writing grammatically correct sentences
- Make the students write error free document.

**Course Description:**

- The overall aims of the course are to enable the learner to communicate effectively and appropriately in real life situation and to use English effectively for study purpose across the curriculum.
- Learners will be able to develop interest in and appreciation of Literature.
- They develop and integrate the use of the four language skills i.e. Reading, Listening, speaking and Writing. It will help revision and reinforce structure already learnt

**Course Content:**

**Unit 1: Grammar in Practice**

1.1 Vocabulary

1.2 Punctuation

1.3 Diary Writing

1.4 Report Writing

## **Unit 2: Writing skills**

2.1 Précis writing

2.2 Paragraph Writing

2.3 Notices and Circulars

## **Unit 3: Reading and Speaking Skills**

3.1 Stress and Intonation

3.2 Stress-What and How

3.3 Intonation-What and How

## **Unit 4: Short Stories**

4.1 “The Child” Premchand

4.2 “The Gift of the Magi” O.Henry

## **Course Learning Outcome**

**CLO 1.** Know about acceptability of English as a global language

**CLO 2** Understand various nuances of English grammar

**CLO 3** Know correct use of various components of sentence

**CLO 4** Identify common “Indianism” in the use of English

**CLO 5** Speak and write grammatically correct English

**CLO 6** Avoid common errors in use of English

## **Suggested Reading:**

- W.S. Allen, A Remedial English Grammar
- W.S. Allen, Living English Structure

- N. Krishaswamy, Modern English
- H. K. Kaul, The Craft of Writing
- Darothy M. Guinn Daniel Marder, A Spectrum of Rhetoric
- V.R.Narayanswamy, Strengthen your Writing [Orient Longman: 1979]

**Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%**

Assessment 1: Attendance	05%
Assessment 2: Assignment	10%
Assessment 3: Mid Term	20%
Assessment 4: Presentation	05%
Total Internal Assessment:	40



**Course Code: PYB - 401**

**Course Name: Psychological Disorders**

**Course Credit Hour : 4**

**Total Contact Hour: 60**

**Course objectives:**

- Examine multiple probable causes and correlates of behaviour.
- Learn descriptions, and theories underlying diagnostic nosology of psychiatric disorders.
- Learn and understand benefits, critiques, limitations, and implications of diagnosis and classification.

**Course Description:**

Is it a “unique personality,” or is it a “disorder”? That is the first question posed by this course. Having thus far in the course seen how human psychology functions under mostly “normal” conditions, students will see in this unit what a variety of pathologies can look like and how they develop. Students will examine the interplay of genetic, experiential and environmental factors in the genesis of disorder. Study the history of Western explanations of psychological disorders, from “demonic possession” to “chemical imbalances.”

**Course Contents:**

**1. Introduction**

- 1.1. Concept of Abnormal Behavior and Criteria for Determining Abnormality.
- 1.2. Historical Background of Abnormality.
- 1.3. Causes of Abnormal Behavior: Biological, Psychological, and Socio-Cultural; Critical Evaluation of these causes.

- 1.4. Current Diagnostic Systems: Introduction to the International Classification of Diseases (ICD-10) and Diagnostic & Statistical Manual of Mental Disorders (DSM-5).

## 2. Anxiety and Obsessive Compulsive Disorders

- 2.1. Generalized Anxiety Disorder: Symptoms, diagnostic criteria, and causes.
- 2.2. Specific Phobia and Social Anxiety Disorder (Social Phobia): Symptoms, diagnostic criteria, and causes.
- 2.3. Panic Disorder: Symptoms, diagnostic criteria, and causes.
- 2.4. Obsessive-Compulsive disorder: Symptoms, diagnostic criteria, and causes.

## 3. Bipolar, Depressive Disorders, Schizophrenia, and Delusional Disorder

- 3.1. Bipolar-I and Bipolar-II Disorders: Symptoms, diagnostic criteria, and causes.
- 3.2. Major Depressive Disorder: Symptoms, diagnostic criteria, and causes.
- 3.3. Schizophrenia: Symptoms, diagnostic criteria, and causes.
- 3.4. Delusional disorder: Symptoms, diagnostic criteria, and causes.

## 4. Trauma & Stressor-related and Personality Disorders

- 4.1. Adjustment Disorder: Symptoms, diagnostic criteria, and causes.
- 4.2. Post-Traumatic Stress Disorder: Symptoms, diagnostic criteria, and causes.
- 4.3. Dissociative Identity Disorder: Symptoms, diagnostic criteria, and causes.
- 4.4. Odd Personality Disorders (Paranoid, Schizoid, and Schizotypal): Symptoms.

### Course Learning Outcome:

**CLO 1:** Classify the different types of psychological disorders

**CLO 2:** Differentiate between the Major Models of Abnormality and their approach to etiology

and therapy

**CLO 3:** Identify the signs of abnormal behavior

**CLO 4:** Explain methods that are used to classify and evaluate psychological disorders

**CLO 5:** Develop empathy for the mentally distressed

**Text & Reference Books:**

- Comer, R. J. (2015). *Abnormal psychology*. New York: Worth publishers.
- Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). *Abnormal psychology* (15th Ed.). New York: Harper Collins.
- *Diagnostic and Statistical Manual of Mental Disorders*. (2013). Washington, D.C.
- Nevid, J., Rathus, S., & Greene, B. (2014). *Abnormal psychology in a changing world*. Upper Saddle River, NJ: Pearson Prentice Hall.
- *The ICD-10 Classification of Mental and Behavioral Disorders*. (1992). Geneva.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%

**Course Code: PYB-402**

**Course Name: Communication Skills**

**Course Credit Hour: 4**

**Total Contact Hour: 60**

**Course Objective:**

- To understand communication process and become aware of the verbal and non-verbal communication Patterns of oneself and others.
- To Improve communication in group setting especially with reference to engagement with diversity.

**Course Description:**

Employers often identify “good communication skills” as a requirement in job descriptions. In fact, employers consistently list communication skills in their most highly desired skill sets in new and existing employees. It’s no secret that the ability to effectively communicate your ideas in public and interpersonal spaces in the professional environment and to negotiate workplace relationships often means the difference between getting that promotion and being passed over for it

**Course Contents:**

**1 Basic Concepts in Communication**

- 1.1 Nature and process of communication, Developing listening skills.
- 1.2 Towards communication competence.
- 1.3 Choosing appropriate channel and medium of communication.
- 1.4 Personal Attitudes and Communication.

## **2 Communication Styles: Verbal and Non-verbal**

2.1 Bodily communication in human society.

2.2 The implication of appropriate communication.

2.3 Nonverbal communication: Proxemics, Posture, Facial expression, Eye Contact, Paralanguage, Movement, Silence etc.

## **3 Communication Barriers and Breakdowns**

3.1 Psychological barriers in communication.

3.2 Identifying personal barriers and overcoming barriers for effective communication.

3.3 Learning how to make communication effective and meaningful.

## **4 Communication in Relational Contexts**

4.1 Understanding dynamics of interpersonal communication.

4.2 Conflict resolution and harmony: Art of non-violent communication.

4.3 Communication and diversity.

4.4 Public and Mass communication: Influence on collective psyche.

4.5 Cultural differences in International Communication.

### **Course Learning Outcomes (CLO's):**

**CLO1.** To Understand communication process and become aware of the verbal and non-verbal communication patterns of oneself and others.

**CLO2.** To Improve personal communication skills of students by reflecting on barriers in communication and overcoming them

**CLO3.** To Improve communication in group setting especially with reference to engagement with diversity

**CLO4.** Improve group setting with reference to engagement with diversity.

**Text & Reference Books**

- Argyle, M. (1975). Bodily communication. London: Methuen & Co. Ltd.
- Civinkly, J. M. (Ed.) (1974). Messages: A reader in human connection. New York: Random
- House
- Prasad, L. M. (2012). Organizational Behaviour. New Delhi: Sultan Chand & Sons.
- Rosenberg, M. B. (2012). Living nonviolent communication: Practical tools to connect and
- communicate skillfully in every situation. Boulder, CO: Sounds True.

**Assessment Methods:** (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYB-403**

**Course Name: Psychology of Relationship**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To understand the Philosophical and psychological basis of relational connectedness.
- To understand the Dynamics of broken, marginalized and flourishing relationship.
- To Examine the importance of the practice of positive relational attitude in creating relationship and communities that are nourishing and supportive.

**Course Description:**

This course is an exploration of the psychology of close human relationships. ... Examples of topics include the biological bases of attraction and love, relationship formation and dissolution, relational interaction patterns, relationship satisfaction, and the social context of relationships (the influence of others).

**Course Contents:**

**1. On Relational Interconnectedness:**

- 1.1. Understanding our connected self
- 1.2. Importance of nurturing the self and practicing self-extension to nurture others;
- 1.3. Exploring relationship with animals, plants and nature and cosmos.

**2. The Social Psychology of Relationships:**

- 2.1. Developmental perspective on relating with children, adolescents, adults and the elderly;
- 2.2. Understanding the relational dynamics of social exclusion, violence and marginalization (e.g., disabled, LGBT, caste and tribal status etc.).

### **3. On Loss, Grief and Healing:**

3.1. Understanding the effect of loss of relationships (death, divorce, break-up) on people;

3.2. Healing through deeper listening, mindfulness and compassion.

### **4. The Making and Breaking of Relationships:**

4.1. Understanding the dynamics of broken and flourishing relationships.

4.2. Practicing Positive Relational Attitudes like self-acceptance, gratitude, forgiveness;

4.3. Emotional calm and somatic awareness etc.;

4.4. Creating future flourishing communities.

### **Course Learning Outcomes (CLO's):**

**CLO1:** To understand Relational Interconnectedness.

**CLO2:** To understand the Social Psychology of Relationship

**CLO3:** To Understand the relationship on loss, Grief and healing.

**CLO4:** To Understand the making and breaking of relationship.

### **Text & Reference Books**

- Durkin, K. (1995). Developmental Social Psychology: From Infancy to Old Age. MA: Blackwell Publishing.
- Kumar, S. (2002). You are Therefore I am: A Declaration of Dependence. New Delhi, India: Viveka Foundation.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi, India: Sage Pub. Chapter 12: Attachment, love and Flourishing relationships.



- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.

**Assessment Methods:** (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYB-P4**

**Course Name: Psychology Practicum-P4**

**Course Credit Hour: 2**

**Total Contact Hour: 30**

**Course Objectives:**

- To enable the students to understand the processes and steps involved in administered the psychological Tests in laboratory setup.
- To impart training regarding designing, execution and reporting of Laboratory experiments.
- To impart training regarding administration, interpretation and reporting of psychological tests.
- To familiarize the students with graphical representation and descriptive, inferential and correlational analysis by using statistical software.

**Course Description:**

The coursework consists of tests and experiments related to Basic Psychology, Developmental Psychology, Social Psychology, Abnormal Psychology , Personality Psychology ,Intelligence and Attitude. The course imparts training in classic as well as contemporary tests and experiments in the field of Psychology

**Course Contents:**

The students are supposed to administer at least two tests based on the following along with a detailed introductory report on ‘Psychological Testing and Assessment’

i) **Intelligence Testing—SPM/ CPM**

ii) **Sentence Completion Test**

- iii) Test of Aptitude assessment
- iv) Interest Assessment
- v) Creativity Assessment
- vi) Verbal Learning and Recognition

### **Course Learning Outcomes (CLOs):**

**CLO 1:** Conduct experiments and administer psychological scales to a subject .

**CLO 2:** Make interpretations and draw conclusions based on the norms given in the manual

**CLO 3:** Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.

**CLO 4:** Using simple statistical techniques for carrying out group based small quantitative research projects.

### **Text & Reference Books:**

- Anastasi, A. & Urbina, S. (1977). Psychological testing. N J: Practice Hall.
- Freeman, F. S. (1962). Theory and practice of psychological testing. New York: Kinchart & Winston.
- Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues (6th edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
- Kline T.J.B (2005). Psychological testing: A practical approach to design and evaluation. Sage Publication Inc.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2 (practical File)	--10%
Assessment – 3 (First Practical)	--10%
Assessment – 4 (Second Practical)	--10%
Assessment – 5 (Timely Submission)	--05%

**Course Code: BABC 401**

**Course Name: Business Communication**

**Course credit hour: 3**

**Total hours: 55hrs**

**Course Objective:**

This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favorable environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.

**Course Description:**

This course teaches the Application of Business Communication principles through creation of effective business, documents and oral presentations. It includes the study and application of team communication and use of technology to facilitate the communication process.

**Unit 1: Introduction to professional Communication**

- Definition of Communication
- Types of communication
- Channels of communication
- Barriers to communication
- General and Technical Communication

**Unit 2: Formal and Informal Mails**

- Formal & Informal Mails
- Types of Formal & Informal Mails
- Letter writing practice

### **Unit 3: Routine Business Correspondence & Presentation Skills**

- Circulars, Memorandums, Notices, Agenda & Minutes
- Define Presentation
- Purpose of Presentation
- Audience and Locale
- Kinesics
- Paralinguistic

### **Unit 4: Speaking abilities enhancement & Resume Writing**

- Group Discussion
- Objectives and Types of GD
- Participation in GD
- What is a Resume
- Types of Resumes
- Writing of resumes

### **Course Learning Outcome:**

**CLO1:** Apply business communication strategies and principles to prepare effective

**CLO2:** Identify ethical, legal, cultural, and global issues affecting business communication

**CLO3:** Utilize analytical and problem solving skills appropriate to business communication.

**CLO4:** Deliver an effective oral business presentation.

**Suggested Readings:**

- Language in Thought and Action, S. I. Hayakawa
- English 2600, 3200 and 3600, Joseph C. Blumenthal
- A Message in the Bottle, Walker Percy
- How to Find Your Own Voice, Peter Porosky

**Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%**

Assessment 1: Attendance	05%
Assessment 2: Assignment	10%
Assessment 3: Mid Term	20%
Assessment 4: Presentation	05%
Total Internal Assessment:	40

**Course Code: PYB-501**

**Course Name: Organizational Psychology**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To provide insights into the historical development and key concepts of the organization.
- To help the students to comprehend the role of human factor in the management of organization.
- To get acquainted with the employees 'motivation job attitudes, and leadership behavior and the influence process

**Course Description:**

Organizational psychologists' study and assess individual, group and organizational dynamics in the workplace. They apply that research to identify solutions to problems that improve the well-being and performance of organizations and their employees.

**Course Contents:**

**Unit 1: Introduction**

1.1 Nature and facets of organizational psychology, Contribution of other social science subjects to organizational psychology.

1.2 Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach.

1.3 European contribution and contemporary scenario: Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations.

1.4 Organizational Psychology in the Indian context: Replication, disenchantment and integration.



## **Unit 2: Employees Motivation and Employees Job Attitudes**

2.1 Nature of Work motivation, five key concepts (Behavior, performance, ability, situation and motivation), The role of self-esteem, intrinsic motivation and need for achievement in the development of motivation.

2.2 Theories of Work motivation: Content theory (Maslow, Herzberg), Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self-Regulation theory. Integration of theories.

2.3 Perception and Attitude: Understanding perception. Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, Employee engagements and Organizational justice. Psychological Contract: Development and Breach.

2.4 Indian Scenario: Nishkaam Karm, Giving Theory of motivation, Work Values (Sinha, 1990), Content and process theory of work motivation from Islamic perspective.

## **Unit 3: Leadership and the Influence process**

3.1 Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness.

3.2 Theoretical Approaches: Trait approach, Behavioral approach, Power and influence approach, Leader-Member Exchange theory.

3.3 The Situational Approach: Fiedler Hersen, Blanchard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership. The Implicit leadership theory.

3.4 Indigenous Theories: Performance-Maintenance theory, Nurturant Task participative (NT-P) Model of Leadership, Consultative Style of Management, Pioneering-Innovative Theory of Leadership.

## **Unit 4: Group Behavior, Teams and conflicts**

4.1 Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norm's formation and group cohesiveness.

4.2 Factor Affecting group performance: Homogeneity of group, stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition.

4.3 Co-operation, competition and co-opetition, conflicts and its management, Negotiation process.

4.4 Team Work: Genesis, teams and groups, cultural influences on team work: Teams in the Indian context and Building teams in the Indian organization.

#### **Course Learning Outcomes (CLO's):**

**CLO1:** To Provide insight knowledge about understanding the management of organization.

**CLO2:** To understand Employees Motivation and employees Job satisfaction.

**CLO3:** To Understand Leadership and the influences process.

**CLO4:** To Understand Group Behaviour, teams and conflicts.

#### **Text & Reference Books**

- Pareek, U. (2007). Understanding Organizational Behaviour: New Delhi: Oxford University Press.
- Sinha, J. B. P. (2008). Culture and organizational behaviours. New Delhi, India: Sage Publication.
- Pareek, U., & Gupta, R. K. (2010). Organizational Psychology: New Delhi: Tata McGraw Hill.

- Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston: Cengage Learning.

**Assessment Methods:** (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYB - 502**

**Course Name: Positive Psychology**

**Course Credit Hour: 4**

**Total Contact Hour: 60**

**Course objectives:**

- To recognize what contributes/does not contribute to happiness.
- To recognize the role of positive emotions and traits in enhancing happiness.
- To understand the right kind of vocation, relationship, and values in life that enhances one's well-being.
- Explain the main concepts and scope of positive psychology, including the three pillars in positive psychology
- Identify the major contributors in positive psychology
- Evaluate assessment measures and inventories developed by positive psychologists
- Apply the main dimensions and practices of well-being
- Critique the major research on the principles and practices of positive psychology

**Course Description:**

Positive Psychology is the scientific study of the individual characteristics and environmental conditions that allow human beings to flourish. This course takes an empirical and experiential approach to helping individuals understand and use course content to enhance their lives and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organizations to thrive. This rapidly growing field is shedding light on what makes us happy, the pursuit of happiness, and how we can lead more fulfilling, satisfying lives. The course focuses on the psychological aspects of a

fulfilling and flourishing life. Topics include happiness, self-esteem, empathy, love, achievement, creativity, music, spirituality, well-being, positive emotions and thinking, character strengths and virtues, motivation and self-control, resilience and post-traumatic growth, and healthy relationships and institutions.

## **Course Contents:**

### **Unit 1: Introduction**

- 1.1. Positive psychology: Meaning, definition, assumptions and goals; Relation with other fields.
- 1.2. Meaning and measures of happiness and well-being: Hedonic and eudaimonic traditions.
- 1.3. Indian perspectives and positive psychology.

### **Unit 2: Happiness & Wellbeing**

- 2.1 Happiness: Concept & Definitions
- 2.2 Happiness and the facts of life: Gender, love, marriage, close relationships and others.
- 2.3 Happiness across the life span: Happiness and well-being across culture and nationalities.

### **Unit 3: Emotions, personality, traits and well-being**

- 3.1 Positive emotions and well-being.
- 3.2 Cultivating positive emotions
- 3.3 Positive traits: Personality, emotions, and biology.
- 3.4 Positive beliefs and illusions.

### **Unit 4: Virtues, character strengths and well-being**

- 4.1 Classification of human virtues.
- 4.2 Wisdom as a foundational strength and virtue; Character strengths and health.
- 4.3 Religion, spirituality and transcendence.

#### 4.4 Religion and virtues: Buddhism, Confucianism, Islam, and Hinduism.

##### **Course Learning Outcomes (CLOs):**

**CLO 1:** Appreciating and understanding the meaning and conceptual approaches to happiness and well-being.

**CLO 2:** Being able to locate the diversity in the experiences of happiness with individual's life span and across different domains.

**CLO 3:** Learning the various pathways through which positive emotions and positive traits contribute to happiness and well-being.

**CLO 4:** Being able to identify the key virtues and character strengths which facilitate happiness and well-being.

##### **Text & Reference Books:**

- Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson.
- Kumar, U., Archana, & Prakash, V. (2015). Positive psychology – Applications in work, health and well-being. Delhi & Chennai, India: Pearson.
- David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.
- Husain, A., & Saeeduzzafar. (2011). Islamic virtues and human development. New Delhi, India: Global Vision Publishing House.
- Joseph, S. (Ed.) (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. Hoboken, NJ: John Wiley & Sons.

- Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology. New York: Oxford University.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%

**Course code: PYB-503**

**Course Name: Research Methodology**

**Course Credit Hour: 4**

**Total Contact Hour : 60**

**Course Objectives:**

- To educate students with the process and the methods of quantitative and qualitative psychological research traditions.
- Articulate the value of the scientific method and evidence-based inquiry, as compared to other forms of inquiry
- Use scientific reasoning to interpret, design, conduct, and critique basic psychological research, using concepts such as: research design; reliability; validity; sampling; and, appropriate statistics and their graphical representation
- Apply the ethical principles that behavioral sciences use
- Demonstrate information literacy, including how to find psychology sources and how to evaluate the quality of the source and effectively summarize the information that is accessed
- Demonstrate competence in writing using APA style, including the ability to write a cogent scientific argument, present information using a scientific approach, and develop a research proposal

**Course Description:**

This course is to help students fully understand basic concepts and techniques of social science empirical research and to stimulate their interests to learn more about the different component



and process of research. At the end of the course, students will be not only equipped with basic analytical techniques, but also able to plan their own empirical research.

### **Course Contents:**

#### **Unit 1: Basics of Research in Psychology**

- 1.1. Definition and Nature of Psychological Research.
- 1.2. The Goals and Purpose of Psychological Research.
- 1.3. Paradigms of Research.
- 1.4. Ethics in Psychological Research.

#### **Unit 2: Psychological testing & Sampling**

- 2.1. Concept of Population and Sample
- 2.2. Probability & Non probability sampling methods.
- 2.3. Characteristics of a test – standardization, reliability, validity, norms.
- 2.4. Principles of Good Research.

#### **Unit 3: Methods of Data Collection**

- 3.1. Case study, Interview & Focus group discussion.
- 3.2. Observation, Experiment, Survey & Field Research.
- 3.3. Survey Methods: Sampling, Questionnaire and Interview
- 3.4. Use of Secondary Data.

#### **Unit 4: Problem, Hypothesis & Research Traditions**

- 4.1. Formulating a problem & developing a testable research question.
- 4.2. Research hypothesis.

#### 4.3. Comparing Quantitative & Qualitative.

#### 4.4. Steps in a Research.

#### Course Learning Outcomes (CLOs):

**CLO 1 :** To sensitize the students towards the concept and pedagogy of social science research.

**CLO 2:** To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.

**CLO 3:** To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis and the method of writing a scientific research document.

**CLO 4:** To equip the students for formulating and conducting a relevant research.

#### Text & Reference Books:

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Krishnaswami, O., R. & Ranganathan, M. (2014). Methodology of Research in Social Sciences, Mumbai: Himalaya Publishing House PVT. LTD.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.

- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%

**Course Code: PYB-P5**

**Course Name: Psychology Practicum**

**Course Credit Hour: 2Hr**

**Total Contact Hour: 30**

### **Course Objectives:**

This practicum introduces the conceptual and theoretical basis of personality testing and of various psychological and behavioural attributes in school, clinical or organizational setting, and thus familiarize the students with the application of psychological tests in professional setting.

### **Course Description:**

Through these experiences students will be contributing to their professional growth in becoming a competent school psychologist. Practicum students can expect to assist in serving various student populations, families, care providers, and school personnel (i.e., teachers, counselors, others).

### **Course Content**

1. Objective tests in personality testing: 16PF/NEO-PI/EPQ
2. Projective tests: Draw -a-person test (DAPT)
3. Anxiety Scale: IPAT Anxiety Scale
4. Youth Problem Inventory
5. Rey Osterieth Complex Figure test (ROCFTT)

### **Course Learning Outcome**

**CLO 1:** Intellectual skills. With this type of learning outcome, the learner will understand concepts, rules or procedures. ...

**CLO 2:** Cognitive strategy. In this type of learning outcome, the learner uses personal strategies to think, organize, learn and behave

### **Text & Reference Books**

- Anastasi, A. & Urbina, S. (1977). Psychological testing. N J: Practice Hall.
- Freeman, F. S. (1962). Theory and practice of psychological testing. New York: Kinchart & Winston
- Gregory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues (6th edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2 (practical File)	--10%
Assessment – 3 (First Practical)	--10%
Assessment – 4 (Second Practical)	--10%
Assessment – 5 (Timely Submission)	--05%

**Course Code: BACBCS 501**

**Course Name: Human Rights: Theory and Practice**

**Course Credit: 3**

**Total contact hour: 55**

**Course Objectives:**

To familiarize the students to the concept, perspective and various dimensions of human rights in international and domestic context with a contemporary perspective, to enable them to become enlightened citizens in a globalized world.

**Course Description:**

The course on human rights is to bring the conceptual history of human rights, the shifts from natural rights theory to modern concept of human rights in the form of Universal Declaration of Human rights (Civil-Political rights, treaties, bill of rights). As far as theories of human rights are traced from the social-contract theorists of the state like Lock, Rousseau, Hobbes, Thome Paine and interdisciplinary approaches to study the different dimension of the concept. etc practices which is reflecting in political-legal institutions like Public institutions like Supreme Courts, legislature and at the societal level where the three generation of human rights can be analysed in a globalized world.

**Course Content:**

**Unit 1: Introduction**

- Concept of Human Rights
- Universal Declaration of Human Rights
- ICCPR, ICESR & the Bill of Rights
- Classification of Rights

**Unit 2: Human Rights Treaty Bodies**

- Explanation of human rights treaty bodies.
- The functioning of human rights treaty bodies.
- How to access and work with the human rights treaty bodies

- Universal Human Rights Index

### **Unit 3: Human Rights in India**

- Human Rights and Constitutional Provisions - Preamble, Part III & IV
- Fundamental Duties
- Judicial Activism
- Rule of Law

### **Unit 4: Contemporary Perspectives**

- An Overview of the Criminal Justice System
- Public Interest Litigation
- Role of the National Human Rights Commission
- Role of National Commission of Women

### **Course Learning Outcomes (CLO's):**

**CO1.** To be aware about the theoretical and practical dimension of the human rights particularly in the post-cold war world.

**CO2.** To provide the students an understanding the shift from natural rights to the modern concept of human rights particularly after the Second World War.

**CO3.** To make an aware to the students about an institutional mechanism of the protection and promotion of human rights at domestic and international level.

**CO4.** The concept is useful and relevant in the globalised world because consequences of the forces of globalization sometimes the direct relationship with the violation of the basic rights or human rights of vulnerable sections of the society 'in the interconnected and interrelated' world. Therefore, to understand and explain the issues from contemporary perspective.

### **Suggested Readings:**

- Office of the High Commissioner for Human Rights, *Human Rights: A Basic Handbook for UN Staff, UNHCR*.
- Malcolm Neil, "Human Rights and Political Wrongs: A new approach to Human Rights law", *Policy Exchange, 2007*

- Flowers Nancy et al, “*The Human Rights Education Handbook Effective Practices for Learning, Action and Change* (Human Rights Education, University of Minnesota) 2000.
- Durga Das Basu – *Human Rights in Constitutional Law*, New Delhi, Prentice Hall of India, 1984
- Rajinder Sachar – *Human Rights, Perspectives & Challenges*, New Delhi, Gyan Publishing
- Ashwani Kant Gautam – *Human Rights & Justice System*, New Delhi, APH Pub, 2001
- Awasthi – Law relating to protection of Human Rights, New Delhi – Orient – 2009.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>



**Course Code: PYB-601**

**Course Name: Clinical Psychology**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To get acquainted with the professional activities and employment setting for clinical psychologist.
- To get acquainted with the competence's models in clinical Psychology.

**Course Description:**

Clinical psychology is a broad branch of psychology that focuses on diagnosing and treating emotional, mental, and behavioral disorders. Few of the more common disorders that may be treated include learning disabilities, substance abuse, eating disorders, depression, and anxiety.

**Course Contents:**

**Unit 1. Introduction**

- 1.1. Definition of Clinical Psychology, Historical development of Clinical Psychology in India.
- 1.2. Professional Activities of Clinical Psychologists.
- 1.3. Clinical psychology in practice, Employment settings for Clinical Psychologists.
- 1.4. Ethics and values of the profession.

**Unit 2. Diagnostic Techniques**

- 2.1. Nature and purpose of clinical diagnosis and assessment.
- 2.2. Behavioural assessment and case study.
- 2.3. Psychological Assessment: Interviewing and Observing behaviour.

#### 2.4. Cognitive and Personality Assessment.

### Unit 3. Competencies and Models in Clinical Psychology

#### 3.1 The core competencies: Assessment, Formulation, Intervention, Evaluation,

Communication/consultation, and service delivery, leadership

#### 3.2 Therapeutic Models: Behavioural approaches, cognitive therapy and cognitive-Behaviour

therapy, Psychodynamic therapy, Systemic and group approaches, Eclectic and integrative approaches.

### Unit 4. Approaches to Therapy

#### 4.1. Psychoanalytic Therapy

#### 4.2. Rogers Client Centred Therapy

#### 4.3. Guru-Chela relationship

#### 4.4. Logo therapy: Vedantic Approach

### Course Learning Outcomes (CLO's):

**CLO1.** To get acquainted with the professional activities and employment setting for clinical Psychologists.

**CLO2.** To train students how to do clinical diagnosis by using different methods.

**CLO3.** To get Acquainted with the competence models in clinical psychologists.

**CLO4.** Eastern approaches to therapy and their effectiveness in the treatment of psychological disorders'

### Text & Reference Books

- Korchin, S. J. (1986). Modern Clinical Psychology. Delhi: CRR Publishers and distributors.

- Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.
- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology. Delhi: Pearson
- Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.

**Assessment Methods:** (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYB-602**

**Course Name: Counselling Psychology**

**Course Credit Hour: 4**

**Total Contact Hour: 60**

**Course Objective:**

- To develop an understanding of basic concepts, processes, and techniques of counselling
- To acquaint the learner with the challenges of counselling the special groups in need of counselling.

**Course Description:**

The programmed aims to provide a good, basic grounding in the psychology of lifespan development and major psychological theories of personality and their application to counselling. The course includes basic counselling skills and group facilitation of personal development

**Course Contents:**

**Unit 1: Introduction**

1.1 Concept, history and recent trends in counseling (e-counseling; tele-counselling)

1.2 Distinction between Guidance & counseling

1.3 Status of Counseling Psychology in India

1.4 Ethical and legal aspects of counseling

## **Unit 2: Counseling Process**

2.1 Building a counseling relationship

2.2 Virtues and traits of an effective counselor

2.3 Goals and Stages of Counseling process

2.4 Role of Psychological testing and assessment in counseling

## **Unit 3: Approaches and techniques of Counseling**

3.1 Person-Centered/ Humanistic Approach

3.2 Existential Approach

3.3 Behavioristic Approach

3.4 Cognitive Approach

## **Unit 4: Domains of Application**

4.1 Child and Parental counseling

4.2 Counseling the Aged

4.3 Substance Abuse Counseling

4.4 Crisis intervention: Suicide or Grief reaction, disability

## **Course Learning Outcomes (CLO's):**

**CLO1.** To develop an understanding of basic concepts, processes, and techniques of counselling.

**CLO2.** To acquaint the learner with the challenges of counselling the special groups in need of counselling.

### **Text & Reference Books**

- Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy. Theories and Interventions (4th Edition). Delhi: Pearson Education, Inc.
- Corey, G. (2009). Counseling and Psychotherapy. Theory and Practice. Delhi: Cengage Learning India Private Limited.
- Kottler, J.A., & Shepard, D.S. (2008). Counseling. Theories and Practices. New Delhi: Brooks/Cole Cengage Learning.
- Patterson, L.E., & Welfel, E.R. (2000). The Counseling Process (5th Edition). Bangalore: Eastern Press Ltd.

**Assessment Methods:** (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment(MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYB-603**

**Course Name: Forensic Psychology**

**Course Credit Hour: 4**

**Total Contact Hour: 60**

**Course Objectives:**

- Help students learn the roles of forensic psychologists, the psychologists in court, eyewitness testimony and false confession as the central issue in forensic psychology.
- Students will also learn about the methods of offender profiling in different stages.

**Course Description:**

The forensic psychology course will explore the application of psychological science to legal matters. Special attention will be given to developing an understanding of the most prevalent mental disorders that are encountered in forensic evaluations and how forensic psychologists assist judges and juries in determining criminal responsibility and punishment. Students will learn about the insanity defense, capital murder and the death penalty, and competency to stand trial. Additional topics to be covered include the psychological underpinnings and motivations for sexual offenses, murder, and repeated criminal behavior.

**Course Contents:**

**Unit 1: Introduction**

- 1.1 Defining forensic psychology
- 1.2 History of forensic psychology
- 1.3 **The roles of the Forensic Psychologist: Clinical and Experimental**
- 1.4 Relation with other field of Psychology

## **Unit 2: The Psychologist in Court**

- 2.1 Expert evidence, Forensic reports
- 2.2 Pre-trial preparation in legal system
- 2.3 Forensic portfolio
- 2.4 Examination in chief, Cross Examination

## **Unit 3: Eyewitness Testimony and False Confession**

- 3.1 Concept & studies of Eyewitness
- 3.2 The accuracy of witness evidence
- 3.3 Eyewitness evidence in court
- 3.4 Consequences and types of false confession

## **Unit 4: Profile Analysis**

- 4.1 Nature of profiling work
- 4.2 FBI Profiling –
  - 4.2.1 Stage 1: Data assimilation stage;
  - 4.2.2 Stage 2: Crime scene classification;
  - 4.2.3 Stage 3: Crime scene reconstruction;
  - 4.2.4 Stage 4: Profile generation
- 4.3 Statistical/Actuarial profiling

## **Course Learning Outcomes (CLOs):**

**CLO 1:** Being able to conceptualise forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.



**CLO 2:** Developing an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.

**CLO 3:** Understanding the roles of forensic psychologists and psychologists in court, and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.

**CLO 4:** Developing a working knowledge and understanding of the basic theory and methods of investigation used in forensic psychology with an emphasis on crime scene analysis and forensic psychological tools.

**CLO 5:** Learning about the forensic interviewing with the help of advanced tools used in crime investigation.

**CLO 6:** Demonstrating ability to developing offender or criminal profiling

**CLO 7:** Demonstrating working knowledge of forensic report writing and providing psychological consultancy in forensic setting.

**Text & Reference Books:**

- Batchman, R., & Schutt, R. K. (2008). *Fundamentals of research in criminology and criminal justice*. London: Sage.
- Wrightsman, L. S. & Fulero, S. M. (2008). *Forensic psychology* (3<sup>rd</sup> Ed.). Belmont, CA: Wadsworth Publishing Co.
- Haward, L. (1981). *Forensic psychology*. London: Batsford Academic and Educational Ltd.
- Howitt, D. (2002). *Forensic and criminal psychology*. New Delhi, India: Prentice Hall.

- Loftus, E. F. (1996). *Eyewitness testimony: With a new preface*. Cambridge, MA: Harvard University Press.
- Ross, F. D., Read, D. J., & Toglia, M. P. (1994). *Adult eyewitness testimony*. New York: Cambridge University Press.
- Webb, D. (2013). *Criminal profiling: An introductory Guide*. UK: Independent Publishing Platform

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%

**Course Code: PYB- 604**

**Course Name: Dissertation/Project**

**Course Credit Hour: 4**

**Total Contact Hour: 64**

## **DISSERTATION/FIELD WORK**

### **Course Objectives:**

The paper aims to develop reasoning skills among students that will allow us to solve problem successfully and in a stipulated time frame. It is a unique approach to develop their critical thinking. The students are encouraged to become not just passive learners and note-takers, but rather critical thinkers.

Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

### **Course Description:**

Supervisors will offer projects in a range of areas of psychological research, which could at any given time, include qualitative or experimental studies, surveys, or meta-analyses. Subject to availability, students will be asked to indicate their preferences of topics/supervisors.

Students will write a literature review on the topic of the research to be done; a draft of this review, which will eventually form the Introduction of the final report, will be submitted towards the end of semester, with formative feedback.

In the second part of the course, the students will, with the guidance of the supervisor, develop

their research design, and then conduct the research. A draft of the complete report, including detailed methods, results, and a discussion, will be submitted mid-semester, and students will receive formative feedback on the draft from their supervisors prior to the assessment due date. The final assessment will consist of a complete report in journal article format (including discussion), together with a brief document outlining how previous feedback has been addressed (this is similar to the process of peer review for journal articles).

The synopsis should include the following –

1. Title of Project Report
2. Introduction
3. Review
4. Problems of Research
5. Objectives of Research
6. Research Methodology
7. Discussion & Conclusion
8. References
9. Appendix

### **Source Material and References**

Presenting your own ideas in a Project or Dissertation is acceptable and even encouraged.

However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases

Finally, students will present their research orally at Viva held towards the end of semester.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit.

**Course Learning Outcomes (CLOs):**

**CLO 1:** The ability to design and conduct an original piece of research; to be able to make a clear link between the existing literature and the experimental hypothesis under test;

**CLO 2:** To be aware of any ethical issues which may arise from the work.

**CLO 3:** Develop skills in structuring and writing a critical literature review.

**CLO 3:** To plan a major piece of research, and to recruit and test participants within the time limits;

**CLO 4:** To succinctly report results and wherever appropriate use correct statistical procedures;

**CLO 5:** To discuss results obtained in relation to the existing literature.

**Reference:** Latest APA manual for dissertation.

**Evaluation: 1.** Institution

- Quality
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfilment
- Data collection ability in the field (if any)
- Scope of Implementation.

Marks-60

**2.** Board of Examiners

Viva-voce Examination

Marks-40

**Total 100**

**Assessment method :** (Continuous Internal Assessment = 60% , Final Examination = 40%)

Attendance	-- 05%
Dissertation File	--10%
Presentation	--10%
Content	--10%
Research Design	--10%
Timely Submission	--05%
Quality	--05%
Scope of Implementation	--05%

**COURSE CODE: BABCS 601**

**Course name: Gender and Women Studies in India**

**Course credit: 3**

**Total Course hour: 55**

**Course Objective:**

To introduce the basic concepts of gender & women studies and to understand gender as an element of social, political, economic and legal structures as well as individual identities, critically interrogating understandings of gender divisions as natural or socially constructed.

**Course Description:**

The course will enable the student:

- To acquaint the student with the concept of gender and to promote an international approach to the study of gender.
- To acquaint the students with the difference between sex and gender and their nuances.
- To make them aware of different trends in gender and LGBTQ Studies.
- To give them exposure to a wide range of language to navigate through gender biases prevalent in the society.
- To acquaint students with the concept of gender violence.

**Course Contents**

**Unit 1: Concept of Gender Studies**

- Gender Studies - Concept, Nature, Scope and Relevance
- Evolution of Gender Studies
- Gender sensitization
- Gender Studies/ Women Studies

## **Unit 2: Basic Concepts in Gender Studies**

- Differences between Sex and Gender
- Gender roles
- Patriarchy
- Socialization- Gendering

## **Unit 3: Underlying Philosophy of Gender Studies**

- Feminism Perspectives
- Meaning of Feminism
- History of Feminism
- Feminist Theories – Liberal, Radical, Marxist, Socialist approaches.

## **Unit 4: Gender Inequality and its Impacts**

- Concept of Gender Inequality – in Family, Education, Culture, Religion and Health.
- Gender based violence- Foeticide, infanticide, domestic violence.
- **Commodification of women's bodies**
- **Representation of women in media.**

### **Course learning outcome:**

CLO1: Students will be able to know about the various dimensions of gender and sex.

CLO2: Students will gain knowledge about different types of gender violence and commodification.

CLO3: Students will learn about representation of women in media.



CIO4: Students will be sensitized towards various nuances of gender.

### **Suggested Readings**

- Women's Work Health and Empowerment, P-82-99, Anjali Gandhi (Ed.), Aakar Books, New Delhi, 2006.
- What is Feminism? Juliet Mitchell and Ann Oakley (Ed): Oxford Blackwell, 1986.  
Contemporary Feminist Theories: Stevi Jackson & Jackie Jones (Ed.), Edinburgh University Press.
- Sex, Gender and Society: Oakley, Ann, Gower Publishing Company, England, 1985
- 50 Key Concepts in Gender Studies: Pilcher, J. & Whelehan, 1, Sage Publications India Pvt. Ltd, New Delhi, 2005.
- Gender Studies- A Primer: V. Kadambari, RGNIYD, Sriperumbudur, Tamilnadu, 2009.
- The Polity Reader in Gender Studies; Polity Press, Black well Publishers Ltd., Cambridge, 2002
- A Companion to Gender Studies, Essed, Philomena et .al (Ed), Blackwell Publishing, USA, 2005
- Patriarchy: Theorising Feminism, Geetha V, STREE, Calcutta.

**Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%**

Assessment 1: Attendance	05%
Assessment 2: Assignment	10%
Assessment 3: Mid Term	20%
Assessment 4: Presentation	05%
Total Internal Assessment:	40

**NOIDA INTERNATIONAL UNIVERSITY**



**SCHOOL OF LIBERAL ARTS**  
**DEPARTMENT OF PUBLIC ADMINISTRATION**  
**BACHELOR OF ARTS**

## **PREAMBLE**

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

The following objectives would be achieved from the framework:

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

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

- To understand and analyze policies, programs, problems, and issues and make pertinent recommendations
- To promote familiarity with the substantive character of, and problems in the implementation of specific areas of public policy.
- The main objective of the programme is to impart the students the important skills like conceptual, entrepreneurial, and analytical skills for the acquisition of academic theory and skills to foster an ethical and enduring commitment to the public service values of serving the public interest with accountability and transparency.
- To encourage students to acquire knowledge, skills and capabilities arising from the need for a more efficient and effective public administration
- To equip the students for seeking suitable employment ability
- To impart knowledge and develop understanding of research methodology and its application for research relevant to problems of governance.

### **Learning Outcomes based Curriculum Framework (LOCF) for Public Administration under CBCS**

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

This kind of all-round transformation has created the need for well informed and proficient manpower for discharging regulatory responsibilities and delivering a set of quality services to the

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

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

The learning outcomes-based approach implies that when an academic program is planned, desirable learning outcomes are identified and considered in the formulation of the program. Course contents, learning activities and assessment types are designed to be consistent with the achievement of desired learning outcomes. The learning outcomes are in terms of knowledge, professional attitude, work ethics, critical thinking, self-managed learning, adaptability, problem solving skills, communication skills, interpersonal skills and group/team work. At the end of a particular course/program, assessment is carried out to determine whether the desired outcomes are being

achieved. This outcome assessment provides feedback to ensure that elements in the teaching and learning environment are acting to nurture, with the aim to facilitate the desired outcomes. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes which in turn help not only in curriculum planning and development, but also in delivery and review of the academic program.

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

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

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

- Students will be able to differentiate between public and private administration.
- Students will be able to evaluate the origin of public administration as a discipline.
- Students will be able to examine the contribution of Elton Mayo, Herbert Simon, and F.W. Taylor on the development of administrative thought and their influence on the structure and process of administrative organizations.
- Students will be able to differentiate between the agencies of government based on their work and nature.
- Students will also be able to evaluate the conditions of decision-making, types and decision making.
- The students will be able to evaluate the interrelatedness of all the different aspects of government business, including their local, regional and international dimensions with special emphasis on efficiency and effectiveness.

- Students will be able to explain structures and process of public organizations and how they are managed within the context of national and international government business practices, economic and political organizations which form the business environment
- Students will be able to explain communication process, types and barriers in public organizations.
- **Learning Specific Outcomes**
- Some distinct and new learning outcomes have been incorporated from each course such as to:
  - To provide the students a deeper and broader understanding of the subject.
  - To encourage students to acquire knowledge ,skills and capabilities arising from the need for a more efficient and effective public administration.
  - To enhance their research ability to add new thinking and concept into its body of knowledge.
  - To equip the students for seeking suitable employment ability.
  - To impart knowledge and develop understanding of research methodology and its application for research relevant to problems of governance.
  - Use ethical leadership in transparent, accountable decision making for the common good.

## **COURSE STRUCTURE**

The aims of B A (Hons.) Public Administration are achieved by Core (Foundation) Courses and Elective (Specialization) Courses. The Core Courses are essential to provide basic knowledge of a discipline and framed to promote common educational premises for the same. The specialized courses, on the other hand, allow the students to acquire knowledge in various specializations and subject combinations as per the CBCS requirements. The courses are planned in a manner that the generic or foundational courses along with courses focusing on skill, with a wide range of

application, are covered during the first two years of the undergraduate program. Specialized courses to prepare students to build professional competence can be introduced in later semesters. It is pertinent to understand that the educational institutions in India have varied level of physical infrastructure, faculty strength, academic resources and availability of expertise; therefore, the basket of courses or specialized courses of discipline to be offered to students would vary from institution to institution. Efforts need to be made to provide diversity of courses and specializations in order to develop necessary skills to enhance employment opportunities. The courses under CBCS are designed to have a strong interface between regular and online learning modes, thereby, actively utilizing national knowledge network resources. It is expected that the faculty would utilize both virtual and physical class rooms through video lectures, small group discussions, tutorials and individual presentations. Community engagement may be incorporated through socially driven small scale research projects, workshops, field training exercises and simulations utilizing currently available knowledge systems and technological facilities. The credit system used in this curriculum requires 40- 50 hours (minimum) of active academic engagement for one course in one semester.

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

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



### **Outline of Choice Based Credit System:**

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

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

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

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

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

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

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

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

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

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

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

### 1<sup>st</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BPA-101	Elements of Public Adm.	3	1	0	4	40	60	100
2	BPA-102	Principles of Organization & Management	3	1	0	4	40	60	100
3		Subsidry-1	3	1	0	4	40	60	100
4		Subsidry -2	3	1	0	4	40	60	100
5		Generic Elective	3	0	0	3	40	60	100
6	EVSB-101	Environmental Studies-1	2	1	0	3	40	60	100
		Total				22			600

### 2<sup>nd</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BPA - 201	State & Govt.	3	1	0	4	40	60	100
2	BPA - 202	Administrative Thinkers	3	1	0	4	40	60	100
3		Subsidry-1	3	1	0	4	40	60	100
4		Subsidry-2	3	1	0	4	40	60	100
5		Generic Elective	3	0	0	3	40	60	100
6	EVSB-201	Environmental Studies – II	2	1	0	3	40	60	100
		Total				22			600

### 3<sup>rd</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total

1	BPA - 301	Indian Constitution & Administration	3	1	0	4	40	60	100
2	BPA - 302	Public Personnel Adm.	3	1	0	4	40	60	100
3		Subsidry-1	3	1	0	4	40	60	100
4		Subsidry-2	3	1	0	4	40	60	100
5	GEB-301	General English	2	1	0	3	40	60	100
6		Generic Elective	3	0	0	3	40	60	100
		Total				22			600

#### 4<sup>th</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BPA - 401	Public Policy	3	1	0	4	40	60	100
2	BPA - 402	Financial Administration	3	1	0	4	40	60	100
3		Subsidiary-1	3	1	0	4	40	60	100
4		Subsidiary-2	3	1	0	4	40	60	100
5	BABC -401:	Business Communication	2	1	0	3	40	60	100
6		Generic Elective	3	0	0	3	40	60	100
		Total				22			600

#### 5<sup>th</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BPA - 501	Local-Self Govt. and Administration	4	1	0	5	40	60	100
2	BPA - 502	Evolution of Geographical Thought	4	1	0	5	40	60	100
3	BPA - 503	Fundamental of (GIS & GPS )	4	1	0	5	40	60	100

4	BPA-504	Research Methods and Techniques	4	1	0	5	40	60	100
5	BACB CS-501	Human Rights; Theory and Practice	2	1	0	3	40	60	100
6		Generic Elective	3	0	0	3	40	60	100
		Total				22			600

**6<sup>th</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	BPA - 601	International Administration	4	1	0	5	40	60	100
2	BPA - 602	Issues in Pub. Ad.	4	1	0	5	40	60	100
3	BPA - 603	Citizen & Administration	4	1	0	5	40	60	100
4	BPA - 604	Project	1	2	2	5	40	60	100
5	BACB CS-601	Gender and Women Studies in India	2	1	0	3	40	60	100
6		Generic Elective	3	0	0	3	40	60	100
		Total				22			600

**Grand Total - 3600**

**Total Credits-140**

The **B.A. Honours (Public Administration)** course is divided into three parts as given below.

Each part will consist of two semesters.

Part-I	First Year	Semester I	Semester II
Part-II	Second Year	Semester III	Semester IV
Part –III	Final Year	Semester V	Semester VI

The schedule of Papers prescribed for various semesters shall be as follows:

## **General Introduction:**

- Public administration, the implementation of government policies. Today public administration is often regarded as including also some responsibility for determining the policies and programs of governments. Specifically, it is the planning, organizing, directing, coordinating, and controlling of government operations.
- Public administration is a feature of all nations, whatever their system of government. Within nations public administration is practiced at the central, intermediate, and local levels. Indeed, the relationships between different levels of government within a single nation constitute a growing problem of public administration.
- In most of the world the establishment of highly trained administrative, executive, or directive classes has made public administration a distinct profession. The body of public administrators is usually called the civil service. In the United States, the elitist class connotations historically attached to the civil service were consciously abandoned or from the early 20th century, with the result that civil servants were recognized as professionals and valued for their expertise.

## **SEMESTER –I**

### **Course Name: Elements of Public Administration**

**Course Code: BPA-101**

**Course Credit Hour:4**

**Total Contact Hour:160**

#### **Course Objective:**

- This paper will familiarize the students with the basic concepts of Public Administration in developed and developing countries. In addition, the course will also cover new areas and new developments in the field of Public Administration Particularly Good Governance, New Public Administration, etc.

#### **Course Description:**

- Students will be able to define public administration and list its nature and scope.
- Students will be able to differentiate between public and private administration
- Students will be able to evaluate the origin of public administration as a discipline.
- Students will be able to define the concepts used in administrative organization and their interdependence and interrelatedness.
- Students will be able to examine the contribution of Elton Mayo, Herbert Simon, Henri Fayol, and F.W. Taylor on the development of administrative thought and their influence on the structure and process of administrative organizations.
- Students will also be able to evaluate the conditions of decision-making, types and decision making.
- Students will be able to explain recruitment, training, and promotion processes in Indian Public Administration.

## Course Content:

### Unit I:

- **Public Administration:** Introduction.
- Meaning, Nature, Scope and Significance.
- Difference between Public and Private Administration.
- Relationship of Public Administration with other Social Sciences.

### Unit II:

#### Evolution of Public Administration:

- As a Discipline.
- New Public Administration.
- New Public Management Perspective.
- Good Governance.
- E-Governance.

### Unit III:

#### Principles of Organization:

- Hierarchy; Unity of Command.
- Span of Control.
- Centralization and Decentralization.
- Delegation; Supervision & Control.

## **Unit IV:**

### **Administrative Behavior:**

- Decision - Making, Leadership: Meaning and Characteristics.
- Motivation & Communication:
- Significance in Organization and Administration.

### **Course Learning Outcomes (CO's):**

**CO1.** To familiarize student about the conceptions of Administration.

**CO2.** To develop an understanding of the difference between Public and Private Administration.

**CO3.** To develop an understanding of the different aspects of a Thinkers and their contributions.

**CO4.** To acquaint them with respect to the role of different agencies in the healthy development of administration.

### ***List of Readings:***

1. Avasthi, A & Maheshwari, S. R. 2006. Public Administration. (Hindi & English)  
Lakshmi Narain Aggarwal: Agra.
2. Bhattacharya, Mohit. 1987. Public Administration- Structure, Process and Behaviour.  
The World Press Private Ltd.: Calcutta.
3. Bhattacharya, Mohit. 2007. Public Administration. The World Press Private Ltd.:  
Calcutta.
4. Puri, K.K. 2006. Elements of Public Administration. Bharat Prakashan: Jalandhar.
5. Laxmikanth. M; Public Administration; Published by McGraw Hill.



Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%



## **Course Name: Principles of Organization & Management**

**Course Code: BPA-102**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- The objective is to provide an understanding of basic concepts and principles of management. The aim is to inculcate the ability to apply multifunctional approach to Organizational objectives.

### **Course Description**

- To understand the importance of Public Administration.
- To apply the principles of learning and teaching in Education.
- To foster all- round growth and development of the students.
- To organize the Skills of teaching experiences on teaching different school subjects.
- To develop problem solving behavior in Education.
- To understand the role of home, school and community in shaping the personality of the learner, and develop an amicable home-school relationship for mutual benefit.
- To undertake investigatory projects and action research to improve the students.

## Course Content:

### Unit I:

- **Management:**
- Meaning, Nature, Scope, Significance.
- Concept and Function.
- Management and Public Administration.
- Levels of Management.

### Unit II:

- **Theories and Principles of Organization and Management**
- Organizational Types.
- Office Management: Meaning.
- Functions of Office Management.

### Unit III:

- **Staffing:**
- Meaning, Recruitment.
- Meaning and Types.
- Importance, Selection: Meaning.
- Types, Training: Types, Transfer.
- Meaning and Types.
- Performance Appraisal.

#### **Unit IV:**

- **MBO (Management by Objective).**
- **O&M (Operation & Maintenance).**
- **Work-simplification.**
- **Automation and work Study.**

#### **Course Learning Outcomes:**

- To familiarize student about the conceptions of Administration.
- To develop an understanding of the difference between Public and Private Administration.
- To develop an understanding of the different aspects of a Thinkers and their contributions.
- To acquaint them with respect to the role of different agencies in the healthy development of administration.

#### ***List of Readings:***

1. Essentials of Management – Koontz, O'Donnell & Weihrich (Tata McGraw), New Delhi
2. S.S. Khanka, Organizational Behaviour, S. Chand Publication.
3. Principles of Management – Stoner & Freeman.
4. Principles & Practices of Management - L.M. Prasad.
5. Management Principles-C. B Gupta.
6. K. Ashwathappa, Organizational Behaviour, Tata McGraw Hill.

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **EVS-101: Environmental Studies-I**

### **Course Objective:**

- The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.

### **Unit 1: Introduction to Environmental Studies**

- Definition, Concept, Importance of environment, components of environment atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance; Concept of sustainability and sustainable development.
- Environmental Education and Awareness.

### **Unit 2: Ecosystems**

- Ecosystem, Structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession
- Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem (Pond, Lake, stream, rivers, oceans)

### **Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- Land Resources and land degradation, soil erosion and desertification, deforestation: Causes and impacts due to mining, dam building on environment.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

### **Unit 4: Biodiversity and Conservation**

- 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.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

***List of Readings:***

1. Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
2. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
3. Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
4. Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).
5. Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196 pgs.
6. De AK, Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Center for Science and Environment (R), New Delhi.
8. Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
9. Rao MN and Datta AK, 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.



## **SEMESTER –II**

### **Course Name: State and Government**

**Course Code: BPA-201**

**Course Credit Hour:4**

**Total Contact Hour:160**

#### **Course Objective:**

- This paper attempts to familiarize the students to become informed voters, to understand their Constitutional rights, to know their responsibilities under the law and to think about how processes can be improved to benefit society. Learning about government provides a foundation for making informed choices in elections.

#### **Course Description:**

- To familiarize students about the basic features of Indian constitution.
- To develop an understanding that how union government in India works at center.
- To develop an understanding that how state government administration works at state level.
- To examine the crucial role of state governments and their subdivisions in the American federal system. Conditions for responsive, effective government.
- To acquaint them with respect to the role of different positions of administration.

## Course Content:

### Unit I:

- **State: Introduction.**
- Meaning, Elements of the State.
- Nature and Functions of the State.
- Origin of the State (Social Contract Theory: Thomas Hobbes, John Locke, JJ Rousseau),  
Sovereignty: Meaning and Types.

### Unit II:

- **Liberty: Introduction.**
- Meaning and Kinds of Liberty.
- Equality: Meaning, Features and Types.
- Justice: Meaning and Types.
- Rights: Meaning and Kinds,
- Democracy: Meaning, Characteristics and Kinds.

### Unit III: Government:

Forms of Government: Democratic and Non-Democratic, Parliamentary & Presidential, Unitary  
and Federal Organs: Legislature, Executive, Judiciary, (Functions and Role)

## **Unit IV:**

- **Political Parties:**
- **Features and Types.**
- **Elections and Electoral Reforms.**
- **Political Development.**
- **Political Culture: Definition and Types.**

### **Course Learning Outcome:**

The main learning outcome of this course will be as follows:

- Students will be able to define public administration and list its nature and scope.
- Students will be able to differentiate between public and private administration.
- Students will be able to evaluate the origin of public administration as a discipline.
- Students will be able to define the concepts used in administrative organization and their interdependence and interrelatedness.
- Students will be able to examine the contribution of Elton Mayo, Herbert Simon, Henri Fayol, and F.W. Taylor on the development of administrative thought and their influence on the structure and process of administrative organizations.
- Students will also be able to evaluate the conditions of decision-making, types and decision making.
- Students will be able to explain recruitment, training, and promotion processes in Indian

### ***List of Readings:***

1. Agarwal; R.C; Political Theory (Principles of Political Science); S. Chand Publications.
2. Jauhari; J.C; Concepts of Political Theory, New Delhi.
3. Kapur; A.C; Principles of Political Science, New Delhi.

**Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Course Name: Administrative Thinkers**

**Course Code: BPA-202**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- This paper will familiarize the students with the basic concepts and thoughts given by different thinkers. In addition, the course will also cover new areas and new developments in the field of Public Administration. The paper will also cover various theories given by various thinkers.

### **Course Description:**

- The paper attempts to familiarize the students with various aspects of social welfare in India.
- To develop an understanding that how policy, Programs and Administration is beneficial for the weaker sections.
- To acquaint them with respect to the role and functions of National commission.
- To develop an understanding that how CSWB, SHGs and International agencies work for the social welfare.

## Course Content:

### Unit I:

- **Indian Administrative Thinkers:**
- **Kautilya: Political and Economic Ideas.**
- **M.K. Gandhi: Non-violence and Truth.**
- **Dr. B. R. Ambedkar: Social Justice, Equality.**

### Unit II:

#### **The Classical School:**

- **F.W. Taylor: Principles of Management,**
- **Luther Gulick Principles of Management.**
- **Henri Fayol Principles of Management.**
- **Max Weber: Theory of Bureaucracy.**

### Unit III:

- **Human Relation School:**
- **Elton Mayo: Hawthorne Experiment.**
- **M.P. Follet: Peace & Conflict Resolution.**
- **Mc Gregor: Theory of Motivation.**

### Unit IV:

- **Behavioral School:**
- **C.I. Barnard: Informal and formal Organization.**
- **H.A. Simon; Decision Making.**
- **Abraham Maslow: Theory of Motivation.**

## Learning Outcomes:

- To familiarize student about the concepts and basic principles of organization and management.
- To develop an understanding that how decentralization is important for better functioning of administration at grass root level in a country.
- To develop an understanding of the different levels in the healthy development of administration.
- To acquaint them with respect to the role of different positions of administration.

## *List of Readings:*

- 1 D.S. Pugh, D.J. Hickson and C.R. Hinings Writers on Organizations (Harmonds Worth: Penguin, 2007).
- 2 D. Ravindra Prasad, V.S. Prasad and P. Administrative Thinkers (New Delhi: Sterling, 2008).
- 3 Peter M. Blau Bureaucracy in Modern Society (New York: Random House).

## **Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%





## **EVSB-201: Environmental Studies-II**

**Course Code: EVSB-201**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- Objective is to aim at the development of environmentally literate citizens who have the skills and knowledge and inclinations to make well informed choices concerning the environment, and who exercise the rights and responsibilities of the members of a community. It contributes to an understanding and appreciation of the environment and conservation of resources for future.

### **Unit 1: Environmental Pollution**

- Environmental pollution: types, causes, effects and controls; Air, water, soil, chemical and noise pollution.
- Solid waste management: Control measures of urban and industrial waste, Solid waste management: Control measures of urban and industrial waste.
- 

### **Unit 2: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.
- Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).
- Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context.

### **Unit 3: Human Communities and the Environment**

- Human population and growth: Impacts on environment, human health and welfares. National and International Legislations, Disaster management: floods, earthquakes, cyclones and landslides.

- Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation, Environmental communication and public awareness.

#### **Unit 4: 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.,

#### ***List of Readings:***

1. Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
2. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
3. Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
4. Clark RS, Marine Pollution, Clarendon Press, Oxford (TB).
5. Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopedia, Jaico Publishing House, Mumbai, 1196pgs.
6. Down to Earth, Center for Science and Environment (R).
7. Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.

## **SEMESTER – III**

### **Indian Constitution & Administration**

**Course Code: BPA-301**

**Course Credit Hour:4**

**Total Contact Hour:160**

#### **Course Objective:**

- This paper attempts to familiarize the students of Public Administration with the basic features of Indian Constitution, particularly those having relevance for the administrative set up in India.
- The Constitution of India defines the basic objectives and functioning of the government. It has provisions for bringing about social change and defining the relationship between individual citizen and the state. This paper also covers the administrative set up and structure at central level in addition to critical areas like Centre-State relations and generalist/specialist relationship.

#### **Unit I:**

- **British Legacies:**
- Over Indian Administration.
- Evolution of Administration in India Maurya.
- Features of Mughal Administration.
- Administrative System during British Period.
- Basic Features of Indian Administration.

## Unit II:

- **Administration at Union Level:**
- President of India: Powers and Positions.
- Prime Minister Powers and Position.
- Council of Ministers.
- Structure and Functions of the Central Secretariat.
- Cabinet Secretariat and PMO.

## Unit III:

- **State Administration:**
- The Governor: Position and Powers.
- The Chief Minister Position and Powers.
- The Council of Minister.
- Structure and Functions of State Secretariat.
- Chief Secretary.
- Directorate - Secretariat relations.

## Unit IV:

- **District Administration:**
- DM: Function & Role, Law & order.
- Development administration: CDO & BDO Functions.

- VDO & DRDA: Structure, Function & Role

- District Planning Committee (DPC).

**Learning Outcome:**

- To acquire an understanding of certain fundamental concepts of Political Science and to develop an overview of Indian Constitution and certain issues of Indian Politics.
- India's constitution is a young one in comparison to the United States or other western countries. Of course, this is because another western country, Great Britain, occupied India until the mid-20<sup>th</sup> century.
- An in-depth analysis of various basic areas of constitution is the main objective of this interdisciplinary course.
- This helps the students to strengthen their understanding of Indian Constitution and functioning of Government.

***List of Readings:***

1. Ramesh, K. Arora and R. Goyal: Indian Public Administration, Vishwa Prakashan, New Delhi, 2002.
2. Avasthi and Avasthi: Indian Administration, Lakshmi Narain Aggarwal, Agra, New Delhi, 2002.
3. S.R. Maheshwari: Evolution of Indian Administration, Agra, Lakshmi Nrain Aggarwal, 1970.
4. Hoshiar Singh: Indian Administration, Kitab Mahal, Allahabad, 2000.

**Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Public Personnel Administration**

**Course Code BPA-302**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- The syllabus of the paper attempts to familiarize the students with the concept of Public Personnel Administration, cover system in India and various aspects of Human Resource Development and Rules of Services and the Negotiation Machinery.

### **Course Description:**

- The paper attempts to familiarize the students with various aspects of social welfare in India.
- To develop an understanding that how policy, Programs and Administration is beneficial for the weaker sections.
- To acquaint them with respect to the role and functions of National commission.
- To develop an understanding that how CSWB, SHGs and International agencies work for the social welfare.
- Explain the concept of personnel administration; discuss the nature and meaning of personnel administration; highlight its evolution and development; and discuss the scope of personnel administration.



## Course Content:

### Unit I:

- **Public Personnel Administration:**
- Meaning, Nature, Scope and Significance.
- Evolution of Public Personnel Administration.
- Functions of Personnel Administration.

### Unit II:

- **Bureaucracy:**
- Meaning, Features, Types of Bureaucracy.
- Nature of Appointment.
- Generalist and Specialist Debate in Public Service.

### Unit III:

- **Classification of Services:**
- Position and Rank Classification.
- Recruitment and Recruitment Agencies.
- Training & Promotion.

### Unit IV:

- **Service Conditions and Discipline.**
- Accountability.
- Transfer: Types of Transfer Performance Appraisal.
- Retirement Benefits.

### Course Learning Outcomes:

- The paper attempts to familiarize the students with various aspects of social welfare in India.
- To develop an understanding that how policy, Programs and Administration is beneficial for the weaker sections.
- To acquaint them with respect to the role and functions of National commission.
- To develop an understanding that how CSWB, SHGs and International agencies work for the social welfare.

### *List of Readings:*

1. Kerlinger, E. David: Public Personnel Management, IIPMA, Prentice Hall Inc. Englewood Cliffs, New Jersey, 1986.
2. Government of India: Administrative Reforms Commission, Report on Personnel Administration, 1969.
3. Sinha, V.M.: Personnel Administration, RBSA, Jaipur.
4. Saxena, A.P.: Training and Development in Government (New Delhi).

### **Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **GEB-301: GENERAL ENGLISH**

### **Course Objective:**

- The overall aims of the course are to enable the learner to communicate effectively and appropriately in real life situation and to use English effectively for study purpose across the curriculum.
- Learners will be able to develop interest in and appreciation of Literature. They develop and integrate the use of the four language skills i.e. Reading, Listening, speaking and Writing. It will help revision and reinforce structure already learnt.

### **Unit -I: Grammar in Practice**

- Vocabulary
- Punctuation
- Diary Writing
- Report Writing

### **Unit- II: Writing skills**

- Précis writing
- Paragraph Writing
- Notices and Circulars

### **Unit –III: Reading and Speaking Skills**

- Stress and Intonation
- Stress-What and How
- Intonation-What and How

### **Unit – IV: Short Stories**

- “The Child” Premchand
- “The Gift of the Magi” O.Henry

**Suggested Reading:**

1. W.S. Allen, A Remedial English Grammar
2. W.S. Allen, Living English Structure
3. N. Krishaswamy, Modern English
4. H. K. Kaul, The Craft of Writing
5. Darothy M. Guinn Daniel Marder, A Spectrum of Rhetoric
6. V.R.Narayanswamy, Strengthen your Writing [Orient Longman: 1979]

## **Course Name: Public Policy**

**Course Code: BPA-401**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- This core course on Public Policy comprehensively introduces the concept and significance of public policy, the history of policy sciences and the public policy process. At the end of the course the student will have an understanding of the growth of policy sciences, the significance and different stages of the public policy process in terms of the theoretical formulations as well as the working of this process with special reference to India.

### **Course Description:**

- This course highlights the major issues of public policy, its nature and significance at present day. It also highlights the structure and process of policy making, role of political executives, bureaucracy, and judiciary in policy making. It tries to discuss various sectoral policies for the development of India.

### **Course Content:**

#### **Unit I:**

- **Public Policy:**
- **Meaning, Nature.**
- **Significance of Public Policy.**
- **Policy Analysis: Concept.**
- **Significance; Policy analysis process.**

## **Unit II: Policy Making:**

- Structures and Process.
- Role of Political Executive in Policy Making.
- Legislature Role in Policy Making.
- Bureaucracy Role in Policy Making.
- Judiciary in Role in Policy Making.

## **Unit III:**

- **Constraints in Policy Formulation.**
- Problems in Execution.
- Process of Policy Evaluation.
- Steps of Policy Evaluation.

## **Unit IV:**

- **Sectoral Policies in India:**
- Education Policy
- Health Policy
- Environment  
Policy

## **Learning Outcomes:**

- Familiarization with the concepts of development and underdevelopment.
- Understanding the basic dimensions of Development Administration.

- Focused analysis of role of bureaucracy in the development process, relationship between environment and development, voluntary association's role in development and mechanism of participatory development.
- Utility of these topics for the UGC-NET as well as civil services examinations.

***List of Readings:***

1. Miller, A., The Nature of Politics, Gerald Duckworth, London, 1962.
  2. Sapru, R.K. Public Policy, Sterling Publishers, New Delhi. (Latest Edition)
  3. Dayal, Ishwar, Kuldeep Mathur et.al., Dynamics of Formulating Policy in Government of India, Machinery for Policy Development, Delhi, Concept Publication House, 1976.
- Kothari, Rajni, Politics and People, New Delhi, Ajanta, 1989.

**Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%





## **Course Name: Financial Administration**

**Course Code: BPA 402**

**Total Contact Hour:160**

**Course Credit Hour:4**

### **Course Objective:**

- Financial Administration involves all the activities of finance and taxation. In simple words Financial Administration is an all-encompassing term for all those functions /operations having the objective to make funds and finance available to the government for its duties and responsibilities to be carried out smoothly and also all those activities that ensure the lawful and efficient use of those funds/finance.

### **Course Description:**

- The focus of this course is in the area of financial administration. We will show administrator's how to interface with accounting and finance departments, help them to understand how organization meet their financial objectives utilizing financial decision-making. This course will also explain financial tools and techniques, which can be used to help firms maximize value by improving decisions relating to capital budgeting, capital structure, and working capital management.

## Course Content:

### Unit I:

- **Financial Administration:**
- Meaning, Nature.
- Scope and Significance.
- Working of Finance.
- NITI Ayog.
- Union - State Finance Relation.

### Unit II:

- **Budget:**
- Meaning, Principles.
- Formulation / Preparation.
- Enactment and Execution.
- Deficit Financing, Performance Budgeting.
- Zero Based budgeting (ZBB)

### Unit III:

- **Financial Control Over Administration.**
- Parliamentary Control.
- Financial Committees.
- Accounting.
- Auditing and Comptroller & Auditor General of India.

## **Unit IV:**

- Tax Administration in India:
- Features.
- Public Debt.
- Public Revenue.
- Public Expenditures.

### **Course Learning Outcome:**

- Informed analysis of the conceptual framework of Development Planning and Public policy making
- In-depth understanding of planning mechanism in India, Public Sector and Economic Development, disinvestment process, issues of privatization, regulatory administration and the concept of New Public Management
- Helpful to the learners at UGC-NET, civil services and various other competitive

Examinations.

### ***List of Readings:***

1. Thavraja, M.J.K.: Financial Administration of India, Sultan Chand & Sons, New Delhi, 1994.
2. Goel, S.L.: Public Financial Administration, Deep & Deep Publications, New Delhi, 2003.
3. Gautam, P.N.: VitPrashashan, Haryana Sahitya Academy.
4. Tyagi, B.P.: Public Finance, Meerut.

**Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **BABC-401: Business Communication**

### **Course Objective:**

- This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favorable outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication. Many of the assignments are to be keyboarded.

### **Unit -I: Introduction to professional Communication**

- Definition of Communication
- Types of communication
- Channels of communication
- Barriers to communication
- General and Technical Communication

### **Unit-II: Formal and Informal Mails**

- Formal & Informal Mails
- Types of Formal & Informal Mails
- Letter writing practice

### **Unit-III: Routine Business Correspondence& Presentation Skills**

- Circulars, Memorandums, Notices, Agenda & Minutes
- Define Presentation
- Purpose of Presentation

- Audience and Locale
- Kinesics
- Paralinguistic

#### **Unit-IV: Speaking abilities enhancement& Resume Writing**

- Group Discussion
- Objectives and Types of GD
- Participation in GD
- What is a Resume
- Types of Resumes
- Writing of resumes

#### **Suggested Readings:**

- 1 Language in Thought and Action, S. I. Hayakawa.
- 2 English 2600, 3200 and 3600, Joseph C. Blumenthal.
- 3 A Message in the Bottle, Walker Percy.
- 4 How to Find Your Own Voice, Peter Porosky

## **Course Name: Local Self- Government & Administration**

**Course Code: BPA-501**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- The present paper would make the students understand the concept and rational of Rural and Urban Local Government besides tracing its history since the British era. Local government in India falls mainly under two categories: rural self-government and urban self-government. Local in rural areas is enabled by the Panchayat system of governance involving Panchayati Institutions(PRIs).
- It would help them to understand the types of Rural and Urban Local Governments and the Challenges faced by them post 73<sup>rd</sup> and 74<sup>th</sup> Amendment Act.

### **Course Description:**

- The paper attempts to familiarize the students with various aspects of social welfare in India.
- To develop an understanding that how policy, Programs and Administration is beneficial for the weaker sections.
- To acquaint them with respect to the role and functions of National commission.
- To develop an understanding that how CSWB, SHGs and International agencies work for the social welfare.

## Course Content:

### Unit I:

- **Introduction to Local Government:**
- Meaning of Local Government.
- Nature and Scope of Local Government.
- Growth and Development of Local Government.

### Unit II:

- **Rural Local Government:**
- Concept of Local Government.
- Functions of Local Government.
- Rural Development Programs and 73<sup>rd</sup> Constitutional Amendment Act.

### Unit III:

- **Urban Local Government:**
- Meaning.
- Function.
- Constitutional Amendment Acts.
- Urban Development Programs and 74<sup>th</sup> Constitutional Amendment Act.



#### **Unit IV: Forms of Government:**

- Features of Local Government in Britain.
- Features of Local Government in France.
- Features of Local Government in United States of America (USA).
- Features of Local Government in Japan.
- Features of Local Government in China

#### **Course Learning Outcome:**

- The paper attempts to familiarize the students with various aspects of social welfare in India.
- To develop an understanding that how policy, Programs and Administration is beneficial for the weaker sections.
- To acquaint them with respect to the role and functions of National commission.
- To develop an understanding that how CSWB, SHGs and International agencies work for the social welfare.

#### ***List of Readings:***

1. Puri, K.K. 1985, Local Government in India, Bharat Prakashan, Jalandhar.
2. Khera, S.S., 1974. District Administration in India: Asia Publishing House: New York.
3. Maheshwari, Shriram. 1979. State Government in India; The Macmillan Company of India limited: Delhi.
4. A. Avasthi , Municipal Administration in India.

**Assessment Methods: (Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3 (Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Course Name: Social Welfare Administration**

**Course Code: BPA-502**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- The paper attempts to familiarize the students with various aspects of social welfare in India by emphasizing on policy, Programs and Administration of the weaker sections, the administrative set up and the legislations in this area.

### **Course Description:**

- To understand the importance of Public Administration.
- To apply the principles of learning and teaching in Education. To foster all- round growth and development of the students.
- To organize the Skills of teaching experiences on teaching different school subjects. To develop problem solving behavior in Education.
- To understand the role of home, school and community in shaping the personality of the learner, and develop an amicable home-school relationship for mutual benefit.
- To undertake investigatory projects and action research to improve the system.

### **Course Content:**

#### **Unit I:**

- **Social Welfare: Administration:**
- **Concept of Welfare State.**
- **Concept and Significance of Social Welfare Administration.**
- **Social Change.**

- Social Justice.

## Unit II:

- **Social Welfare Administration at Union level:**
- Ministry of Social Justice & Empowerment.
- Structure, Function & Role; Department of Women.
- Child Development: Structure Function and Role; CSWB.
- Human Right and Human Right Commission.

## Unit III:

- **Social Welfare Administration State and District Level:**
- Department of Social Welfare Structure: Function and Role;
- Department of Women & Child Development.
- District Social Welfare Office (DSWO);
- Major Programs & Schemes.

## Unit IV:

- **Voluntary Groups:**
- Meaning and Objectives.
- Features and Role of voluntary group.
- Working & Problems of voluntary group.
- NGOs & Voluntary Groups.
- Civil Society: Concepts, Features & Components.
- Role of Self Help Groups.

**Course Learning Outcome:**

- The paper attempts to familiarize the students with various aspects of social welfare in India.
- To develop an understanding that how policy, Programs and Administration is beneficial for the weaker sections.
- To acquaint them with respect to the role and functions of National commission.
- To develop an understanding that how CSWB, SHGs and International agencies work for the social welfare.

***List of Readings:***

- 1 Ahuja, Ram; Social Problems in India
- 2 Friedlander, Walter-A &Apte, Robert Z Introduction to Social Welfare (New Delhi: Prentice Hall).
- 3 Madan, G.R. Indian Social Problems, (Vol. II: Social Work) (New Delhi : Allied Publishers Ltd. 2002, Reprint 2005).
- 4 Govt. of India, Ministry of Social Justice & Empowerment, Recent Annual Reports.
- 5 Sachdeva. D.R. Social Welfare Administration (Allahabad Kitab Mahal).

**Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%



## **Course Name: Comparative and Development Administration**

**Course Code: BPA-503**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- The coursework covers concept and significance of Development, Sustainable Development and Development Administration, how countries are characterized into developing and developed worlds, besides covering Planning, Public Enterprises, Population, United Nations, Role of Bureaucracy, Administrative Capability and People's Participation.

### **Course Description:**

- The programme is meant for the candidates from diverse aspiration backgrounds. First, the candidates who are aspiring to transform themselves to work with people through the development organizations and the bilateral and multilateral organizations. Second, candidates aspiring to enter into the civil service and other government services. Third, the candidates who want to become independent development consultants to development organizations and government departments. Fourth, the candidates who have aspiration to become researchers and teachers in the field of development administration and Public Administration.

### **Course Content:**

#### **Unit- I**

- **Comparative Administration:**
- Meaning, Characteristics.
- Formation of CAG.
- Factors Contributing to the Emergency of CPA.

- Significance of CPA.

## Unit II:

- **Approaches and Models:**
- Institutional Approach.
- Behavioral System.
- Structure-Functional Approach.
- Ecological Approach.

## Unit III:

- **Development Administration:**
- Meaning of Development Administration.
- Purpose and Characteristics of Development Administration.
- Functions & Problems of Development Administration.
- Traditional Public Administration and Development Administration.
- Riggs view on Development Administration.

## Unit IV:

- **Salient Features of the Administrative System:**
- Salient Features of United Kingdom Constitution.
- Salient Features of Indian Constitution.
- Salient Features of the United State of America Constitution.

## Course Learning Outcome:

- The scope of development administration is expanding day by day.
- Development administration aims at bringing about political, social, economic and cultural



changes through proper planning and programming, development programmes and people's participation.

- To achieve development goals, the administration constantly interacts with environment.
- It shapes the environment and is also shaped by it.
- In this section we would briefly highlight the scope of development administration.

***List of Readings:***

1. Arora, Ramesh K.; Comparative Public Administration.
2. Bhattacharya, Mohit; Social Theory and Development Administration.
3. Caiden, N. (2006). Budget issues in developing countries. In: E. E. Otenyo & N. S. Lind (Eds), Comparative public administration: The essential readings. London: Elsevier.
4. Caiden, G. E. (2005). The administrative state in a globalizing world: Some trends and challenges. ECOSOC, United Nations Organization, New York, September 2004, p. 25.
5. Thompson, V. A. (1964). Administrative objectives for development administration. Administrative Science Quarterly, 9, 91–108. (Reprinted with permission).

**Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%



## **Research Methodology**

**Course Code: BPA-504**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- To educate students with the process and the methods of quantitative and qualitative social research traditions.

### **Unit 1: Introduction to Scientific Social Research**

- Definition and Nature of Social Research
- The Goals and Purpose of Social Research.
- Paradigms of Research.
- Ethics in Research.

### **Unit 2: Testing & Sampling**

- Probability & Non probability sampling methods.
- Characteristics of a test – standardization, reliability, validity, norms.
- Principles of Good Research.

### **Unit 3: Methods of Data Collection**

- Case study, Interview & Focus group discussion.
- Observation, Questionnaire, Experiment, Survey & Field Research.

- Use of Secondary Data.

#### **Unit 4: Problem, Hypothesis & Research Traditions**

- Formulating a problem & developing a testable research question.
- Research hypothesis.
- Comparing Quantitative & Qualitative.
- Steps in a Research.

#### ***Suggested Readings:***

1. Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
2. Krishnaswami, O., R. & Ranganathan, M. (2014). Methodology of Research in Social Sciences, Mumbai: Himalaya Publishing House PVT. LTD.
3. Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
4. Blalock, Hubert M. (1979), Social Statistics. New York:
5. Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
6. Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
7. Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
8. Gupta, S.P. (2002). Statistical Methods, New Delhi: Sultan Chand and Sons Publication.
9. Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
10. Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.

**11.** Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.:New Delhi.

**12.** Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

# **Human Rights: Theory & Practice**

**Course Code: BPA-501**

**Course Credit Hour:4**

**Total Contact Hour:160**

## **Course Objective:**

- To familiarize the students to the concept, perspective and various dimensions of human rights in international and domestic context with a contemporary perspective, to enable them to become enlightened citizens in a globalized world.

## **Unit I: Introduction**

- Concept of Human Rights
- Universal Declaration of Human Rights
- ICCPR, ICESR & the Bill of Rights
- Classification of Rights

## **Unit II: Human Rights Treaty Bodies**

- Explanation of human rights treaty bodies.
- The functioning of human rights treaty bodies.
- How to access and work with the human rights treaty bodies
- Universal Human Rights Index

## **Unit III: Human Rights in India**

- Human Rights and Constitutional Provisions - Preamble, Part III & IV
- Fundamental Duties
- Judicial Activism
- Rule of Law

## **Unit IV: Contemporary Perspectives**

- An Overview of the Criminal Justice System
- Public Interest Litigation

- Role of the National Human Rights Commission
- Role of National Commission of Women

***List of Readings:***

1. Durga Das Basu – Human Rights in Constitutional Law, New Delhi, Prentice Hall of India, 1984
2. Rajinder Sachar – Human Rights, Perspectives & Challenges, New Delhi, Gyan Publishing
3. Ashwani Kant Gautam – Human Rights & Justice System, New Delhi, APH Pub, 2001
4. Awasthi – Law relating to protection of Human Rights, New Delhi – Orient – 2009.



## **Course Name: International Administration**

**Course Code: BPA-601**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- The paper is designed to acquaint the students both with the theoretical and practical aspects including the origin, objectives, historical legacy and the role of International Administration in the global framework. A focused study of various institutions and agencies related to international administration includes functions and role of WTO, SAARC, ASEAN, UNESCO, UNICEF, ILO, WHO besides covering the United Nations, its Secretariat and main aspects of Globalization and Global Governance.

### **Course Description:**

- This Course offers the exceptional opportunity to study Public Administration and Public Policy in an international perspective. As a student in this program you will study at one of the most renowned universities in the areas of political and administrative science. You will be in an attractive academic environment and in the immediate vicinity of all levels of government and administration in practice. The interdisciplinary orientation of the program also allows you to study political and administrative science topics from the perspective of various disciplines. During your studies you will engage with core topics in political and administrative science research from an international and comparative perspective. The focus is on empirical projects in the areas of administration, public policy, management, and governance using qualitative and quantitative methods and drawing on subject-specific theoretical knowledge.

## Unit I:

- **Course Content: International Public Administration:**
- Evolution and Concept of International Public Administration.
- Causes and Failure of the League of Nations.
- United Nations: Organization, Functions and Role.
- Purpose of the United Nations.

## Unit II:

- **International Institutions:**
- Functions, Role of International Institutions.
- Objectives and Problems of WTO (World Trade Organization).
- Regional Institutions: Functions.
- Role and Problems of SAARC (South Asian Association of Regional Cooperation) and ASEAN (Association of Southeast Asian Nations)

## Unit III:

- UN Secretariat: Organization, Functions and Working.
- General Assembly.
- Security Council.
- Globalization and Global Governance.
- Impact of Globalization on Nation-State

#### **Unit IV:**

- **Organs and Specialized Agencies of the United Nations:**
- **Meaning of Specialized Agency.**
- **Purpose of specialized agency.**
- **Programs and Role of UNESCO.**
- **Composition and Functions of UNICEF.**
- **Objectives of ILO.**
- **Functions of WHO.**

#### **Course Learning Outcome:**

- To understand expansion and proliferation of administrative bodies at the international level.
- The increasingly transnational character of societal challenges has led to an expansion of international governance structures.
- An important element of this development is the rise of administrative bodies at the international level, which have grown in size, number and importance.
- The interdisciplinary design of the entire Master's degree program and the close cooperation between fields,
- excellent employment opportunities at home and abroad,

#### ***List of Readings:***

1. S.L.Goel International Administration, Sterling Publishers, New Delhi, 1976.
2. K. P. Saxena Reforming the United Nation: The Challenge of Relevance (New Delhi Sage, 1993)
3. V. Cable Globalization and Global Governance (London: Royal Institute of International Affairs, 1999)
4. **Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%



## Issues in Public Administration

**Course Code: BPA-602**

**Course Credit Hour:4**

**Total Contact Hour:160**

### Course Objective:

- The paper is designed to acquaint the students about the basic issues of Public Administration of today and as well as emerging issues particularly Good Governance, Consumer Protection Act, Human Rights etc. Modernize and reinvigorate the public service.
- Develop new approaches to public governance and engagement.
- Advance national interests in a changing global context.
- Foster social equity.

### **Course Description:**

- This course introduces the history and practice of public administration in the United States at the national, state, and local levels. Topics include public policy, organizational theory, budgeting procedures, intergovernmental administration, human resources, the ethics of public service, and the impact of the information age.

### **Course Content:**

#### **Unit I:**

- **Accountability in Public Administration:**
- **Parliamentary Control Over Administration.**
- **Executive Control Over Administration.**
- **Judicial Control over Administration.**

- Features of Lok Pal Bill.
- Objectives of Lok Ayukta Bill.
- Hurdles of Lok Pal Bill & Lok Ayukta Bill.

## Unit II:

- **Integrity in Administration:**
- Definition of Corruption.
- Causes of Corruption.
- Means and Agencies for checking Corruption at Union
- At State Level Agencies for Checking Corruption.
- Remedies of Corruption.
- Vigilance Agencies

## Unit III:

- **Emerging Issues:**
- Features of Good Governance.
- Features and Importance of Right to Information Act (RTI),
- Consumer Protection Act, 2005 and its Features.
- Basic Concepts of Human Rights.
- Role of Police Administration in controlling Law and Order.

## Unit IV:

- **Rural Health Services:**
- Concepts of Gender Issues.
- Women Empowerment and the Role of the Government.
- Features of Sustainable Development.
- India's Administration Culture.

### **Course Learning Outcome:**

- To understand the nature and scope of Public Administration;
- To appreciate the methodological pluralism and synthesizing nature of knowledge in Public Administration;
- To comprehend the changing paradigms of Public Administration;
- To acquaint with the theories, approaches, concepts and principles of Public Administration;
- To understand the administrative theories and concepts to make sense of administrative practices
- To Understand public administration theory and concepts from multiple perspectives;

### ***List of Readings:***

1. Chanda, Ashok. 1968. Indian Administration; G. Allen and Unwin: London.
2. Chaturvedi, T.N. 1980. Secrecy in Government, IIPA, New Delhi.
3. Administrative Reforms Commission (1968) Report on the Machinery Government of India and its Procedures of Work.
4. Tandon, Rajesh and Mohanty ,Ranjita (Eds.) 2003, Civil Society and Governance Issues and Problems, Sage, New Delhi.
5. Maheshwari, Shriram. 1990. Indian Administration: Orient Longman: New Delhi.



**5. Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Citizens and Administration**

**Course Code: BPA-603**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

- This paper attempts to familiarize the students with working definition of citizen's participation and how it allows us to frame citizen involvement at the center of the process of public policy implementation. This paper also makes the students aware about the Consumer Protection Act and working of the consumer courts in India.

### **Course Description:**

- Citizens and administration are interconnected and interdependent as the job of public administration is to protect and provide services to citizens and they receive their salaries and funds from the taxes the citizens pay. And this relationship has come all the more in the limelight and importance due to the concept of welfare state. There is generally a hostility between the two due to the rigid and high handed behaviour of public officials and the illiteracy of the public regarding their rights and political happenings that leads to the alienation between the two.

### **Course Content:**

#### **Unit I:**

- **Concept of Citizen Centric Administration:**
- **Concept of Citizen Centric Administration.**
- **Features and Significance of Citizen Centric Administration.**
- **Functions of Government: Regulatory functions.**
- **Service providing functions and Developmental functions.**

## Unit II:

- **Citizens' Charters:**
- Evolution of Citizens' Charters.
- Features and Applications of Citizens' Charters.
- Citizens' Participation in Administration.
- Concept, Agencies, Significance.
- Limitations of Citizens' Charters.

## Unit III:

- **Decentralization and Delegation:**
- Concept and Benefits of Decentralization and Delegation.
- Grievance Redressal Mechanism.
- Grievance-Meaning.
- Agencies for Redressal of Grievances at Centre and State levels.
- Features of Redressal of Grievances.

## Unit IV:

- **Consumer Protection:**
- Consumer Protection Act and its Features.
- Working of the Consumer Courts in India.
- National Consumer Disputes Redressal Commission.

### **Course Learning Outcome:**

- Analyzing the Administrative Processes and function: regulatory, service Providing, decision making and developmental functions.
- Discussing about, features, evaluation and application various charters, of developmental program.
- Studying the Organization and grievance redressal mechanism of the Union Government and State Government.
- Examining the Institutions of Local Self Government in India.
- The relationship between the Citizen and Administration: Lokpal and Lokayukt.
- Understanding the concept of District Administration in India.
- Examining the Institutions of Financial Administration in India.
- Analyzing the Civil Service in India.

### ***List of Readings:***

1. Arora. K. Ramesh, 2001. People Centred Administration, Aalekh Publishers, Jaipur.
2. Baghel, C.L. & Kumar Yogendra, 2005, Public Administration – Functional Structure and Administrative Reforms, Vol.2, Kanishka Publishers Distributors, New Delhi.
3. Bhattacharya, Mohit, 1979, Bureaucracy and Development Administration, Uppal Publishing House, New Delhi.
4. Sharma, A. Ram, 2005, Public Administration Today, Shree Publishers & Distributors, New Delhi.

**6. Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)**

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%



## **BPA-604: Project**

### **Course Objective:**

- The paper aims to develop reasoning skills among students that will allow us to solve problem successfully and in a stipulated time frame. It is a unique approach to develop their critical thinking. The students are encouraged to become not just passive learners and note-takers, but rather critical thinkers.
  
- A Synopsis of the Project Report should be submitted to the Board of Studies of the School of Liberal Arts. The Board, after deliberation, will suggest changes and modifications. The synopsis should include the following –
  - Title of Project Report
  - Introduction
  - Problems of Research
  - Objectives of Research
  - Tentative Chapter Division
  - Suggested readings

### **Source Material and References**

- Presenting your own ideas in a Project is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.
  
- There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper in APA style. More typical of scientific papers is to place the author and year in

parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper



- with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author.
- Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.
- Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

### **Length and Format**

- Length is not important; 40 to 60 pages of 1.5 spaced text is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

### **Marks/Grading**

- Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be

created by editing rather than complete retyping.

- Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Project look and sound professional.

## Evaluation of Project Work

Sl.No.

Evaluated by Criteria:

1. Institution

- Quality
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfillment
- Data collection ability in the field (if any)
- Scope of Implementation.

Marks-60

2. Board of Examiners

Viva-voce Examination

Marks-40

**3. Total 100**

## **BACBCS-601: Gender And Women Studies in India**

### **Course Objective:**

To introduce the basic concepts of gender studies and to develop a gender perspective to understand women's experience and gender sensitize to students.

### **Unit I: Concept of Gender Studies**

- Gender Studies - Concept, Nature, Scope and Relevance, Evolution of Gender Studies, Gender sensitization
- Gender Studies/ Women's Studies

### **Unit II: Basic Concepts in Gender Studies**

- Sex and Gender – Gender roles
- Patriarchy, Socialization-Gendering

### **Unit III: Underlying Philosophy of Gender Studies**

- Feminisms Perspectives
- Meaning and History of Feminism
- Feminist Theories – Liberal, Radical, Marxist, Socialist approaches.

### **Unit IV: Gender Inequality and its Impacts**

- Concept of Gender Inequality – in Family, Education, Culture, Religion and Health.
- Gender based violence- Foeticide, infanticide, domestic violence.
- Co modification of women's bodies –Representation of women in media.

### ***List of Readings:***

1. Women's Work Health and Empowerment, P-82-99, Anjali Gandhi (Ed.), Aakar Books, New Delhi, 2006.
2. What is Feminism? Juliet Mitchell and Ann Oakley (Ed): Oxford Blackwell, 1986.
3. Contemporary Feminist Theories: Stevi Jackson & Jackie Jones (Ed.), Edinburgh University Press.
4. Sex, Gender and Society: Oakley, Ann, Gower Publishing Company, England, 1985

5. 50 Key Concepts in Gender Studies: Pilcher, J. & Whelehan, J., Sage Publications India Pvt. Ltd, New Delhi, 2005.
6. Gender Studies- A Primer: V. Kadambari, RGNIYD, Sriperumbudur, Tamilnadu, 2009

**NOIDA INTERNATIONAL UNIVERSITY  
SCHOOL OF LIBERAL ARTS**

**BACHELOR OF ARTS SOCIOLOGY (HONOURS)  
(Semester Based Course)**

**Rules, Regulations and Course Contents**



**Academic year 2018- 2019**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

### **Program Outcomes (PO):**

Our degree programs are designed to produce graduates who can engage the world thoughtfully, critically, and creatively.

- Explain the sociological perspective, broadly defined; use sociological theory to explain social problems and issues; make theoretically-informed recommendations to address current social problems; and demonstrate the utility of the sociological perspective for their lives.
- Demonstrate the ability to interpret, locate, evaluate, generate, and use sociologically relevant data to test hypotheses and draw evidence-based conclusions.
- Integrate sociological theory, research, and data in order to assess various explanations of social phenomena and to assess social policy.

The coursework we require will not only provide a solid base of anthropological or sociological knowledge and a set of skills to collect and evaluate information, but also that our assignments, readings, and classroom discussions will foster a sense of engagement as citizens committed to making the world more humane and livable.

More specifically, each of our programs has articulated a set of learning outcomes for students. These outcomes are the basis for our on-going assessment of the effectiveness of our courses and our curricula.

### **Programme Specific Outcomes (PSOs)**

After graduation the student will be able to learn:

PSO 1: This Course aims at the understanding of Sociology with its background of emergence as a discipline in the west and in India. Students will also be acquainted with the basic concepts of sociology along with its position in social science.

PSO 2: Aims at acquainting the students with the conceptual framework of Indian social system. It will further enable the students to understand the dynamics of social institutions. Besides, the enlighten with the knowledge of theoretical as well as methodological perspectives of studying Indian Society.



PSO 3: Theoretical Perspective in Sociology-the objective of the paper is to give an analytical and cognitive approach which will provide students to acquaint with classical, modern and Indian sociological thinkers.

PSO 4: Sociology of Social Change-this course aims at providing a theoretical knowledge on social change and development. It will enable the students to understand the processes of change and development in society. PSO 5: Social Survey, Research and Statistics-This paper aims at acquainting the students with the conceptual meaning of sociology of development. Further it enables the students to understand the scope, models, and aspects of economic development along with socioeconomic planning.

PSO 6: Social problem and Social Welfare designed to acquaint the student for understanding the fundamentals and the emerging issues of social problems, social welfare & security from the sociological perspective.

PSO 7: Sociology of Development aims at acquainting the students with conceptual meaning of sociology of development. The word 'development' is deeply related to human social organization. The concept 'development' may be of many kinds and these are essential in human life. But out of them more stress has been given particularly on socioeconomic development as well as self reliance, social justice or modernization.

PSO 8: Program aims at acquainting the students with the students with historical background of the North East Frontier Region as an unique sociological spot of observation as it has been occupied by different ethnic groups of people. Furthermore they are exhibiting diverse cultural traits & preservation of respective social system.

PSO 9: Further the Program will be able to equip the students to develop the process of interaction in day to day and everyday working life.

PSO 10: Globalization and Society-This paper will enable the students to understand the characteristics of and the issues relating to globalization. After an introduction to the nature and dynamics of globalization, it will help the various agencies involved in this process and examines its socio-economic and cultural impact. It will finally examine the Indian experience of globalization and reflects on its problems and prospects.

PSO 11: Science, Technology and Society-This paper meant for sociological understanding science and its respectable sibling i.e. technology. It will also enable students to learn the impact of science and technology on the society. PSO 13: Sociology of Industry-This course aims at providing a theoretical knowledge on sociology of industry. The theoretical knowledge will enable a student to understand the social structure of industry and its practical aspects.

PSO 12: Sociology of Health and Hospital Management-this paper aims to introduce the students about concepts of health and to impress upon him that health is primarily a social science subject than of medical science and make them aware that health is one of the basic right of every citizen.

## **COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME**

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

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

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

Apart from this, few Common papers are also taught such as General English-I & II, Environmental Studies- I & II, Business Communication--I & II, Fundamentals of Computers-I & II, Human Rights: Theory & Practice, and Gender & Women studies in India that all the students taking various Honors courses in the School of Liberal Arts. The papers included in the curriculum will be based on Choice based credit system.

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

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity

evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

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

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

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

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

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

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

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

**3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC"

courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

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

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

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

The B.A. Sociology (Hons.) is divided into three parts as under. Each part will consist of two semesters.

<b>Part 1</b>	First Year	Semester I	Semester II
<b>Part 2</b>	Second year	Semester III	Semester IV
<b>Part 3</b>	Third Year	Semester V	Semester VI

Department of SOCIOLOGY, School of Liberal Arts  
BA (H) Sociology, Course Structure under CBCS  
(w. e. f. Session 2019-20)

		Periods			Evaluation Scheme					Credit
					Internal			ESE	Total	
		L	T	P	MT	TA	Total			
<b>Semester I</b>										
BSO-101	Basic Concepts Of Sociology	3	1	0	20	20	40	60	100	4
BSO-102	Social Problems in India	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 1	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 2	3	1	0	20	20	40	60	100	4
EVSB-101	Environmental Studies-I	2	1	0	20	20	40	60	100	3
SLAGE-101	Generic Elective	3	0	0	20	20	40	60	100	3
<b>TOTAL</b>										22
<b>Semester II</b>										
BSO-201	Rural Society-Structure& Change	3	1	0	20	20	40	60	100	4
BSO-202	Crime & Society	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 1	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 2	3	1	0	20	20	40	60	100	4
EVSB-201	Environmental Studies-II	2	1	0	20	20	40	60	100	3
SLAGE-201	Generic Elective	3	0	0	20	20	40	60	100	3
<b>TOTAL</b>										22
<b>Semester III</b>										
BSO-301	Society Culture& Social Change	3	1	0	20	20	40	60	100	4
BSO-302	Urban Sociology	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 1	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 2	3	1	0	20	20	40	60	100	4
GEB-301	General English	2	1	0	20	20	40	60	100	3
SLAGE-301	Generic Elective	3	0	0	20	20	40	60	100	3
<b>TOTAL</b>										22
<b>Semester IV</b>										
BSO-401	Population Studies	3	1	0	20	20	40	60	100	4
BSO-402	Sociology Of Health	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 1	3	1	0	20	20	40	60	100	4
	Subsidiary Paper 2	3	1	0	20	20	40	60	100	4
BABC-401	Business Communication	2	1	0	20	20	40	60	100	3
SLAGE-401	Generic Elective	3	0	0	20	20	40	60	100	3
<b>TOTAL</b>										22

		Semester V								
BSO-501	Social Thinkers-I	3	1	0	20	20	40	60	100	4
BSO-502	Social Anthropology	3	1	0	20	20	40	60	100	4
BSO-503	Sociology Of Development	3	1	0	20	20	40	60	100	4
BSO-504	Research Methodology	3	1	0	20	20	40	60	100	4
BACBCS-501	Human Rights: Theory and Practice	2	1	0	20	20	40	60	100	3
SLAGE-501	Generic Elective	3	0							3
	TOTAL			0	20	20	40	60	100	22
		Semester VI								
BSO-601	Social Thinkers-2	3	1	0	20	20	40	60	100	4
BSO-602	Health & Family Welfare	3	1	0	20	20	40	60	100	4
BSO-603	Status Of Women In Society	3	1	0	20	20	40	60	100	4
BSO-604	Project Report	1	1	2	20	20	40	60	100	4
BACBCS-601	Gender and Women Studies in India	2	1	0	20	20	40	60	100	3
SLAGE-601	Generic Elective	3	0							3
	TOTAL			0	20	20	40	60	100	22

**Grand Total - 3600**

**Total Credits-132**

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours; Internal Marks include class tests, Assignments, Presentations and Attendance

**B.A.1- 1<sup>st</sup> Semester**

**BSO-101: BASIC CONCEPTS IN SOCIOLOGY**

**Course Code: SOM-101**

**Course Name: Introduction to Sociology**

**Course Credit Hours: 4hrs**

**Total Introduction to Sociology**

**Contact Hours: 60hr**

**Course Objective:-** This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social science.

**Course Description:-**It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

**Unit – I: Introduction**

The meaning of Sociology

Nature Of sociology

Subject matter of Sociology

Importance of Sociology.

**Unit – II :Its relations with following sociology science**

Sociology and Anthropology

Sociology and Psychology

Sociology and History

Sociology and Criminology

**Unit – III: Individual and Society**

Social contract theory

Organism theory

Relationship between Individual & Society

The Looking Glass Self Theory

**Unit – IV :Socialization, Culture**

Meaning, Agencies of socialization

Stages of socialization

Meaning and characteristics

Importance of culture

**Course Learning Outcomes (CLOs):**



- CLO 1** :To get an understanding of the relationship between Society & Law, Religion .
- CLO 2** : To understand case-study approach in exploring the various theories given by sources of Sociology.
- CLO 3** : To develop a critical thinking approach in understanding the Social Processes.
- CLO 4** : To understand the evolution of society from Pre Historic times to Post Industrialized era.

**Suggested Readings:**

- 1.Berger, Peter (1963), Invitation to Sociology: A Humanistic Perspective, New York: Doubleday.
- 2.Bottomore, T.B. (1972), Sociology – A Guide to problems and Literature, Bombay:
- 3.George Allen and Unwin. Davis, Kingsley (1981), Human Society, New Delhi: Surjeet Publications.
- 4.Giddens, Anthony (1989), Sociology, Oxford University: Polity Press.
- 5.Harlampos, M. (1998), Sociology – Themes and Perspectives, New Delhi: Oxford University Press.
- 6.Inkeles, Alex (1987), What is Sociology? New Delhi: Prentice Hall,

**Online Links for Study and Reference Materials:**

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

**CourseCode-BSO-102**

**CourseName : SOCIAL PROBLEMS IN INDIA**

**Course Credit Hour:4hr**

**Total Contact Hour: 60hr**

**Course Objective:** This course is designed to identify and analyse some of such emerging Social issues and problems from a sociological perspective. Hence the objectives of the course are to sensitize the students to the emerging social issues and problems of contemporary India, enable them to acquire sociological understanding of these issues and problems over and above their common sense understanding, empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental organizations.

**Course Description :**

- It can be taught by analysing the reasons & solutions of such contemporary problems in a very simple manner, ultimately providing a cure by the students too.
- The course is meant to be a formal introduction to the discipline of sociology. It introduces the student to the basic concepts in sociology in order to show how sociology is premised on society.

**Course Contents:**

- This is the syllabus of the course and most of the programs are having it in the form of “Units” or “Chapters” or “Modules”, etc.

**Unit-1: Introductions to Social Problems**

- **Social Problems : Concept, Definition and nature of Social problems**
- **Causes of Social Problems**
- **Importance of Social problems**
- **The Study of Social problems**

**Unit-2: Violence Against Women**

- **Woman harassment- nature and extent of violence**
- **Female Foeticide**
- **Dowry**
- **Domestic Violence**

**Unit-3: Terrorism in India**

- **Nature Of Terrorism**

- Objectives and causes of Terrorism
- Its impact on society
- Preventive measures

**Unit- 4: Social Institutions:**

**. Marriage- Meaning, Characteristics, Functions and Forms**

**. Family- Meaning, Characteristics, Functions and Forms.**

**. Kinship: Meaning, definitions**

**Principles of Kinship**

**Course Learning Outcomes(CLOs):**

**CLO 1 :** To sensitise students towards Societal Problems & develop a sense of awareness towards Crime

**CLO 2 :** To understand the various causes of Crime & it's consequences in society

**CLO 3:** To eradicate root of Crime completely from Society.

**Suggested Readings:**

Giddens Anthony: Sociology, Polity Press.

4. P.Ginsberg: Fundamental of Sociology, New Delhi: Orient blackswan Fulcher&scott: Sociology, New York: Oxford University.

5. Inkeles,Alex: What is Sociology?: New Delhi: Prentice Hall of India.

**6.Ahuja Ram: Indian Social System,New Delhi: Rawat Publication.**

**7. Ahuja Ram: Society in India, New Delhi: Rawat Publication.**

**Onlinelinksforstudy&referencematerials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

[www.byjus.com](http://www.byjus.com)

<b>Assessmentmethod:(ContinuousIntern</b>	<b>-05%</b>
<b>alAssessment =40%,Final</b>	
<b>Examination=60%)Assessment-1</b>	
<b>Assessment-2</b>	<b>-05%</b>
<b>Assessment-3(Midexam)</b>	<b>-20%</b>
<b>Assessment-3</b>	<b>-05%</b>
<b>Assessment-4</b>	<b>-05%</b>
<b>TotalInternalAssessment</b>	<b>-40%</b>

**EVS -101**

**Course Name – Environmental Studies-I**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective: -**

The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.

**Course Description:-**

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.

**Unit 1: Introduction to Environmental Studies**

- Definition, Concept, Importance of environment
- Components of environment atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance; Concept of sustainability and sustainable development.
- Environmental Education and Awareness.

**Unit 2: Ecosystems**

- Ecosystem, Structure and function of ecosystem
- Energy flow in an ecosystem
- Food chain, food web and ecological succession
- Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem (Pond, Lake, stream, rivers, oceans)

**Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- Land Resources and land degradation
- Soil erosion and desertification, deforestation
- Causes and impacts due to mining, dam building on environment.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

#### **Unit 4: Biodiversity and Conservation**

- 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.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value

#### **Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.

#### **Text Books: -**

- B. Erach, Textbook of Environmental Studies for Undergraduate Courses, Third Edition, Orient Blackswan Pvt Ltd.
- Kaushik Anubha, Perspectives in Environmental Studies, Third Edition, Book Age Publications.

#### **References Books: -**

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).

- Heywood VH, and Watson RT, 1995. global Biodiversity Assessment. Cambridge University Press .
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi .
- Mckinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**CourseCode-BSO-201**

**CourseName : \_RURAL SOCIETY: STRUCTURE AND CHANGE**

**CourseCreditHour:4hr**

**Total Contact Hour: 60hr**

**Course Objective:** The objective of this course is to orient students with sociological approach to the study of rural society. It attempts to provide a comprehensive understanding of the socio-economic and political structure of rural society in India.

**CourseDescription :**

•It can be taught by analysing the reasons& solutions of Such contemporary problems in a very simple manner ,ultimately providing a cure by the students too.

• This course also offers a synoptic overview of rural governance and development in India .

**Unit-1: Introduction**

**CourseContents:**

•Thisisthesyllabusofthecourseandmostoftheprogramshavingitintheform of“Units”or“Chapters”or“Modules”,etc.,.

**Unit-1:-Rural Sociology**

- Meaning, Nature of Rural Sociology
- Importance of Rural Sociology
- Features of rural community
- Methods and tools of rural sociology

**Unit-2:-Rural Structure**

- Panchayat Raj-Objectives
- Panchayati Raj-Structure-Functions
- 73rd Constitutional amendment
- Co-Operative movement in India and its main features.

**Unit-3:-Rural Problems**

- Problems of Indebtedness
- Rural poverty, rural unemployment
- Rural health and sanitation
- Remedial measures, Current programmes and schemes of rural development in India.

#### **Unit-4:-Rural Economy**

- Green Revolution and Its Impact
- Need for agricultural finance.
- Rural Finance – Institution and non-institutional sources
- Afforestation & Deforestation

#### **Course Learning Outcomes (CLOs):**

**CLO1:** To understand climate. Its factors & issues of Climate change

**CLO2:** To sensitise students towards nature and natural laws

**CLO3:** To sensitise students towards preservation of environmental factors

#### **Textbooks :**

1. Desai A.R.: **Rural Sociology** in India, Bombay: Popular Prakashan
2. Desai A.R.: Rural India in Transition, Bombay: Popular prakashan
3. Dube S.C. India's Changing Village, Bombay: Himalyan Publishing House

#### **Referencebooks**

1. Pradhan P.K. Land, Labour and Rural Poverty, Bombay: Himalayan Publishing House
2. Ranbir D.T.: Bharat main Jati aur Varg, Bombay: Popular Prakashan
3. Razvi, Shakra: Agrarian change, Gender and Land Rights: Blackwell
4. Maheshwari S.R.: Rural Development in India, New Delhi: Saga Publ

[www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components Assessment-1 Assessment -3 mid sem Assessment-2 External

Assessment

Assessment-2 -05%

Assessment-3(Midexam) -20%

Assessment-3 -05%

Assessment-4 -05%

**Total Internal Assessment -40%**



## **Crime & Society**

**Course Code: BSO-202**

**Course Name: Crime & Society**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:** The course seeks to introduce the student to the nature, extent, causes, and control of criminal behaviour in both the individual and in society..

**Course Description:** It course also includes the incidence, forms, causes and consequences of crime, as well as social and governmental regulations and reaction to crime

### **Course Contents:**

#### **Unit-1:-Concept of Crime**

- **Definition, and Meaning of crime**
- **Characteristics of Crime**
- **Causes of Crime Behavioural**
- **Social,Economic,Psychological& Physiological Causes of Crime**

#### **Unit-2:-Theories of Crime**

- Classification of crime (Ancient & Pioneers )
- Modern Classification of Crime
- White –Collar crime
- Child Delinquency

#### **Unit-3:-The Concept of Punishment and Theories of Punishment**

- **The Deterrent Theory**
- **The Retributive Theory**
- **The Reformatory Theory**
- **The Positive Theory**

#### **Unit-4:-The Prison System and Corrections**

- Meaning of Prison
- Types of Prisons
- The Indian Prison System

- Reforms in Prison System

### Course Learning Outcomes

- **CLO1:**To get an understanding of the relationship between Society & Law, Religion .
- **CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.
- **CLO3:**To develop a critical thinking approach in understanding the Social Processes.
- **CLO4:** understand the evolution of society from Pre Historic times to Post Industrialized era.

### Suggested Readings

1. Tapas K.Banarjee: Background of Indian criminal law
2. John Lewissgillim : criminology and penology, Greenwood press
3. Martin R. Haskeel&Lewe'sYabolonsky: Criminology: crime of criminality: RamcNaly college publication co. Chicago
- 4.J.P. Sirohi: Criminology and criminal administration, Allahabad law agency
- 5.Sutherland Edwin and Donald R.Cressey: Principals of criminology, Times of India press

### Online Links for Study and Reference Materials:

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**EVSB - 201**

**Course Name – Environmental Studies-II**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective:-**

Objective is to aim at the development of environmentally literate citizens who have the skills and knowledge and inclinations to make well informed choices concerning the environment, and who exercise the rights and responsibilities of the members of a community. It contributes to an understanding and appreciation of the environment and conservation of resources for future.

**Course Description: -**

Introduces basic concepts from policy studies and economics that help explain environmental challenges. Provides an overview of how government, non-governmental organizations, and the private sector are dealing with major environmental challenges. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues.

**Unit 1: Environmental Pollution**

- **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.**

**Unit 2: Environmental Policies & Practices**

- **Climate change, global warming, ozone layer depletion, acid rain**
- **Impacts on human communities and agriculture.**
- **Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).**
- **Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context**

### **Unit 3: Human Communities and the Environment**

- Human population and growth: Impacts on environment, human health and welfares. National and International Legislations
- Disaster management: floods, earthquakes, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation
- Environmental communication and public awareness.

### **Unit 4: 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.,

### **Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.

### **References Books:-**

- Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
- BharuchaErach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
- Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
- Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).

- Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
- De AK, Environmental Chemistry, Wiley Eastern Ltd.
- Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
- Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood VH and Watson RT, 1995. Global Biodiversity Assessment. Cambridge University Press.
- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.
- Mckinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**Course Code:** BSO-301

**Course Name:** SOCIETY, CULTURE AND SOCIAL CHANGE

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

**Course Objectives:** : Society in India today is undergoing rapid and massive changes. Many of changes are such that they tend to call into question the ages-old social norms and practices, thus giving rise to some critical social issues and problems.

**Course Description:** This course is designed to identify and analyse some of such emerging social issues and problems from sociological perspective. In the interest of systematic ordering, the issues and problems have been classified into two broad sets: structural, and developmental.

**Course Contents:**

### **Unit-1:-Introduction of Societies**

#### **Society Meaning & Characteristics**

- **Society-: Meaning& Characteristics**
- **Tribal Society- Types and Characteristics**
- **Rural Society- Types and Characteristics**
- **Urban Society- Types and Characteristics.**

### **Unit-2:-Culture, Socialization and Social Control**

- **Meaning, Characteristics and Elements of Culture.**
- **Meaning, Processes and Stages of socialization.**
- **Agencies Of Socialization**
- **Meaning, types & means of Social Control**

### **Unit-3:-Social Change**

- **Meaning and Definitions Social change**
- **Characteristics of Social change**
- **Factors of Social change**
- **Consequences of Social Change**

#### **Unit-4: Theories of Social Change**

- Evolutionary Theory of social change
- Cyclical Theory of social change
- Functionalist Theory of Social Change
- Dynamic Theory of Social Change

#### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology

**CLO3:**To understand the evolution of society from Pre Historic times to Post Industrialized era

**CLO4:**To develop a critical thinking approach in understanding the Social Processes.

#### **Suggested Readings:**

1. Desai A.R.: India's Path of Development, Bombay: Popular Publication
2. Dube S.C : Vikaska Samajshastra, New Delhi: Vani Prakashan
3. Debe S.C.: Modernization and Development: The Search for Alternative Paradigm, New Delhi: Vistaar Publication
4. Anthony Giddens: The Consequences of modernity, Cambridge Polity Press

#### **5. Suggested Readings:**

Srinivas M.N : Social Change in Modern India, Barkley: University of Barkley

#### **Online Links for Study and Reference Materials:**

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

**Course Code: BSO-302**  
**Course Name: Urban Sociology**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:** :-Urban sociology is the sociological study of life and human interaction in metropolitan areas. It is a normative discipline of sociology seeking to study the structures, processes, changes and problems of an urban area and by doing so provide inputs for planning and policy making. In other words it is the sociological study of cities and their role in the development of society.

**Course Description:** Like most areas of sociology, urban sociologists use statistical analysis, observation, social theory, interviews, and other methods to study a range of topics, including migration and demographic trends, economics, poverty, race relation and economic trends.

**Course Contents:**

**Unit: 1-Basic Concepts**

- Meaning and Definition of urban sociology
- Scope Of Urban Sociology
- Nature of urban sociology
- Importance of Urban Sociology

**Unit: 2-Process of Urbanization**

- Definition and Meaning of Urbanization
- Nature of Urbanization
- Causes of urbanization
- Consequences of Urbanization

**Unit: 3-Urban Social Problems**

- Housing
- Slum
- Drug Addiction
- Prostitution

**Unit: 4-Urban Planning**



- Meaning and Principle of Urban Planning
- Urban Planning in India
- Obstacles to Urban Planning.
- Need for Urban Planning

### Course Learning Outcomes CLOs

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

### Suggested Readings:

1. Michael Pacione (ed.), The city: Critical concepts in the social sciences, Vol.1 London:Routledge. Pp. 382-392.
2. Appadurai, 1997, Modernity at large: Cultural dimensions of globalisation, Delhi: OxfordUniversity Press. Ch. 5.
3. Rao, M.S.A, (ed.), 1974, Urban sociology: a reader, New Delhi: Orient Longman, chs.1, 9
4. "Some aspects of the sociology of migration", Sociological Bulletin, politics, a, 10.
5. Rao, Bhat and Kadekar (eds.) 1991, Urban Sociology, New Delhi: orient Longman, Pages179-208, 305-364.
6. Rao, M.S.A, 1981nd consumption of public culture in India, Oxford University Press.

### Online Links for Study and Reference Materials:

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**COURSE CODE: GEB 301**

**Course Name: General English**

**Course credit hour: 4**

**Total hours: 56hrs**

**Course Objective:** The objective of the course is to:

1. To sensitize the students about the grammaticality and acceptability of English
2. Make them understand various nuances of English grammar and usage.
3. Aware the students about various components of sentence
4. Make them aware of their common “Indianism” in the use of English and corrections thereof.
5. Aware the students about the need of writing grammatically correct sentences
6. Make the students write error free document.

**Course Description:** The overall aims of the course are to enable the learner to communicate effectively and appropriately in real life situation and to use English effectively for study purpose across the curriculum.

Learners will be able to develop interest in and appreciation of Literature. They develop and integrate the use of the four language skills i.e. Reading, Listening, speaking and Writing. It will help revision and reinforce structure already learnt

### **Unit -I: Grammar in Practice**

- **Vocabulary**
- **Punctuation**
- **Diary Writing**
- **Report Writing**

### **Unit- II: Writing skills**

- **Précis writing**
- **Paragraph Writing**
- **Notices and Circulars**

### **Unit –III: Reading and Speaking Skills**

- **Stress and Intonation**
- **Stress-What and How**

- Intonation-What and How

#### Unit – IV: Short Stories

- “The Child” | Premchand
- “The Gift of the Magi” | O.Henry

#### Course Learning Outcome

1. CLO1. Know about acceptability of English as a global language
2. CLO2 Understand various nuances of English grammar
3. CLO3 Know correct use of various components of sentence
4. CLO4 Identify common “Indianism” in the use of English
5. CLO5 Speak and write grammatically correct English
6. CLO6 Avoid common errors in use of English

#### Suggested Reading:-

1. W.S. Allen, A Remedial English Grammar
2. W.S. Allen, Living English Structure
3. N. Krishaswamy, Modern English
4. H. K. Kaul, The Craft of Writing
5. Darothy M. Guinn Daniel Marder, A Spectrum of Rhetoric
6. V.R.Narayanswamy, Strengthen your Writing [Orient Longman: 1979]

Assessment Plan:

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 4**

**Course Code: BSO-401**

**Course Name: Population Studies**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives-** : The course introduces the student to understand Population as a social phenomenon. It acquaints the students to the demographic features and trends of Indian Society vis-à-vis World Population. It also reviews population control measures and their implementation.

**Course Description:** It also reviews population control measures and their implementation.

**Course Contents:**

**Unit-1:-Population Studies**

- **Meaning& Scope**
- **Significance Of Population Studies**
- **Demographic Processes: Fertility, mortality and migration**
- **Fecundity Meaning**

**Unit-2:-Population Theories**

- **Malthusian Population Theory**
- **Demographic Transition Theory and**
- **Optimum Population Theory**
- **Comparison between Various theories**

**Unit-3:-Population Composition in India**

- **Age Structure**
- **Sex-Ratio**
- **Rural-Urban Composition and**
- **Literacy in India**

**Unit-4:-Population Planning and Control**

- **Needs & Objectives**
- **Population Policy Of India**
- **National Rural health Mission**

- Methods Of Population Control

### Course Learning Outcomes CLOs

- **CLO1:**To get an understanding of the relationship between Society & Law, Religion .
- **CLO2:**To understand Fertility ,Mortality,Fecundity Concepts& Migration in light of Society in exploring the various theories given by sources of Sociology.
- **CLO3:**To develop a critical thinking approach in understanding the various Detriments of Population
- **CLO4:**To understand the consistent increase in population & Population Control Techniques.

### Suggested Readings:

1. Bose Ashish: Demographic Diversity in India, Delhi: B.R. Publishing Corporation
  2. Agarwal S.N: population studies with Special Reference to india, New Delhi: LokSurjeet Publication
  3. Banarjee D.: Health and family Planning Services in India,new Delhi: LokPrakashan
  4. Dubey Surendranath: Population of India, Delhi: Authors Press
  5. Kohli S: Family Planning in India, New Delhi
  6. Sharma Rajendra: Demography and Population Problems, New Delhi:Atlantic Publishers
  7. National Rural Health Mission (2006),Govt .of India, New Delhi.
  8. Kohli S: Family Planning in India, New Delhi
  9. Sharma Rajendra: Demography and Population Problems, New Delhi:Atlantic Publishers
- National Rural Health Mission (2006),Govt.of India, New Delhi

### Online Links for Study and Reference Materials:

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**Course Code:** BSO-402

**Course Name:** Sociology Of Health

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

**Course Objectives:- Objective:** This course provides general understanding of sociological aspects of health and health care. It also familiarize the students the health policy and planning in India.

**Course Description:** Initiates and sensitises people to various quality health standards ,Health programmes,community programmes,free services & Raises an awareness towards ones health.

**Course Contents: Unit: 1-Introduction**

**Meaning Of Medical Sociology**

- **Historical Development of Medical Sociology**
- **Scope and Importance of Medical Sociology.**
- **Sociological Perspective on Health and Illness**

**Unit: 2-Community Health in India**

- **Community Health Problems**
- **Healthcare system.**
- **Implementation and Utilization of health Care services in rural India**
- **Role of voluntary organization and Protective Programmes**

**Unit: 3-Health and Development**

- **Health as an indicator of Socio-Economic Development.**
- **Issues of Accessibility –Health, Poverty, Education and Social Justice.**
- **Health Problems of -Women, Children**
- **Aged Health Problems**

#### **Unit: 4-National Health Policy**

- Health Policies in India
- Public Health Programme
- Health Education, primary Health Centers.
- Various Health Policies in India

#### **Course Learning Outcomes CLOs**

**CLO1:** To get an understanding of the meaning of Health ,Overall health& Health standards .

**CLO2:**To understand Fertility ,mortality,Fecundity Concepts& Migration in light of Society in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the various Detriments of health.

**CLO4:** understand the consistent increase in population & Population Control Techniques.

- **Suggested Readings:**

1. Albert, Gary L. and R, Fitzpatrick. (1994): Quality of Life in Health Care. Advances in Medical Sociology. Mumbai: Jai Press.
2. Chloe Bird, Petr Conrad and Alan Fremont.Eds. *Handbook of Medical Sociology*. New York:Prentice Hall,2000.
3. Madan, T.N. (1980), *Doctors and Society*, New Delhi: Vikas Publishing House.

**Online Links for Study and Reference Materials:**

**Suggested Readings:**

National Rural Health Mission (2006),Govt.of India, New Delhi

[.www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **BABC-401: BUSINESS COMMUNICATION**

**COURSE CODE: BABC 301**

**Course Name: BUSINESS COMMUNICATION**

**Course credit hour: 4**

**Total hours: 56hrs**

### **Course Objective:**

This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.

### **Course Description:**

This course teaches the Application of Business Communication principles through creation of effective business, documents and oral presentations. It includes the study and application of team communication and use of technology to facilitate the communication process.

### **Unit -I: Introduction to professional Communication**

- **Definition of Communication**
- **Types of communication**
- **Channels of communication**
- **Barriers to communication**
- **General and Technical Communication**

### **Unit-II: Formal and Informal Mails**

- **Formal & Informal Mails**
- **Types of Formal & Informal Mails**
- **Letter writing practice**

### **Unit-III: Routine Business Correspondence & Presentation Skills**



- Circulars, Memorandums, Notices, Agenda & Minutes
- Define Presentation
- Purpose of Presentation
- Audience and Locale
- Kinesics
- Paralinguistic

#### **Unit-IV: Speaking abilities enhancement & Resume Writing**

- Group Discussion
- Objectives and Types of GD
- Participation in GD
- What is a Resume
- Types of Resumes
- Writing of resumes

#### **Course Learning Outcome:**

- CLO1:** Apply business communication strategies and principles to prepare effective
- CLO2:** Identify ethical, legal, cultural, and global issues affecting business communication
- CLO3:** Utilize analytical and problem solving skills appropriate to business communication.
- CLO4:** Deliver an effective oral business presentation.

#### **Suggested Readings:**

- Language in Thought and Action, S. I. Hayakawa
- English 2600, 3200 and 3600, Joseph C. Blumenthal
- A Message in the Bottle, Walker Percy
- How to Find Your Own Voice, Peter Porosky

#### **Assessment Plan:**

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 4**

**Course Code: BSO-501**

**Course Name: Social Thinkers-1**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:** To understand the origin and development of Sociology as a subject. To learn the classical theories propounded by various thinkers. To learn how the various aspects of social life are analysed by early sociological thinkers.

**Course Description:** This course keeps a pace between contemporary and old theories. It widens the horizons of students by teaching them new theories of different concepts

**Course Contents:**

### **Unit 1:-Schools of Sociological Theory**

- **Meaning of Sociological theory**
- **Characteristics of a theory**
- **School of Functionalism - Meaning and Discussion**
- **School of Conflictualism - Meaning and Perspective of Marxism Features of Indian Society**

### **Unit 2:-Auguste Comte**

- **Introduction & Life History of Auguste Comte**
- **Contribution of August Comte to Sociology**
- **Positivism - Meaning, Characteristics.**
- **Law of Three Stages of Knowledge**

### **Unit 3:-Karl Marx**

- **Introduction**
- **Concept of Historical Materialism**
- **Theory of Class Conflict**
- **Meaning Of Proletariat & Bourgeoisie**

### **Unit 4:-Emile Durkheim**

- **Introduction**
- **Theory of Suicide**

- **Types Of Suicide**
- **Division of Labour**

### Course Learning Outcomes CLOs

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

**CLO4:**To understand the evolution of society from Pre Historic times to Post Industrialized era.

- **Suggested Readings:**

1. Aron Raymond : Main Currents in Sociological Thought, Vol, 1&2
2. Francis Abraham.M : Modern Sociological Theory, Oxford University.
3. George Ritzer : Sociological Theory, Rawat. PUB.
4. Irving M Zeitlin : Ideology and Development of Sociological Theory,
5. Jonathan H Turner: The Structure of Sociological Theory, Fourth (ed). Rawat. PUB.
6. Lewis A- Coser : Masters of Sociological Thought, Second (ed) Rawat.PUB.
7. S.L. Doshi: Modernity, Postmodernity and Neo-Sociological Theories, Rawat. PUB.

### Online Links for Study and Reference Materials:

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**Course Code: BSO-502**

**Course Name: Social Anthropology**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:** The course aims to introduce the students to the discipline of social anthropology and to the profession of Anthropologists/Sociologists. This is done by discussing the core concepts of the subject and the history of its emergence along with how understanding and interpretation of them takes place through fieldwork.

**Course Description:**

Culture and its related concepts will allow the students to understand what it means to be human. The interrelation between Culture & Society, Society's evolution & Progress

**Course Contents:**

**Unit 1:-Introduction of Social Anthropology**

- Anthropology - Meaning, Definition, Characteristics of Anthropology
- Branches of Anthropology
- Social Anthropology - Meaning, Definition, Characteristics Subject Matter and Scope of Social Anthropology
- Importance and Method of social Anthropology

**Unit 2:-Tribal Society and Culture**

- Meaning and Characteristics of Tribal Society
- Racial and Linguistic Classifications of Indian tribes
- Types of Tribal Society
- Cultural process of tribal society

**Unit 3:-Tribal Social Institutions**

- Marriage : Ways of acquiring mates
- Types of preferential marriage
- Family : Characteristics of Tribal Family
- Religion : Beliefs and Practices

#### **Unit 4:-Status of Women in Tribal Society**

- Social
- Economical
- Political
- Educational

#### **Course Learning Outcomes CLOs**

- **CLO1:**To get an understanding of the relationship between Society& Culture
- **CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.
- **CLO3:**To develop a critical thinking approach in understanding the Social Processes.
- **CLO4:**To understand the evolution of society from Pre Historic times to Post Industrialized era.

#### **Suggested Readings:**

1. Ghurye G. S.: The Scheduled Tribes
2. Krishna Iyer and BalaRatnam: Anthropology in India
3. Majumdar and Modan: An Introduction to Social Anthropology
4. L. P. Vidyarthi and BinayRai: The Tribal Culture of India
5. YogendraSingh: Culture Change in India Belshaw C., 1975: Traditional Exchange and Modern Market, PrenticeHall, New Jersey
- 6.L. P. Vidyarthi and BinayRai: The Tribal Culture of India
- 7.YogendraSingh: Culture Change in India
- 8.S.L. Doshi: Modernity, Postmodernity and Neo-Sociological Theories, Rawat. PUB.

**Online Links for Study and Reference Materials:**

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

**Course Code: BSO-503**  
**Course Name: Sociology of Development**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:** To acquaint the students the concepts of modernization, development and to bring awareness about Indian Social Structure and development.

**Course Description:**

Culture and its related concepts will allow the students to understand what it means to be human. The interrelation between Culture & Society, Society's evolution & Progress.

**Course Contents:**

**Unit 1:-Introduction**

- Meaning, Scope of Sociology of Development
- Importance of Sociology of Development
- Sociological Dimensions of Development
- Cultural Dimension and Trends of Development

**Unit 2:-Concepts of Development**

- Concept Of Development
- Human Development
- Ecological Development
- Sustainable Development

**Unit 3:-Theories of Development**

- Structural – Functional Theory
- Dependency Theory
- Theory of Globalization
- Theory of Modernization



#### **Unit 4:-Social Structure and Development with Reference to India**

- Education and Development
- Gender and Development
- Economic Growth& Development
- Developmental Disparities

#### **Course Learning Outcomes CLOs**

- **CLO1:**To get an understanding of the relationship between Society& Culture
- **CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.
- **CLO3:**To develop a critical thinking approach in understanding the Social Processes.
- **CLO4:**To understand the development of society from Pre Historic times to Post Industrialized era.

#### **Suggested Readings**

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

#### **Online Links for Study and Reference Materials:**

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**Course Code: BSO-503**

**Course Name: Sociology of Development**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:** To acquaint the students the concepts of modernization, development and to bring awareness about Indian Social Structure and development.

**Course Description:**

Culture and its related concepts will allow the students to understand what it means to be human. The interrelation between Culture & Society, Society's evolution & Progress.

**Course Contents:**

**Unit 1:-Introduction**

- Meaning, Scope of Sociology of Development
- Importance of Sociology of Development
- Sociological Dimensions of Development
- Cultural Dimension and Trends of Development

**Unit 2:-Concepts of Development**

- Concept Of Development
- Human Development
- Ecological Development
- Sustainable Development

**Unit 3:-Theories of Development**

- Structural – Functional Theory
- Dependency Theory
- Theory of Globalization
- Theory of Modernization

#### **Unit 4:-Social Structure and Development with Reference to India**

- Education and Development
- Gender and Development
- Economic Growth& Development
- Developmental Disparities

#### **Course Learning Outcomes CLOs**

- **CLO1:**To get an understanding of the relationship between Society& Culture
- **CLO2**To understand case-study approach in exploring the various theories given by sources of Sociology.
- **CLO3:**To develop a critical thinking approach in understanding the Social Processes.
- **CLO4:** To understand the development of society from Pre Historic times to Post Industrialized era.

#### **Suggested Readings**

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

#### **Online Links for Study and Reference Materials:**

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**Course Code:BSO 504**

**Course Name: RESEARCH METHODOLOGY**

**Credits: 4**

**Total Marks: 100**

**Course Objectives:**

- To educate students with the process and the methods of quantitative and qualitative psychological research traditions.
- Articulate the value of the scientific method and evidence-based inquiry, as compared to other forms of inquiry
- Use scientific reasoning to interpret, design, conduct, and critique basic psychological research, using concepts such as: research design; reliability; validity; sampling; and, appropriate statistics and their graphical representation.
- Apply the ethical principles that social sciences use.

**Course Description:**

This course is dedicated to understanding how social science and scholars in related disciplines analyse, interpret, and make sense of the social world. This course is to help students fully understand basic concepts and techniques of social science empirical research and to stimulate their interests to learn more about the different component and process of research. At the end of the course, students will be not only equipped with basic analytical techniques, but also able to plan their own empirical research.

**Unit 1: Introduction to Scientific Social Research**

**1.1. Definition and Nature of Social Research**

**1.2. The Goals and Purpose of Social Research.**

**1.3. Paradigms of Research.**

#### **1.4. Ethics in Research.**

### **Unit 2: Testing & Sampling:**

#### **2.1. Concept of Population and Sample**

#### **2.2. Probability & Non probability sampling methods.**

#### **2.3. Characteristics of a test – standardization, reliability, validity, norms.**

#### **2.4. Principles of Good Research.**

### **Unit 3: Methods of Data Collection:**

#### **3.1. Case study, Interview & Focus group discussion.**

#### **3.2. Observation, Experiment, Survey & Field Research.**

#### **3.3. Survey Methods: Sampling, Questionnaire and Interview**

#### **3.4. Use of Secondary Data.**

### **Unit 4: Problem, Hypothesis & Research Traditions**

#### **4.1. Formulating a problem & developing a testable research question.**

#### **4.2. Research hypothesis.**

#### **4.3. Comparing Quantitative & Qualitative.**

#### **4.4. Steps in a Research.**

### **Course Learning Outcomes (CLOs):**

**CLO 1 :** To sensitize the students towards the concept and pedagogy of social science research.

**CLO 2:** To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.

**CLO 3:** To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis and the method of writing a scientific research

document.

**CLO 4:** To equip the students for formulating and conducting a relevant research.

**Text & Reference Books:**

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Krishnaswami, O., R. & Ranganathan, M. (2014). Methodology of Research in Social Sciences, Mumbai: Himalaya Publishing House PVT. LTD.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)	-- 05%
Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	

Course Credit hr-04

Total contact hr-60

**Course Objectives: –**

To familiarize the students to the concept, perspective and various dimensions of human rights in international and domestic context with a contemporary perspective, to enable them to become enlightened citizens in a globalized world.

**Course Description:-**

The course on human rights is to bring the conceptual history of human rights, the shifts from natural rights theory to modern concept of human rights in the form of Universal Declaration of Human rights (Civil-Political rights, treaties, bill of rights). As far as theories of human rights are traced from the social-contract theorists of the state like Lock, Rousseau, Hobbes, Thome Paine and interdisciplinary approaches to study the different dimension of the concept. etc practices which is reflecting in political-legal institutions like Public institutions like Supreme Courts, legislature and at the societal level where the three generation of human rights can be analysed in a globalized world.

**Course Content:****Unit-I: - Introduction**

- **Concept of Human Rights**
- **Universal Declaration of Human Rights**
- **ICCPR, ICESR & the Bill of Rights**
- **Classification of Rights**

**Unit-II:-Human Rights Treaty Bodies**

- **Explanation of human rights treaty bodies.**
- **The functioning of human rights treaty bodies.**
- **How to access and work with the human rights treaty bodies**
- **Universal Human Rights Index**



### **Unit -III:-Human Rights in India**

- **Human Rights and Constitutional Provisions - Preamble, Part III & IV**
- **Fundamental Duties**
- **Judicial Activism**
- **Rule of Law**

### **Unit -IV:-Contemporary Perspectives**

- **An Overview of the Criminal Justice System**
- **Public Interest Litigation**
- **Role of the National Human Rights Commission**
- **Role of National Commission of Women**

#### **Course Learning Outcomes (CLO's):**

CO1. To be aware about the theoretical and practical dimension of the human rights particularly in the post-cold war world.

CO2. To provide the students an understanding the shift from natural rights to the modern concept of human rights particularly after the Second World War.

CO3. To make an aware to the students about an institutional mechanism of the protection and promotion of human rights at domestic and international level.

CO4. The concept is useful and relevant in the globalised world because consequences of the forces of globalization sometimes the direct relationship with the violation of the basic rights or human rights of vulnerable sections of the society 'in the interconnected and interrelated' world. Therefore, to understand and explain the issues from contemporary perspective.

#### **SUGGESTED READINGS**

Office of the High Commissioner for Human Rights, *Human Rights: A Basic Handbook for UN Staff*, UNHCR.

Malcolm Neil, *"Human Rights and Political Wrongs: A new approach to Human Rights law"*, Policy Exchange, 2007

Flowers Nancy et al, *"The Human Rights Education Handbook Effective Practices for Learning, Action and Change"* (Human Rights Education, University of Minnesota) 2000.

Durga Das Basu – *Human Rights in Constitutional Law*, New Delhi, Prentice Hall of India, 1984

RajinderSachar – *Human Rights, Perspectives & Challenges*, New Delhi, Gyan Publishing

Ashwani Kant Gautam – *Human Rights & Justice System*, New Delhi, APH Pub, 2001

Awasthi – Law relating to protection of Human Rights, New Delhi – Orient – 2009.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**Course Code: BSO-601**

**Course Name: Sociological Thinkers-2**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:** The objectives of this course are (1) to offer a historical background within which sociological theories have emerged; (2) to accustom students with contemporary sociological theorists and their work; and

**Course Description:**

To develop critical thoughts and assessment of sociological theory.

**Course Contents:**

**Unit: 1- Herbert Spencer**

- Introduction
- Concept of Social Evolution
- Organic Analogy by Herbert Spencer
- Types of Societies

**Unit 2:-Max Weber**

- Introduction
- Social Action by Max Weber
- Theory of Bureaucracy
- Protestant Ethics and Capitalism

**Unit 3:-C. H. Cooley**

- Introduction
- Individual and Society
- Concept of Primary Group
- Looking Glass Self theory

**Unit 4:-Vilfredo Pareto**

- Introduction
- Concept of Scientific Sociology
- Concept of the Circulation of Elites
- Theory of Social Change by Pareto
- 

### Course Learning Outcomes CLOs

**CLO1:**To get an understanding of the relationship between Society& Culture

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

**CLO4:**To understand the development of society from Pre Historic times to Post Industrialized era.

- **Suggested Readings:**

1. Atal Yogesh: Sociology: From where to where, Jaipur:Rawat Publication
2. Coser Lewis: Mster of Sociological Thought, Harcourt Brake
3. Dube S.C: Society in India, New Delhi: National Book Trust
4. Bose N.K: Structure of Hindu Society, New Delhi
- 5.Ghurye G.S: Caste and Race in India, Bombay: Popular Publication
- 6.Johnson H.M: Sociology: A Systematic Introduction, New Delhi: Allied Publishers
- 7.Prabhu P.H: Hindu Social Organization, Bombay: Popular Publication.

### Online Links for Study and Reference Materials:

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**Course Code: BSO-602**

**Course Name: Health & Family Welfare**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:** : The content of the course will enable the students to sensitize about health related issues, to understand the issues related to public health and social medicine, to understand the role of the State in the healthcare in India and to make aware the health and sanitation conditions in India.

Course Description:-To understand the role of the State in the healthcare in India and to make aware the health and sanitation conditions in India.

**Course Contents:**

**Unit: 1-Family and Reproductive Health**

- Introduction
- Family Health
- Reproductive Health
- Healthy Body

**Unit: 2-Measures to Control Population Growth**

- Introduction
- National Health Programmes
- Reproductive and Child Health Programme
- Family Welfare

**Unit: 3-Family Planning Programme in India**

- Meaning & Characteristics of Family Planning
- Need for Family Planning in India
- Factors Hindering Family Planning Programme in India
- Methods of Family Planning

**Unit: 4-Population Education**

- Definition of Population Education
- Need & Objectives of Population Education

- Trends in Population Education
- Social Dimensions of Population Education.

### Course Learning outcomes CLOs

- **CLO1:**To get an understanding of the relationship between Illiteracy& Overpopulation
- **CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.
- **CLO3:**To develop a critical thinking approach in understanding the Society
- **CLO4:**To raise an awereness amongst students towards Population Control Methods

### Suggested Readings:

1. N. Agrawal: Indian Economy Problems of Development and Planning (21st Edition, 1995)
2. N. Ghosh: Population Economics (1993).
3. G. C. Pande : Principles of Demography (1941).
4. AshishBose: Demographic Diversity of India.
5. O. S. Srivastava: Demography and Population Studies.
6. ShakeelAhmad: Fertility Trends and Population Policy in India.
7. P. N. Sinha: Population Education and Family Planning 2000.
8. K. Srinivasan and AbusaleshSharif: India: Towards Population and Development Goals, United Nations Population fund, 1997.
9. AshishBose: India and the Asian Population Perspective
10. Uppal J. S.: Indian Economic Problems (1983)
11. S. Chandrasekhar: India's Population, Facts, Problems and Policy (1970)
12. K. K. Dewett and Others: Indian Economics (1994)
13. M. M. Gandotra: Population Policy in India (1984)

**Online Links for Study and Reference Materials:**

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

**Course Code: BSO-603**

**Course Name: Status of women in Society**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:** The objectives of this course are (1) to offer a historical background within which sociological theories have emerged; (2) to accustom students with contemporary sociological theorists and their work.

**Course Description:**

To develop & sensitise students towards Women their rights, Pain & their Importance in Society.

### **Unit 1:-Necessity for Studying Women in India**

- Meaning of Women's Studies
- Necessity for Studying Women in India
- Concept of Women in History
- Importance of Women Education in Society

### **Unit 2:-Social Status of Women in Independent India**

- Women's Social Status in present society
- Status of Women in Family
- Factors hindering Women emancipation
- Social Status of Women in ancient times

### **Unit 3:-Economic Status of Women in India After Independence**

- Meaning of Economic Status of Women
- Women Role of Tradition Economic System
- Economic Participation of Women in Independent India
- Current Economic Situation of Women

### **Unit 4:-Political and educational Status of Women in Independent India**

- Political Status of Women in India & Women in Political Participation
- Educational status of women in independent India



- Effect of women education in society
- Concept of the Circulation of Elites

### Course Learning outcomes CLOs

**CLO1:**To get an understanding of the relationship between Women& Society

**CLO2:**To develop a critical thinking approach in understanding the Social Processes.

**CLO3:**To understand the development of society from Pre Historic times to Post Industrialized era.

- **Suggested Readings:**

1. Neera Desai And M Krishnaraj : Women And Society In India
2. M.N Sreenivas : Changing Status Of Women
3. Maithreyi Krishnaraj: Women Studies In India Chandrakala: Changing Status Of Women
4. George Ritzer: Sociological Theory David Boucheir : The Feminist Challenge Ann Oakley: Sex Gender And Society
5. Haralambos,Michael : Sociology-Themes and Perspectives, Oxford University Press
- 6.Haralambos,Michael : Sociology-Themes and Perspectives, Oxford University Press
- 7.Johnson H.M: Sociology: A Systematic Introduction, New Delhi: Allied Publishers
- 8.Prabhu P.H: Hindu Social Organization, Bombay: Popular Publication.

### Online Links for Study and Reference Materials:

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **BSO -604: Project**

### **Course Objective:**

The paper aims to develop reasoning skills among students that will allow us to solve problem successfully and in a stipulated time frame. It is an unique approach to develop their critical thinking. The students are encouraged to become not just passive learners and note-takers, but rather critical thinkers.

A Synopsis of the Project Report should be submitted to the Board of Studies of the School of Liberal Arts. The Board, after deliberation, will suggest changes and modifications. The synopsis should include the following –

1. Title of Project Report
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division
6. Suggested readings

### **Source Material and References**

Presenting your own ideas in a Project is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper in a APA style. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and

computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

### **Length and Format**

Length is not important; 40 to 60 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

### **Marks/Grading**

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Project look and sound professional.

### **Evaluation of Project Work**

Sl. No.

Evaluated by Criteria:

1 Institution

- Quality

- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfilment
- Data collection ability in the field (if any)
- Scope of Implementation.

Marks-60

2 Board of Examiners

Viva-voce Examination

Marks-40

3 **Total 100**

## **BABCS 601: Gender and Women Studies in India**

**COURSE CODE: BEL 601**      **Course name: Gender and Women Studies in India**

**Course credit: 4**      **Course hour: 56 hrs**

### **Course Objective:**

To introduce the basic concepts of gender & women studies and to understand gender as an element of social, political, economic and legal structures as well as individual identities, critically interrogating understandings of gender divisions as natural or socially constructed.

### **Course Description:**

The course will enable the student:

1. To acquaint the student with the concept of gender and to promote an international approach to the study of gender.
2. To acquaint the students with the difference between sex and gender and their nuances.
3. To make them aware of different trends in gender and LGBTQ Studies.
4. To give them exposure to a wide range of language to navigate through gender biases prevalent in the society.
5. To acquaint students with the concept of gender violence.

### **Course Contents**

#### **Unit-I: Concept of Gender Studies**

- Gender Studies - Concept, Nature, Scope and Relevance
- Evolution of Gender Studies
- Gender sensitization
- Gender Studies/ Women Studies

#### **Unit-II: Basic Concepts in Gender Studies**

- Differences between Sex and Gender
- Gender roles
- Patriarchy
- Socialization- Gendering

#### **Unit-III: Underlying Philosophy of Gender Studies**

- Feminism Perspectives
- Meaning of Feminism
- History of Feminism

- Feminist Theories – Liberal, Radical, Marxist, Socialist approaches.

## **Unit-IV: Gender Inequality and its Impacts**

- Concept of Gender Inequality – in Family, Education, Culture, Religion and Health.
- Gender based violence- Foeticide, infanticide, domestic violence.
- Commodification of women's bodies
- Representation of women in media.

### **Course learning outcome:**

CLO1: Students will be able to know about the various dimensions of gender and sex.

CLO2: Students will gain knowledge about different types of gender violence and commodification.

CLO3: Students will learn about representation of women in media.

CLO4: Students will be sensitized towards various nuances of gender.

### **Suggested Readings**

1. Women's Work Health and Empowerment, P-82-99, Anjali Gandhi (Ed.), Aakar Books, New Delhi, 2006.
2. What is Feminism? Juliet Mitchell and Ann Oakley (Ed): Oxford Blackwell, 1986.  
Contemporary Feminist Theories: Stevi Jackson & Jackie Jones (Ed.), Edinburgh University Press.
3. Sex, Gender and Society: Oakley, Ann, Gower Publishing Company, England, 1985
4. 50 Key Concepts in Gender Studies: Pilcher, J. & Whelehan, 1, Sage Publications India Pvt. Ltd, New Delhi, 2005.
5. Gender Studies- A Primer: V. Kadambari, RGNIYD, Sriperumbudur, Tamilnadu, 2009.
6. The Polity Reader in Gender Studies; Polity Press, Black well Publishers Ltd., Cambridge, 2002
7. A Companion to Gender Studies, Essed, Philomena et .al (Ed), Blackwell Publishing, USA, 2005
8. Patriarchy: Theorising Feminism, Geetha V, STREE, Calcutta.

***Assessment Method:*** *Continuous Internal Assessment= 40%, Final Examination= 60%*

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

**NOIDA INTERNATIONAL UNIVERSITY**



**DEPARTMENT OF INTERNATIONAL RELATIONS**

**SCHOOL OF LIBERAL ARTS**

**BACHELOR OF ARTS**

**INTERNATIONAL RELATIONS (HONOURS)**

**(Semester based Course) CBCS**

**Rules, Regulations and Course Contents**

**Effective from**

**Academic year 2018-2021 onwards**



## COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME

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

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

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

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

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

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

Inculcate a spirit of nationalism and develop good values contributing to building strong national character. This program also integrates teaching of other relevant sociological, historical, psychological and administrative concerns to enhance skill based and broader understanding of the social world we live in and to prepare them with a more pragmatic approach to deal with varied demands and challenges of occupational and social settings. Subsidiary papers have been introduced in the first two years to facilitate the understanding of any two optional papers from sisterly disciplines.

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

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

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

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

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

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

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates.

In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

#### **Outline of Choice Based Credit System:**

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

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

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

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

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

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

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

**3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may

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

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

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

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 5 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

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

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

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

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

## Department of International Relations

### Semester I

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRB-101	Introduction to International Relations	3	1		4	40	60	100
2	IRB-102	Introduction to Comparative Government and Politics	3	1		4	40	60	100
3		Subsidiary Paper –I	3	1		4	40	60	100
4		Subsidiary Paper-II	3	1		4	40	60	100
5	EVSB-101	Environmental Studies-I	2	1		3	40	60	100
6		Generic Elective	3	0		3	40	60	100
		Total				22			600

## Semester II

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRB-201	Introduction to Culture and World Politics	3	1		4	40	60	100
2	IRB-202	India's Foreign Policy	3	1		4	40	60	100
3		Subsidiary Paper-I	3	1		4	40	60	100
4		Subsidiary Paper-II	3	1		4	40	60	100
5	EVSB-201	Environmental Studies – II	2	1		3	40	60	100
6		Generic Elective	3	0		3	40	60	100
		Total				22			600

## Semester III

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRB-301	Introduction to Problems of International Relations	3	1		4	40	60	100
2	IRB-302	Democracy and Governance	3	1		4	40	60	100
3		Subsidiary Paper-I	3	1		4	40	60	100
4		Subsidiary Paper-II	3	1		4	40	60	100
5	GEB-301	General English	2	1		3	40	60	100
6		Generic Elective	3	0		3	40	60	100
		Total				22			600



## Semester IV

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRB-401	Introduction to the UN system	3	1		4	40	60	100
2	IRB-402	Understanding Globalization	3	1		4	40	60	100
3		Subsidiary Paper-I	3	1		4	40	60	100
4		Subsidiary Paper-II	3	1		4	40	60	100
5	BABC-401	Business Communication	2	1		3	40	60	100
6		Generic Elective	3	0		3	40	60	100
		Total				22			600

## Semester V

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRB-501	Introduction to Diplomacy	4	1		5	40	60	100
2	IRB-502	Conflict and Peace Building	4	1		5	40	60	100
3	IRB-503	Legislative Support	4	1		5	40	60	100
4	IRB-504	Research Methodology	4	1		5	40	60	100
5	BACBCS-501	Human Rights: Theory and Practice	2	1		3	40	60	100
6		Generic Elective	3	0		3	40	60	100
		Total				26			600

## Semester VI

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRB-601	Introduction to Political Geography	4	1		5	40	60	100
2	IRB-602	Administration and Public Policy: Concepts and Theories	4	1		5	40	60	100
3	IRB-603	Democratic awareness through Legal Literacy	4	1		5	40	60	100
4	IRB-604	Project/Survey/ Case Study/ Research/ Literature Review	4	1		5	40	60	100
5	BACBC S-601	Gender and Women Studies in India	2	1		3	40	60	100
6		Generic Elective	3	0		3			
		Total				26			600

**Grand Total - 3600**

**Total Credits-140**

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours; Internal Marks include class tests, Assignments, Presentations and Attendance

**There will be two types of examination:**

1. External-It is equal to 60 marks. It includes only end term exam marks.
2. Internal-It is equal to 40 marks. Internal Marks include class tests, assignments, presentations, mid sem. marks and attendance.

# Semester I

**Course Code: IRB-101**

**Course Name: Introduction to International Relations**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60hr**

**Course Objective:** The Objective of this course is to make the students aware about the International Relation concepts, theories and approaches. To tell them about the World War I , II ,Cold War and International terrorism activities.

**Course Description:** In this course we will teach to students about classical realism of Hans J. Morgenthau, neo-realism of Kenneth Waltz, Neo –liberalism’s concept of complex interdependence of Robert O. Keohane and Joseph Nye, World System approach of Wallerstein and Andre Gunder Frank, and feminist perspective of International Relation by J. Ann Tickner.They will know about the history of wars, cold war and international terrorism.

**Course Contents:**

**Unit: 1: Approaches to International Relations:**

- a) Classical Realism (Hans Morgenthau)
- b) Neo- Realism (Kenneth Waltz)
- c) Liberalism (Kegley and Wittkopf)
- d) Neo- Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)

**Unit: 2: Structural Approaches**

- a) World Systems Approach (Immanuel Wallerstein)
- b) Dependency School (Andre Gunder Frank)
- c) Structural Theory of Imperialism(Johan Galtung)
- d) Feminist Perspective (J. Ann Tickner)

**Unit:3: War:**

- a) World War- I
- b) World War- II
- c) Cold War
- d) Post -Cold War Era

**Unit:4: Terrorism:**

- a) International Terrorism
- b)State Sponsored Terrorism
- c) Cyber Terrorism
- d) Narco- Terrorism

**Course Learning Outcomes (CLOs):**

CLO-1: Students will learn about the reality of International Relations

CLO-2: They will be able to know about the reality of complex interdependence of world.

CLO-3: It will make them able to know about the world system

CLO-4: Student will become aware about the positions and representation of women at world level.

**Text Books**

Ghosh, Peu, International Relations, Fourth Edition, PHI Learning Private Limited, ISBN: 9788120352407

Khanna, V.N., International Relations, Fifth Edition, Vikas Publishing House Pvt. Ltd., ISBN:9789325968363

**Reference Books**

Alexander Wendt, 'The Agent-Structure Problem in International Relations,' International Organization, Vol. 41, No. 2 (1987): 335-370 Cox, Robert (1981) 'Social Forces, States and World Order: Beyond International Relations Theory', Millennium 10(2): 126-155.

Angell, Norman (1912) 'The Influence of Credit Upon International Relations', in The Foundations of International Polity (London: Heinemann).

Art, R. J. and Jervis, R. (eds.) (1999) International Political Enduring: Concepts and Contemporary Issues, 5TH Edition, New York: Longman, pp., 7-14; 29-49; 119-126.

Baylis, J. and Smith, S. (eds.) (2011) The Globalization of World Politics: An Introduction to International Relations: fifth Edition, Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.

Goldstein, J. and Pevehouse, J.C. (2009) international Relations, New Delhi: Pearson, p.p. 81-111.

Guzzini, Stefano (2001), 'The Significance and Role of Teaching Theory in International Relations', JIRD, 2001,4(2), 98-117 Kenneth M. Waltz, "Laws and Theories," from Robert O. Keohane, Neorealism and Its Critics (New York: Columbia University Press), pp. 27-46.

J. C. Johri, International Relations and Politics, Sterling Publishers Pvt. Ltd., 2004.

Jackson, R. and Sorenson, G, (2008) Introduction to International Relations: Theories and Approaches, New York: Oxford University Press pp. 59-96.

L. N. Shrivastava, International Relations, SBD, Publishers, Delhi, 2012.

London and New York: Routledge. Der Derian, James and Michael Shapiro (eds.) (1989), International/ Intertextual Relations: Postmodern Readings of World Politics, New York: Lexington Books. Rudolph, Susanne Hoerber (2002), 'In Defense of Diverse Forms of Knowledge', PS: Political Science and Politics, 35 (2): 193-195

Tickner, J. Ann and Laura Sjoberg (eds.) (2011), Twenty Years of Feminist International Relations: A Conversation about the Past, Present and Future.

William, P., Goldstein, D.M. and Shafritz, J.M. (eds.) (1999) Classic Readings of International Relations, Belmont: Wadsworth Publishing Co., pp. 30-58; 92-126.

### **Online Links for Study & Reference materials**

<https://www.e-ir.info/2017/07/03/student-feature-a-brief-introduction-to-the-study-of-international-relations/>

[https://en.wikipedia.org/w/index.php?title=Complex\\_interdependence&action=edit&section=7](https://en.wikipedia.org/w/index.php?title=Complex_interdependence&action=edit&section=7)

<http://egyankosh.ac.in/bitstream/123456789/7945/1/Unit-2.pdf>

### **Assessment Method:**

Continuous Internal Assessment 40%,

Final Examination=60%

Assessment-1 -05%

Assessment-2 -05%

Assessment-3(Midexam) -20%

Assessment-3 -05%

Assessment-4 -05%

**Total Internal Assessment -40%**



**Course Code: IRB-102**

**Course Name: Introduction to Comparative Government and Politics**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60hr**

**Course Objective:** Each topic is to be studied with reference to concepts, theories and the historical experiments of developing countries as well as advanced industrialized countries.

**Course Description:** It is about the concept, nature and methods of comparative politics. Students will get acquainted with authoritarian and democratic regimes. It will also make them aware about parliamentary system of UK and Presidential system of U.S.A. .They will know about federal system of Canada and Unitary system of China. To make them aware about the different political parties of world.

**Course Contents:**

**Unit 1:**

- a) Introduction to the concept of state origin
- b) Introduction to Comparative Government and Politics
- c) Nature and Scope of Comparative Government and Politics
- d) Methods of comparative political analysis.

**Unit 2: Comparing Regimes**

- a) Authoritarian
- b) Democratic
- c) Theocratic
- d) Military Dictatorship



### Unit 3: Classification of political system

- a) Parliamentary: UK
- b) Presidential: U.S.A
- c) Federal: Canada
- d) Unitary: China

### Unit 4: Electoral System

- a) First Past the Post System
- b) Proportional Representation
- c) Party Systems: one- party, two- party and multi-party systems
- d) Others

### Course Learning Outcomes (CLOs):

CLO-1: To make them aware about concept, nature and different method of comparative politics.

CLO-2: They get acquainted with authoritarian and democratic system.

CLO-3: To tell them about parliamentary and presidential kind form of government.

CLO-4: They will know about different political parties and party system of world.

### Essential Readings:

Bara, J and Pennington, M. (eds.) (2009) Comparative Politics, New Delhi: Sage Caramani D.(ed.) (2008) Comparative Politics, Oxford University Press.

Hauge, R. and Harrp, M. (2010) Comparative Government and Politics: An Introduction (Eight Edition), London: Palgrave Macmillan.

Ishiyama, J.T. and Breuning, M (eds.) (2011) 21st Century Political Science: A Reference Book Los Angeles: Sage.

Newton, K. and Deth, Jan W.V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.

O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton &Company, Inc.

Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning PVT. Ltd.

**Online Links for Study & Reference materials**

<https://www.sciencedirect.com/topics/computer-science/authoritarian-regime>

<https://www.parliament.uk/about/how/role/relations-with-other-institutions/parliament-government/>

<https://www.britannica.com/topic/presidency-of-the-United-States-of-America>

**Assessment Method:**

Continuous Internal Assessment 40%,

Final Examination=60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Midexam)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Code : EVSB -101**

**Course Name – Environmental Studies-I**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60hr**

**Course Objective:** - The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.

**Course Description:-** 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.

**Unit 1: Introduction to Environmental Studies**

- a) Definition, Concept, Importance of environment
- b) Components of environment atmosphere, hydrosphere, lithosphere and biosphere.
- c) Scope and importance; Concept of sustainability and sustainable development.
- d) Environmental Education and Awareness.

**Unit 2: Ecosystems**

- a) Ecosystem, Structure and function of ecosystem
- b) Energy flow in an ecosystem
- c) Food chain, food web and ecological succession
- d) Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem (Pond, Lake, stream, rivers, oceans)

**Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- a) Land Resources and land degradation
- b) Soil erosion and desertification, deforestation
- c) Causes and impacts due to mining, dam building on environment.
- d) Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

**Unit 4: Biodiversity and Conservation:**

- a) Levels of biological diversity: genetic, species and ecosystem diversity; Biogeography

zones of India; Biodiversity patterns and global biodiversity hot Spots.

b) Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions.

c) Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

d) Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value

**Course Outcomes (CO's):**

CO1. The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

CO2. To develop the foundations for a fully informed and active participation of individual in the protection of environment.

CO3. To develop an understanding of the different aspects of the prudent and rational use of natural resources.

CO4. To acquaint them with respect of the social problem and its related issues.

**Text Books: -**

B. Erach, Textbook of Environmental Studies for Undergraduate Courses, Third Edition, Orient Blackswan Pvt Ltd.

Kaushik Anubha, Perspectives in Environmental Studies, Third Edition, Book Age Publications.

**References Books: -**

Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.

Clark RS, Marine Pollution, Clarendon Press, Oxford (TB).

Heywood VH, and Watson RT, 1995. global Biodiversity Assessment. Cambridge University Press .

Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya

Publishing House, Delhi .

Mckinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.

Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)

Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)

Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)

Assessment -1 - 05%

Assessment -2 - 05%

Assessment- 3 (Mid- Exam) - 05%

Assessment- 4 -05%

Total Internal Assessment - 40%

## **SEMESTER II**

**Course Code: IRB-201**

**Course Name: Introduction to Culture and Politics**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:**

The objective of the course is to acquaint students with the complex ways in which the cultural and political realms interact. It undertakes a critical enquiry into the academic and political endeavours that offer cultural interpretations of world politics in both historical and contemporary contexts. It is based on the implicit

assumption that politics is negotiated and interpreted through the lens of culture, as are cultural interpretations often imbued with power and political intent.

### **Course Description:**

The course “Introduction to Culture and Politics” intends to explore the concept of culture in politics, particularly at the international level. The course will analyze the politics of pluralism and the role of the diaspora, with special focus on the importance of culture as a soft power.

### **Course Contents:**

#### **Unit I:**

- a) Understanding culture
- b) Importance of Culture in the contemporary world
- c) Culture and International Relations
- d) Strategic culture

#### **Unit II:**

- a) Imperialism
- b) Impact of imperialism on the culture of Third World countries
- c) The politics of pluralism
- d) Role of the diaspora

#### **Unit III:**

- a) Assessing globalization
- b) Challenges to Cultural Globalization
- c) The return of cultural knowledge
- d) Role of popular culture

#### **Unit IV:**

- a) The Politics of Display

- b) Cultural Pasts and Present in South Asia
- c) Culture as 'soft power'
- d) Cultural exclusion

**Course Learning Outcomes:**

- To point out the basic understanding of culture and its relevance in politics.
- To acquaint the students with the importance of culture in International Relations.
- To understand the concept of imperialism and the role of diaspora in international politics.
- To acquaint the students with the ideas of globalisation, popular culture, and the politics of display.

**Reading Suggestions:**

Darby, Phillip (1998), 'The Exclusions of Politics', *The Fiction of Imperialism: Reading between International Relations and Postcolonialism*, London: Cassell.

Jahn, Beate (2000), *The Cultural Construction of International Relations: The Invention of the State of Nature*, Hampshire: Palgrave.

Johnston, Alastair Iain (1995), *Cultural Realism: Strategic Culture and Grand Strategy in Chinese History*, Princeton: Princeton University Press.

Kymlicka, Will (2007), 'The Forms of Liberal Multiculturalism', *Multicultural Odysseys: Navigating the New International Politics of Diversity*, New York: Oxford University Press.

Lebow, Richard Ned (2008), *A Cultural Theory of International Relations*, Cambridge: Cambridge University Press.

Mair, Christian (ed.) (2003), *The Politics of English as a World Language: New Horizons in Postcolonial Cultural Studies*, New York: Rodopi.

Reeves, Julie (2004), Culture and International Relations: Narratives, Natives and Tourists, London: Routledge.

Said, Edward (1994), 'Overlapping Territories, Intertwined Histories', Culture and Imperialism, London: Vintage.

**Online Links for Study and Reference Materials:**

- <https://www.jstor.org/stable/3699769?seq=1>
- <https://www.epw.in/journal/2006/37/perspectives/culture-identity-and-international-relations.html>
- <https://www.taylorfrancis.com/books/edit/10.4324/9780203838600/politics-display-sharon-macdonald>
- [https://link.springer.com/chapter/10.1057/9781137027894\\_6](https://link.springer.com/chapter/10.1057/9781137027894_6)

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>



**Course Code: IRB-202**

**Course Name: India's Foreign Policy**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** The objective of this course is to study about the principles and objectives of foreign policy of India. It will help the students to know about the domestic and external determinants of foreign policy of India.

**Course Description:** This course is to bring the broader agenda of India's Foreign Policy, its principles, and objectives to the fore. The course will be analysing genesis and focusing on the determinants of the foreign policy of India. It will also look into the role of parliament and political parties in the formulation of foreign policy. It will also explore the India's foreign policy vis-à-vis major powers. India and the new world order is to highlight the Indian relations with SAARC, ASEAN, and the EU.

**Course Contents:**

**UNIT-I: Introduction**

- a) Meaning and importance of Foreign Policy
- b) Principles of India's Foreign Policy
- c) Objectives of India's Foreign Policy
- d) Changing nature of India's Foreign Policy

**UNIT-II:**

- a) Domestic Determinants
- b) International Determinants
- c) Genesis of India's Foreign Policy
- d) Formulation of India's Foreign Policy

**UNIT-III: India's and the Major Powers**

- a) USA
- b) Russia
- c) China

d) France

#### **UNIT-IV: India and the New World Order**

a) SAARC

b) ASEAN

c) EU

d) QUAD (Quadrilateral Security Dialogue)

#### **Course Learning Outcomes:**

- To acquaint the students with the broader understanding of India's foreign policy.
- To enhance the understanding of the students with respect to principles and objectives of India's foreign policy.
- To acquaint the students with the New World Order and the place of India in it.

#### **Reading suggestions:**

J. Bandhopahdyaya, The Making of India's Foreign Policy, Calcutta, Allied, 1979.

J.N. Dixit, Across Border: Fifty Years of India's Foreign Policy, New Delhi, 1999.

R.S. Yadav & Suresh Dhanda, eds., India's Foreign Policy: Contemporary Trends, New Delhi, Shipra, 2009.

R.S. Yadav (ed.), India's Foreign Policy Towards 2000 A.D., New Delhi, Deep & Deep, 1993.

R.S. Yadav, Bharat Ki Videsh Niti (in Hindi), Pearson, New Delhi, 2012.

V.P. Dutt, India's Foreign Policy in a Changing World, New Delhi, Vikas, 1999.

#### **Online Links for Study and Reference Materials:**

- <https://www.distanceeducationju.in/pdf/202%20INDIA'S%20FOREIGN%20POLICY.pdf>
- [http://sdeuoc.ac.in/sites/default/files/sde\\_videos/SLM-PG-Foreign%20Policy.pdf](http://sdeuoc.ac.in/sites/default/files/sde_videos/SLM-PG-Foreign%20Policy.pdf)
- <https://byjus.com/free-ias-prep/objectives-of-indias-foreign-policy/>
- <https://www.mea.gov.in/distinguished-lectures-detail.htm?833>
- <http://www.jcreview.com/fulltext/197-1583132694.pdf>

#### **Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Code- EVSB - 201**

**Course Name – Environmental Studies-II**

**Course Credit- 04**

**Total Contact Hr- 60**

**Course Objective:-**

Objective is to aim at the development of environmentally literate citizens who have the skills and knowledge and inclinations to make well informed choices concerning the environment, and who exercise the rights and responsibilities of the members of a community. It contributes to an understanding and appreciation of the environment and conservation of resources for future.

**Course Description: -**

Introduces basic concepts from policy studies and economics that help explain environmental challenges. Provides an overview of how government, non-governmental organizations, and the private sector are dealing with major environmental challenges. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues.

**Unit 1: Environmental Pollution**

a) Environmental pollution

b) Types, causes, effects and controls; Air, water, soil, chemical and noise pollution.

c) Industrial waste management: Control measures of urban and industrial waste

d) Solid waste management: Control measures of urban and industrial waste.

### **Unit 2: Environmental Policies & Practices**

a) Climate change, global warming, ozone layer depletion, acid rain

b) Impacts on human communities and agriculture.

c) Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).

d) Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context

### **Unit 3: Human Communities and the Environment**

a) Human population and growth: Impacts on environment, human health and welfares. National and International Legislations

b) Disaster management: floods, earthquakes, cyclones and landslides.

c) Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation

d) Environmental communication and public awareness.

### **Unit 4: Field work**

a) Visit to an area to document environmental assets; river/forest/flora/fauna, etc.

b) Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.

c) Study of simple ecosystems-pond, river, Delhi Ridge, etc.,

**Course Outcomes (CO's):**

**CO1.** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions.

**CO2.** To develop the foundations for a fully informed and active participation of individual in the protection of environment.

**CO3.** To develop an understanding of the different aspects of the prudent and rational use of natural resources.

**CO4.** To acquaint them with respect of the social problem and its related issues.

**References Books:-**

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

- Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws.Himalaya Publishing House, Delhi.
- Mckinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
- Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
- Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
- Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

## SEMESTER III

**Course Code: IRB-301**

**Course Name: Introduction to Problems of International Relations**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** The purpose of this course is to familiarize students with key theoretical literature on some of the salient issues in international politics in order for them to acquire an objective and analytical understanding of the subject .The course would discuss various issue areas: Democratization, Ethnicity and Nationalism; Culture and Religion; Environment; Globalization and Global Justice, Borders and Territoriality; Power and Hegemony; War and Revolution. It would enable students to acquire a conceptual understanding of these issues in the back drop of major transformation and restructuring in international politics.

**Course Description:** The course on “Introduction to Problems of International Relations” is to bring in the international problems and through light on them. It will analyze various problems which have been

contributing to the international politics. The course will through light on globalisation and will acquaint the students with the idea of global justice. The course will explain the ideas of power and hegemony and war and revolution and their impact on the international political system.

### **Course Contents:**

#### **Unit I:**

- a) Democratisation
- b) Phases of democratisation
- c) Ethnicity
- d) Nationalism

#### **Unit II:**

- a) Culture
- b) Religion
- c) Environment
- d) Terrorism

#### **Unit III:**

- a) Globalisation
- b) Global Justice
- c) Borders and Territoriality
- d) Global economy

#### **Unit IV:**

- a) Power
- b) Hegemony
- c) War
- d) **Revolution**

### **Course Learning Outcomes:**

- To acquaint the students with the ideas of democratisation, ethnicity, and nationalism.
- To make the students understand the idea of globalisation and the global justice.
- To acquaint the students with the idea and importance of power and hegemony.
- To acquaint the students with the increasing importance of environment in international relations.

### **Reading suggestions:**

Anthony, D. Smith, "Ethnic Identity and World Order" in millennium Journal of international Studies, Vol.12, No. 2, June 1983, PP., 149-169.

Anthony, Mac-grew, the globalisation debate, Putting advance capitalist state in the place, in global society, vol. 12, no.3, 1998,pp.299-321.

Francis, Fukuyama, 'The Primacy of Culture, in journal of democracy, vol. 6, No. 1 January 1995, pp. 7-14.

Francis, Fukuyama, The end of history, In the National Interest, vol., 16 Summer 1989,pp. 3-35.

Samuel P. Huntington, The Clash of Civilization? in foreign affairs, Vol. 72, No. 3, Summer 1993, PP. 22-49.



Thomas F. Homer-Dixon, On the Threshold, ; Environmental Change as causes of acute conflict in international security, Vol. 16, No. 2, Fall 1991, PP.76-116.

**Online Links for Study and Reference Materials:**

- <https://www.e-ir.info/2017/01/08/religion-and-culture/>
- <https://www.tandfonline.com/doi/abs/10.1080/00393380510032319?journalCode=ssthe20>
- <https://www.jstor.org/stable/43574657?seq=1>
- [http://www.ijbssnet.com/journals/Vol.\\_1\\_No.\\_3\\_December\\_2010/20.pdf](http://www.ijbssnet.com/journals/Vol._1_No._3_December_2010/20.pdf)

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Code: IRB-302**

**Course Name: Democracy and Governance**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** This Paper tries to explain the institutional aspects of democracy and how institutions function within a constitutional framework. It further delves into how democracy as a model of governance can be complimented by institution building.

**Course Description:** The course is intended to look deeply into the democracy and governance. It will analyze the structure and process of governance and will go deep down into the Indian model of democracy. The course will look into the federal structure of India. Judicial system and judicial activism will acquaint the students with the deep understanding of the justice system in India. The course will look into the different dynamics of civil society also.

**Course Contents:**

### **Unit 1: Structure and Process of Governance**

- a) Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour
- b) Federalism
- c) The Supreme Court and Judicial Activism
- d) Units of Local Governance (Grassroots Democracy) Political Communication -Nature, Forms, and Importance

### **Unit 2: Ideas, Interests, and Institutions in Public Policy**

- a) Contextual Orientation of Policy Design
- b) Institutions of Policy Making
- c) Regulatory Institutions : SEBI, TRAI,
- d) Regulatory Institutions: Competition Commission Of India, Corporate Affairs.

### **Unit 3: Contemporary Political Economy of Development in India**

- a) Policy Debates over Models of Development in India
- b) Political Economy of Development in India
- c) Recent trends of Liberalization of Indian Economy in different sectors
- d) E-governance

### **Unit 4: Dynamics of Civil Society**

- a) New Social Movements and Various interests
- b) Role of NGO's
- c) Understanding the political significance of Media
- d) Understanding the political significance of Popular Culture

### **Course Learning Outcomes:**

- a) To acquaint the students with the Indian model of democracy.
- b) To understand the idea of parliament and party politics in India.
- c) To develop the critical understanding approach regarding SEBI, TRAI and NGO's.
- d) To understand the significance of media and political culture in democracy.

### **Reading suggestions:**

Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India's Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55-95.

Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, 2001. Corbridge, Stuart and John Harris, Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy OUP, 2000.

Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.

Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.

Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004

Vasu Deva, E-Governance In India: A Reality, Commonwealth Publishers, 2005

**Online Links for Study and Reference Materials:**

- <https://www.cfr.org/backgrounder/indias-electoral-politics>
- <http://www.legalserviceindia.com/legal/article-2063-judicial-activism.html#:~:text=The%20Supreme%20Court%20of%20India,Judges%20presiding%20over%20the%20issue.>
- <https://www.jstor.org/stable/4398634?seq=1>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**COURSE CODE: GEB 301**

**Course Name: General English**

**Course credit hour: 4**

**Total hours: 56hrs**

**Course Objective:** The objective of the course is to:

1. To sensitize the students about the grammaticality and acceptability of English
2. Make them understand various nuances of English grammar and usage.
3. Aware the students about various components of sentence
4. Make them aware of their common “Indianism” in the use of English and corrections thereof.
5. Aware the students about the need of writing grammatically correct sentences
6. Make the students write error free document.

**Course Description:** The overall aims of the course are to enable the learner to communicate effectively and appropriately in real life situation and to use English effectively for study purpose across the curriculum.

Learners will be able to develop interest in and appreciation of Literature. They develop and integrate the use of the four language skills i.e. Reading, Listening, speaking and Writing. It will help revision and reinforce structure already learnt

### **Unit -I: Grammar in Practice**

- a) **Vocabulary**
- b) **Punctuation**
- c) **Diary Writing**
- d) **Report Writing**

## **Unit- II: Writing skills**

- a) Précis writing
- b) Paragraph Writing
- c) Notices and Circulars

## **Unit –III: Reading and Speaking Skills**

- a) Stress and Intonation
- b) Stress-What and How
- c) Intonation-What and How

## **Unit – IV: Short Stories**

- a) “The Child” Premchand
- b) “The Gift of the Magi” O. Henry

## **Course Learning Outcome**

1. CLO1. Know about acceptability of English as a global language
2. CLO2 Understand various nuances of English grammar
3. CLO3 Know correct use of various components of sentence
4. CLO4 Identify common “Indianism” in the use of English
5. CLO5 Speak and write grammatically correct English
6. CLO6 Avoid common errors in use of English

## **Suggested Reading:-**

1. W.S. Allen, A Remedial English Grammar
2. W.S. Allen, Living English Structure

3. N. Krishaswamy, Modern English

4. H. K. Kaul, The Craft of Writing

5. Darothy M. Guinn Daniel Marder, A Spectrum of Rhetoric

6. V.R.Narayanswamy, Strengthen your Writing [Orient Longman: 1979]

**Assessment Plan:**

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 40**

## SEMESTER IV

**Course Code: IRB-401**

**Course Name: Introduction to the UN System**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objective:** International Organizations provide an important prism for understanding the dynamics of international relations. By focusing in particular on the United Nations (UN), the course seeks to enable students to conceptually analyse the potential strengths and weaknesses of the UN system in dealing with problems of a global nature. The themes chosen for specific deliberations include a look at the UN's role in the maintenance of international peace and security, its contribution to social and economic development, the setting of norms human rights standards, and its partnerships with other international organizations (both inter-governmental and private) in tackling issues related to environment, health, organized crime, and trafficking.

**Course Description:** The course intends to introduce the UN system to the students. It will analyse the need and importance of international organizations. The course will look into the Legal Framework and Structural Aspects of the UN. It will be also focussing 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.

### Unit I

- a) Meaning of International Organizations
- b) The Need and importance of International Organizations
- c) 19<sup>th</sup> Century Developments
- d) The League of Nations and the Establishment of the United Nations

### Unit II

- a) The United Nations System
- b) Need and Importance of the UN



- c) Legal Framework of the UN
- d) Structural Aspects of the UN

### **Unit III**

- a) Armed Conflicts
- b) Peacekeeping
- c) Peacemaking
- d) Peacebuilding

### **Unit IV**

- a) Meeting the Challenges of Development: Specialized Agencies of the UN
- b) Reforming of the UNSC
- c) Strengths and weaknesses of the UN
- d) Contemporary challenges to the UN

### **Course Learning Outcomes:**

- a) To acquaint the students with the importance of international organizations.
- b) To acquaint the students with the United Nations system, its legal and structural framework.
- c) To make the students aware about the Peacekeeping, Peacemaking and Peacebuilding.
- d) To learn and understand in detail about the specialized agencies of the United Nations.

### **Reading suggestions:**

Alger, Chadwick F. (2006), *The United Nations System: A Reference Handbook*, ABC-CLIO: London.

Baehr, Peter R. and Gordenker, Leon (2005), *United Nations: Reality and Ideal*, 4<sup>th</sup> edn. Palgrave, Basinstoke, pp.125-145.

Claude, Jr. Inis L., (1971) *Swords into Plowshares: The Problems and Progress of International Organization*, 4<sup>th</sup> edn. Random House, New York.

Doyle Michael W and Sambanis, Nicholas (2007), „ Peacekeeping Operations“ in Weiss, Thomas G. and Daws, Sam, ed.,*The Oxford Handbook on the United Nations*, Oxford University Press, Oxford, pp. 323-348.

**Online Links for Study and Reference Materials:**

- <https://www.un.org/en/about-us/>
- <https://www.un.org/en/about-us/un-charter>
- <https://unu.edu/publications/articles/united-nations-security-council-reform.html>
- <https://thediplomat.com/2021/01/indias-effort-to-reform-the-united-nations-security-council-demands-a-new-mindset/>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Code: IRB-402**

**Course Name: Understanding Globalization**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its source and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that requires solutions and global level.

**Course Description:** The course intends to understand the broad contours of the globalization. It will look into the role of UN, WTO, and G-77 into the globalizing world. The course will be also looking into the contemporary issues the world is facing, like environmental issues, poverty and inequality and international terrorism. The course will be also looking into the challenges to globalization.

**Course Contents:**

### **Unit I: Globalization**

- a) What is it?
- b) Theories of globalization
- c) Economic, Political, Technological and Cultural Dimensions
- d) Debates on globalization

### **Unit II: Contemporary World Actors**

- a) United Nations
- b) European Union (EU)
- c) World Trade Organisation (WTO)
- d) Group of 77 Countries (G-77)

### **Unit III: Contemporary World Issues**

- a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)
- b) Poverty
- c) Inequality
- d) Terrorism

#### **Unit IV: Challenges to Globalization**

- a) Job losses
- b) Migration to the developed countries (Employee immigration)
- c) Culture
- d) Protectionism (deglobalization)

#### **Course Learning Outcomes:**

- To acquaint the students with the basic idea of globalization.
- To understand the concepts of UN, WTO and G-77.
- To develop the critical thinking in understanding the challenges to globalization.

#### **Reading suggestions:**

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fourth Edition. Oxford: Oxford University Press, pp. 312-329; 50-385; 468-489.

Lechner, F. J. and Boli, J. (eds.) (2004) *The Globalization Reader*. 2nd Edition. Oxford: Blackwell.  
Held, D., Mc Grew, A. et al. (eds.) (1999)

Sauvant, K. (1981) *Group of 77: Evolution, Structure and Organisation*, New York: Oceana Publications.

Viotti, P. R. and Kauppi, M. V. (2007) *International Relations and World Politics-Security, Economy, Identity*. Third Edition. Delhi: Pearson Education, pp. 430-450.

#### **Online Links for Study and Reference Materials:**

- a) <https://people.ucsc.edu/~hutch/Econ143/fischerglobal.pdf>
- b) [https://link.springer.com/article/10.1007%2F978-1-4020-2755-3\\_52](https://link.springer.com/article/10.1007%2F978-1-4020-2755-3_52)
- c) <https://www.wto.org/>
- d) <https://www.g77.org/>
- e) <https://ncert.nic.in/textbook/pdf/leps109.pdf>

#### **Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**COURSE CODE: BABC 401**

**Course Name: BUSINESS COMMUNICATION**

**Course credit hour: 4**

**Total hours: 56hrs**

**Course Objective:** This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.

**Course Description:** This course teaches the Application of Business Communication principles through creation of effective business, documents and oral presentations. It includes the study and application of team communication and use of technology to facilitate the communication process.

### **Unit -I: Introduction to professional Communication**

- a) Definition of Communication
- b) Types of communication
- c) Channels of communication
- d) Barriers to communication
- e) General and Technical Communication

### **Unit-II: Formal and Informal Mails**

- a) Formal & Informal Mails
- b) Types of Formal & Informal Mails
- c) Letter writing practice

### **Unit-III: Routine Business Correspondence & Presentation Skills**

- a) Circulars, Memorandums, Notices, Agenda & Minutes

- b) Define Presentation
- c) Purpose of Presentation
- d) Audience and Locale
- e) Kinesics
- f) Paralinguistic

#### **Unit-IV: Speaking abilities enhancement & Resume Writing**

- a) **Group Discussion**
- b) **Objectives and Types of GD**
- c) **Participation in GD**
- d) **What is a Resume**
- e) **Types of Resumes**
- f) **Writing of resumes**

#### **Course Learning Outcome:**

**CLO1:** Apply business communication strategies and principles to prepare effective

**CLO2:** Identify ethical, legal, cultural, and global issues affecting business communication

**CLO3:** Utilize analytical and problem solving skills appropriate to business communication.

**CLO4:** Deliver an effective oral business presentation.

#### **Suggested Readings:**

- a) Language in Thought and Action, S. I. Hayakawa
- b) English 2600, 3200 and 3600, Joseph C. Blumenthal
- c) A Message in the Bottle, Walker Percy
- d) How to Find Your Own Voice, Peter Porosky

**Assessment Plan:**

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 40**



## **SEMESTER V**

**Course Code: IRB-501**

**Course Name: Introduction to Diplomacy**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** This course explores the world of diplomacy in the broader field of international relations. It begins with identifying the theoretical aspects of diplomacy and the centrality of negotiations therein. It further seeks to introduce you to the various forms of diplomacy such as multilateral, summit, security/coercive, preventive, economic, and environmental diplomacy. We would also identify the transforming impact of individuals, crisis, public, culture, terrorism, and information on diplomacy and most significantly, the various strands of contemporary and Indian diplomacy. Finally, the course would throw light on debates on the end/death of diplomacy and the state of the art and the future of diplomatic studies.

**Course Description:** The course intends to introduce Diplomacy and its different contours for the broader understanding of the students. It will equip the students with the theoretical aspects of the diplomacy. It will be also inculcating the public and diplomacy with special focus on the negotiation in diplomacy. The course is also intended to discuss conference, summit, and crisis diplomacy. The

importance of diplomacy in the age of terror will be helping the students to find out the need and necessity of diplomacy to maintain peace and subsequently doing down with the terrorism.

### **Course Contents:**

#### **Unit I: National Power and Diplomacy:**

- a) National Power and Diplomacy
- b) Nature of national Power
- c) Characteristics and elements of national power
- d) Nature of Diplomacy

#### **Unit II: Diplomacy in Historical Perspective:**

- a) Diplomacy in historical perspective
- b) Nature of early diplomacy
- c) Functions of diplomacy and the diplomatic setting
- d) Kinds of modern Diplomacy

#### **Unit III: Diplomatic Missions**

- a) Diplomatic missions and their role
- b) Organization of diplomatic missions
- c) Diplomatic immunities and privileges
- d) Challenges to Diplomacy

#### **Unit IV: Significance of diplomacy**

- a) Role and significance of diplomacy
- b) Rules of effective diplomacy
- c) Options for conducting diplomacy
- d) Diplomacy in the Age of Terror

### **Course Learning Outcomes:**

- Examine the concept of Diplomacy, its need and importance.
- To acquaint the students with the meaning and comparison between New and Old Diplomacy and their importance.
- To explain the meaning and importance Negotiation in Diplomacy, Multilateral Diplomacy, Conference Diplomacy, and Summit Diplomacy.
- To acquaint the students with the meaning of Security Diplomacy, Preventive Diplomacy, Economic/Trade Diplomacy, Personality in Diplomacy, Crisis Diplomacy etc.

**Reading suggestions:**

Claude, Jr., Inis L. (1958), —Multilateralism- Diplomatic and Otherwise, International Organization, Vol.12, No.1: 43-52.

Barston, R.P., Modern Diplomacy (Longman)

Jonsel, L., (1982), Explaining Foreign Policy, Englewood Cliffs, Prentice Hall, New Jersey.

Rosenau, J.N., (1969), International Politics and Foreign Policy, 2nd Ed., Free Press, New York.

Chellaney, Brahma (1999), Securing India's future in the new millennium, New Delhi, Centre for Policy Research.

Dunn, David H. (1996), The Lure of Summitry: International Dialogue at the Highest Level, Discussion Papers No.13, Leicester: Leicester Diplomatic Studies Programme.

Eban, Abba. (1983), The New Diplomacy: International Relations in the Modern Age, Random House, Ch.9.

Fisher, Roger & William Ury with Bruce Patton (ed.). (1991), Getting to Yes: Negotiating Agreement Without Giving In. (2nd ed.) Houghton Mifflin Co.

Jonsson, Christer. (2012), —Theorizing Diplomacy, in McKercher, BJC, ed., Routledge Handbook of Diplomacy and Statecraft, London, and New York: Routledge, pp.120-130.

Kaufmann, Johan. (1988), Conference Diplomacy: An Introductory Analysis, Dordrecht: Martinus Nijhoff Publishers, Ch.1.

Pigman, Geoffrey Allen. (2011), Contemporary Diplomacy, Polity, Ch. 1 and 2.

**Online Links for Study and Reference Materials:**

- <https://www.britannica.com/topic/diplomacy>
- <https://www.jstor.org/stable/20097934?seq=1>
- <https://www.law.upenn.edu/live/files/5156-sharpediplomatic-theory-of-international>
- [https://link.springer.com/chapter/10.1057%2F9780230511040\\_2](https://link.springer.com/chapter/10.1057%2F9780230511040_2)
- <http://www.foreignaffairs.com/articles/138481/robert-jervis/getting-to-yes-with-iran>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Code: IRB-502**

**Course Name: Conflict and Peace Building**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:**

This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

**Course Description:**

The course "Conflict and Peace Building" is intended to highlight the concept of Conflict and conflict management processes. It will analyze the various peace building initiatives which are necessary to check the rising conflicts. The course will be looking on the different dimensions of the conflict(s). The course further explores the sites of conflict, including local, sub national as well as international. The course concludes with the focus on the conflict responses which are absolutely necessary to put an end to the conflicts.

**Course Contents:**

**Unit1: Concepts**

**a) Understanding Conflict**

- b) Conflict Management, Conflict Resolution
- c) Conflict Transformation
- d) Peace Building

### **Unit 2: Dimensions of Conflict**

- a) Ideology
- b) Economic/Resource Sharing Conflicts
- c) Socio-Cultural Conflicts (Ethnic, Religious, Gender-based)
- d) Religion

### **Unit 3: Sites of Conflict**

- a) Local
- b) Sub-National
- c) National
- d) International

### **Unit 4: Conflict Responses**

#### **Skills and Techniques:**

- a) Negotiations: Trust Building
- b) Mediation: Skill Building; Active Listening
- c) Gandhian Methods
- d) Military

#### **Course Learning Outcomes:**

- a) To understand the basic idea of conflict and peace building.
- b) To acquaint the students with the dimensions of conflict.
- c) To get an understanding of conflict responses.

### **Reading suggestions:**

C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23.

O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.

P. Wallensteen, (2012) 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), London: Sage, pp. 13-28.

S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.

W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.

### **Online Links for Study and Reference Materials:**

- [https://saylordotorg.github.io/text\\_human-relations/s13-01-understanding-conflict.html](https://saylordotorg.github.io/text_human-relations/s13-01-understanding-conflict.html)
- <https://www.yourarticlelibrary.com/business/conflict-management-characteristics-types-stages-causes-and-other-details/5431>
- <https://www.pon.harvard.edu/daily/conflict-resolution/what-is-conflict-resolution-and-how-does-it-work/>

### **Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1

-05%

Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>



**Course Code: IRB-503**

**Course Name: Legislative Support**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples’ representatives and provide elementary skills to be part of a legislative support team. Rationale: Peoples’ representatives need support for the multiple tasks they are supposed to undertake. The need to understand complex policy issues, draft new legislation, track and analyse on going bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations. All over the world, elected representatives have an office with specialized support team to carry out these tasks. In India this has just begun. With about 5000 MPs and MLAs, and more than 30 lakhs representatives at the Panchayati Raj level, there is a vast need that needs to be responded to.

**Course Description:** The course “Legislative Support” is of worldly importance. It intends to analyze the legislative system of India. India is having its own system of legislative structure as it has been derived from various countries to fulfill the needs of the people. The course intends to analyze the powers and functions of the elected representatives of the people from Parliament to Panchayats (highest to lowest level). The course further explores the legislative processes of India, wherein the focus is on the structure of bills becoming laws. The course concludes with the understanding of the budget system of India.

**Course Contents:**

**Unit 1:**

- a) Powers of people’s representatives at different tiers of governance: Members of Parliament, State Legislative Assemblies
- b) Functions of people’s representatives at different tiers of governance: Members of Parliament, State Legislative Assemblies
- c) Functionaries of Rural local self-government from Zila Parishads to Panchayat / Ward.
- d) Functionaries of Urban Municipal Corporation.

## **Unit 2:**

- a) Supporting the legislative process: How a Bill becomes a Law
- b) Role of the Standing Committee in reviewing a Bill
- c) Legislative Consultations, amendments to a Bill
- d) the framing of Rules and Regulations

## **Unit 3:**

- a) Legislative committees
- b) Types of committees
- c) Role of committees in reviewing government finances, policy, programmes, and legislation.
- d) Importance of Legislative Committees

## **Unit 4:**

- a) Overview of Budget Process
- b) Role of Parliament in reviewing the Union Budget
- c) Railway Budget
- d) Examination of Demands for Grants of Ministries, Working of Ministries

### **Course Learning Outcomes:**

- To acquaint the students with the Powers and functions of people's representatives at different tiers of governance.
- To understand the legislative process in India.
- To enlighten the students with the role and importance of legislative committees in India.

### **Reading suggestions:**

Kalra, H. Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>

Madhavan, M.R. & N.Wahi Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, 2008: [http://www.prsindia.org/uploads/media/conference/Campaign\\_finance\\_brief.pdf](http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf)

Vanka, S. Primer on MPLADS Centre for Policy Research, New Delhi, 2008, can be accessed on: <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>

**Online Links for Study and Reference Materials:**

- <http://164.100.47.194/our%20parliament/How%20a%20bill%20become%20an%20act.pdf>
- <http://shabdbooks.com/gallery/693-june2020.pdf>
- <https://www.drishtias.com/daily-updates/daily-news-analysis/role-of-parliamentary-committees>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course code: IRB-504**

**Course Name: RESEARCH METHODOLOGY**

**Credits: 5**

**Total Contact Hr. 60**

**Course Objectives:** To educate students with the process and the methods of quantitative and qualitative psychological research traditions. Articulate the value of the scientific method and evidence-based inquiry, as compared to other forms of inquiry. Use scientific reasoning to interpret, design, conduct, and critique basic psychological research, using concepts such as: research design; reliability; validity; sampling; and, appropriate statistics and their graphical representation. Apply the ethical principles that social sciences use.

**Course Description:** This course is dedicated to understanding how social science and scholars in related disciplines analyse, interpret, and make sense of the social world. This course is to help students fully understand basic concepts and techniques of social science empirical research and to stimulate their interests to learn more about the different component and process of research. At the end of the course, students will be not only equipped with basic analytical techniques, but also able to plan their own empirical research.

### **Unit 1: Introduction to Scientific Social Research**

- a) **Definition and Nature of Social Research**
- b) **The Goals and Purpose of Social Research.**
- c) **Paradigms of Research.**
- d) **Ethics in Research.**

### **Unit 2: Testing & Sampling:**

- a) **Concept of Population and Sample**
- b) **Probability & Non probability sampling methods.**

**c) Characteristics of a test – standardization, reliability, validity, norms.**

**d) Principles of Good Research.**

### **Unit 3: Methods of Data Collection:**

**a) Case study, Interview & Focus group discussion.**

**b) Observation, Experiment, Survey & Field Research.**

**c) Survey Methods: Sampling, Questionnaire and Interview**

**d) Use of Secondary Data.**

### **Unit 4: Problem, Hypothesis & Research Traditions**

**a) Formulating a problem & developing a testable research question.**

**b) Research hypothesis.**

**c) Comparing Quantitative & Qualitative.**

**d) Steps in a Research.**

### **Course Learning Outcomes (CLOs):**

**CLO 1 :** To sensitize the students towards the concept and pedagogy of social science research.

**CLO 2:** To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.

**CLO 3:** To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis and the method of writing a scientific research document.

**CLO 4:** To equip the students for formulating and conducting a relevant research.

**Text & Reference Books:**

Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

Krishnaswami, O., R. & Ranganathan, M. (2014). Methodology of Research in Social Sciences, Mumbai: Himalaya Publishing House PVT. LTD.

Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.

Blalock, Hubert M. (1979), Social Statistics. New York:

Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.

Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.

Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.

Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.

Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:

Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.

Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.

Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

**Assessment method :** (Continuous Internal Assessment = 40% , Final Examination = 60%)

Assessment – 1 (Attendance)

-- 05%

Assessment – 2	--05%
Assessment – 3 (Mid Term Exam)	--20%
Assessment – 4	--05%
Assessment – 5	--05%
<b>Total Internal Assessment=</b>	<b>40</b>

**Course Code -BACBCS- 501**

**Course Name-Human Rights: Theory and Practice**

**Course Credit -04**

**Total contact hr-60**

**Course Objectives:** –To familiarize the students to the concept, perspective and various dimensions of human rights in international and domestic context with a contemporary perspective, to enable them to become enlightened citizens in a globalized world.

**Course Description:-** The course on human rights is to bring the conceptual history of human rights, the shifts from natural rights theory to modern concept of human rights in the form of Universal Declaration of Human rights (Civil-Political rights, treaties, bill of rights). As far as theories of human rights are traced from the social-contract theorists of the state like Lock, Rousseau, Hobbes, Thomas Paine and interdisciplinary approaches to study the different dimension of the concept. etc practices which is reflecting in political-legal institutions like Public institutions like Supreme Courts, legislature and at the societal level where the three generation of human rights can be analyse in a globalized world.

**Course Content:**

**Unit-I: - Introduction**

- a) Concept of Human Rights
- b) Universal Declaration of Human Rights
- c) ICCPR, ICESR & the Bill of Rights
- d) Classification of Rights

**Unit-II:-Human Rights Treaty Bodies**

- a) Explanation of human rights treaty bodies.
- b) The functioning of human rights treaty bodies.

- c) How to access and work with the human rights treaty bodies
- d) Universal Human Rights Index

### **Unit -III:-Human Rights in India**

- a) Human Rights and Constitutional Provisions - Preamble, Part III & IV
- b) Fundamental Duties
- c) Judicial Activism
- d) Rule of Law

### **Unit -IV:-Contemporary Perspectives**

- a) An Overview of the Criminal Justice System
- b) Public Interest Litigation
- c) Role of the National Human Rights Commission
- d) Role of National Commission of Women

### **Course Learning Outcomes (CLO's):**

**CO1.** To be aware about the theoretical and practical dimension of the human rights particularly in the post-cold war world.

**CO2.** To provide the students an understanding the shift from natural rights to the modern concept of human rights particularly after the Second World War.

**CO3.** To make an aware to the students about an institutional mechanism of the protection and promotion of human rights at domestic and international level.

**CO4.** The concept is useful and relevant in the globalised world because consequences of the forces of globalization sometimes the direct relationship with the violation of the basic rights or human rights of vulnerable sections of the society 'in the interconnected and interrelated' world. Therefore, to understand and explain the issues from contemporary perspective.

### **SUGGESTED READINGS**



Office of the High Commissioner for Human Rights, *Human Rights: A Basic Handbook for UN Staff*, UNHCR.

Malcolm Neil, “*Human Rights and Political Wrongs: A new approach to Human Rights law*”, *Policy Exchange*, 2007

Flowers Nancy et al, “*The Human Rights Education Handbook Effective Practices for Learning, Action and Change* (Human Rights Education, University of Minnesota) 2000.

Durga Das Basu – *Human Rights in Constitutional Law*, New Delhi, Prentice Hall of India, 1984

Rajinder Sachar – *Human Rights, Perspectives & Challenges*, New Delhi, Gyan Publishing

Ashwani Kant Gautam – *Human Rights & Justice System*, New Delhi, APH Pub, 2001

Awasthi – Law relating to protection of Human Rights, New Delhi – Orient – 2009.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
Assessment-4	-05%
Total Internal Assessment	-40%

## SEMESTER VI

**Course Code: IRB-601**

**Course Name: Introduction to Political Geography**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

### **Course Objectives:**

The purpose of this course is to make students aware about the political geography and its theoretical and conceptual mean. They will know about the borders and boundary of the states, continental and maritime boundaries.

### **Course Description:**

The course on “**Introduction to Political Geography**” is to bring in the importance of various perspectives related to the political geography. The course discusses the scope and methodology of political geography. It will acquaint the students with the different elements of the state. The course further entails to look into the concepts and classifications of the frontiers and boundaries. It also looks into the idea of nation-state and federalism.

### **Course Contents:**

#### **Unit I: Meaning, Scope and Methodology of Political Geography:**

- a) Meaning, Definitions,**
- b) Nature**
- c) Scope of Political Geography**
- d) Recent Trends in political geography**

#### **Unit II: Spatial Factors of the State:**

- e) Location
- f) Size and shape.

- g) Population and the state
- h) Resources, Development and power

### **Unit III: Frontiers and Boundaries:**

- a)* Concepts of Frontiers
- b)* Classifications of Frontiers
- c)* Continental Boundaries
- d)* Maritime Boundaries

### **Unit IV: Emergence of Territorial State**

- a)* Core Areas
- b)* Capital Cities
- c)* Federalism as a geographical phenomenon
- d)* Federalism and the State Idea

### **Course Learning Outcomes:**

- a)* To acquaint the students with the Meaning and Scope of Political Geography.
- b)* To understand the elements of the state and their importance.
- c)* To acquaint the students with the ideas of Continental and Maritime Boundaries.

### **Reading suggestions:**

Blacksell, Mark (2006), Political Geography, Routledge Contemporary Human Geography Series, Routledge, London

Glassner, Martin Ira and Chuck Fahrer (2004), Political Geography, John Wiley, New Jersey

Jones, Martin, Rhys Jones and Michael Woods ((2004), An Introduction to Political Geography, Routledge, London

Newman, David (2003), Chapter 9, Boundaries, in John Agnew, Katharyne Mitchell and Gerard Toal (eds.), A Companion to Political Geography, Blackwell, Oxford

**Online Links for Study and Reference Materials:**

- <https://www.centerforlearning.org/c/article.web?article@DAC108B+s@L.A6fBEvEvPWI#:~:text=Political%20Geography%20and%20Geopolitics&text=Political%20geography%20is%20the%20study,provides%20fixed%20points%20of%20reference.>
- <https://www.jstor.org/stable/1801248?seq=1>
- <http://rocknlaw.fr/the-concept-of-state-nation-nation-state-federalism-and-european-union/>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Code: IRB-602**

**Course Name: Administration and Public Policy: Concepts and Theories**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** This course aim is to familiarize students with public administration significance in our day to day life. To get the knowledge of public and private administration, administrative theories, development administration and public policy.

**Course Description:** The course on “Administration and Public Policy: Concepts and Theories” intends to analyze the different aspects of administration. The course will be looking into the public administration as a discipline and its scope and significance. The course will further analyze public and private administration and also the brief evolution to public administration. The course further explains the administrative theories for the deeper understanding. Development administration is the extended part of the course. The course concludes with understanding public policy.

**Course Contents:**

**Unit 1: Introduction**

- a) Public administration: Meaning, scope, and significance of the subject
- b) Evolution of Public Administration
- c) Major approaches to public administration.
- d) Public and private administration

**Unit 2: Administrative theories**

- a) Classical theory
- b) Scientific management theory
- c) Human relation theory
- d) Rational decision-making

### **Unit 3: Development administration**

- a) **Concept of development administration.**
- b) Elements of development administration.
- c) Need and Importance of Development Administration
- d) Politics of development administration

### **Unit 4: Understanding public Policy**

1. Concept and Meaning
2. Theories of Public Policy
3. Relevance of policy making in public administration
4. Process of policy formulation, implementation, and evaluation.

#### **Course learning outcomes:**

- To acquaint the students with the basic ideas of Public Administration its evolution, meaning and significance.
- Examine different administrative theories.
- Learn and understand the idea of development administration.
- Understanding the public policy, its concepts, and theories.

#### **Reading suggestions:**

Development administration 34 Bhattacharya, M. (1999) Restructuring Public Administration: Essays in Rehabilitation. New Delhi: Jawahar, pp. 29-70, 85-98.

Henry, N.(2003) Public Administration and Public Affairs. New Delhi: Prentice Hall,pp.1- 52.

Public administration as a discipline Awasthi, A. and Maheshwari, S. (2003) Public Administration. Agra: Laxmi Narain Agarwal, pp. 3-12.

Understanding public policy Dye, T.R. (1975) Understanding Public Policy. New Jersey: Prentice Hall, pp. 1-38, 265- 299.

### Online Links for Study and Reference Materials:

- <http://14.139.185.6/website/SDE/sde539.pdf>
- <http://egyankosh.ac.in/handle/123456789/25205>
- [http://ignited.in/File\\_upload/90492\\_70802019.pdf](http://ignited.in/File_upload/90492_70802019.pdf)
- <http://egyankosh.ac.in/bitstream/123456789/25454/1/Unit-1.pdf>

### Assessment Method:

Continuous Internal Assessment:	40%	
Final Examination:	60%	-05%
Assessment-1		
Assessment-2		-05%
Assessment-3(Mid-Sem)		-20%
Assessment-3		-05%
Assessment-4		-05%
<b>Total Internal Assessment</b>		<b>-40%</b>

**Course Code: IRB-603**

**Course Name: Democratic Awareness through Legal Literacy**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:**

The Proposed course aims to acquaint students with the structure and manner of functioning of the legal system in India. Expected Learning Outcome: The student should be aware of the institutions that comprise the legal system - the courts, police, jails, and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressed (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

**Course Description:**

The course “**Democratic Awareness through Legal Literacy**” is to bring in the democratic awareness in the students. It further explores the Outline of the Legal system in India with special reference to system of courts in India. It will analyze the *Mahilla* courts, *Lok Adalats* and tribunals. It also attempts to understand the fundamental rights, fundamental duties, PIL, and personal laws in India. The course concludes with the practical application wherein a hypothetical situation is created and the attitude/ways followed by the students will be noted.

**Course Contents:**

**Unit I: Outline of the Legal system in India**

- a) System of courts and their jurisdiction in India - criminal and civil courts and their writ jurisdiction.
- b) Specialized courts such as juvenile courts, *Mahila* courts and tribunals.



- c) Alternate disputes mechanisms such as *lok adalats*, and other non - formal mechanisms.

## **Unit II: Brief understanding of the major laws applicable in India**

- a) Fundamental rights, fundamental duties, other constitutional rights.
- b) Public interest litigation.
- c) Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
- d) Personal laws in India: Pluralism and Democracy

## **Unit III: Access to courts and enforcement of rights**

- a) Critical Understanding of the Functioning of the Legal System
- b) Legal Services Authorities Act and right to legal aid
- c) How can you challenge administrative orders that violate rights, judicial and administrative remedies.
- d) What to do if you are arrested ; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination; filing a public interest litigation.

## **Unit -IV: Practical application**

- Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

### **Course Learning Outcomes:**

- To make the students aware about the legal system in India, notably, courts, jurisdiction, criminal law, and Alternate Dispute Mechanisms.
- To examine the important laws applicable in India, notably, the fundamental rights, fundamental duties, PIL, FIR, arrest, bail etc.
- To enhance the understanding of cyber laws, anti-terrorist laws, property laws etc.
- Critical understanding and the enforcement of rights, legal services and right to legal aid.

### **Reading Suggestions:**

Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007) Reading list for course on Legal Literacy.

Indian Social Institute, New Delhi, Legal Literacy Series Booklets. Available in Hindi also.

Multiple Action Research Group, Our Laws Vols 1-10, Delhi. Available in Hindi also.

S.K. Agarwala, Public Interest Litigation in India, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.

**Online Links for Study and Reference Materials:**

- [https://ecourts.gov.in/ecourts\\_home/](https://ecourts.gov.in/ecourts_home/)
- <https://www.jstor.org/stable/44863413?seq=1>
- <https://byjus.com/free-ias-prep/fundamental-rights/>
- <https://ncert.nic.in/ncerts/l/keps202.pdf>
- <https://nalsa.gov.in/lok-adalat#:~:text=Lok%20Adalat%20is%20one%20of,Legal%20Services%20Authorities%20Act%2C%201987.>
- <https://www.drishtias.com/daily-updates/daily-news-analysis/lok-adalat>
- <https://timesofindia.indiatimes.com/blogs/voices/presumed-innocent-right-to-remain-silent-and-burden-of-proof/>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Name – Project**

**Course Code – IRB-604**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objective:** The paper aims to develop reasoning skills among students that will allow us to solve problem successfully and in a stipulated time frame. It is a unique passive learners and note-takers, but rather critical thinkers.

**Course Description:** To make them student aware about the research aspects. How to create synopsis? How to do the systematically analysis of the things? How to write an article and reports etc?

A Synopsis of the Project Report should be submitted to the Board of Studies of the School of Liberal Arts. The Board, after deliberation, will suggest changes and modifications. The synopsis should include the following –

1. Title of Project Report
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division
6. Suggested readings

**Course Learning Outcome: (CLOs)**

CLO-1: To get familiar with research methods

CLO-2: To get acquainted with analysis of data

CLO-3: To make them able to write article and books

CLO-4: To involve them in research activities.

## **Source Material and References**

Presenting your own ideas in a Project is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper in a APA style. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

## **Length and Format**

Length is not important; 40 to 60 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

## **Marks/Grading**

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Project look and sound professional.

## **Evaluation of Project Work**

Sl.No.

Evaluated by Criteria:

- |   |   |
|---|---|
| 1 | <p>Institution</p> <ul style="list-style-type: none"><li>• Quality</li><li>• Depth &amp; Breadth of analysis,</li><li>• Coverage,</li><li>• Scope and content</li><li>• Project fulfilment</li><li>• Data collection ability in the field (if any)</li><li>• Scope of Implementation.</li></ul> |
|---|---|

Marks-60

2	Board of Examiners	
	Viva-voce Examination	Marks-40
3	<b>Total</b>	<b>100</b>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Code: BACBCS -601**

**Course name: Gender and Women Studies in India**

**Course credit: 4**

**Course hour: 56 hrs**

**Course Objective:** To introduce the basic concepts of gender & women studies and to understand gender as an element of social, political, economic and legal structures as well as individual identities, critically interrogating understandings of gender divisions as natural or socially constructed.

**Course Description:** The course will enable the student: To acquaint the student with the concept of gender and to promote an international approach to the study of gender. To acquaints the students with the difference between sex and gender and their nuances. To make them aware of different trends in gender and LGBTQ Studies. To give them exposure to a wide range of language to navigate through gender biases prevalent in the society. To acquaints students with the concept of gender violence.

### **Course Contents**

#### **Unit-I: Concept of Gender Studies**

- a) Gender Studies - Concept, Nature, Scope and Relevance
- b) Evolution of Gender Studies
- c) Gender sensitization
- d) Gender Studies/ Women Studies

#### **Unit-II: Basic Concepts in Gender Studies**

- a) Differences between Sex and Gender
- b) Gender roles
- c) Patriarchy
- d) Socialization- Gendering

### **Unit-III: Underlying Philosophy of Gender Studies**

- a) **Feminism Perspectives**
- b) **Meaning of Feminism**
- c) **History of Feminism**
- d) **Feminist Theories – Liberal, Radical, Marxist, Socialist approaches.**

### **Unit-IV: Gender Inequality and its Impacts**

- a) **Concept of Gender Inequality – in Family, Education, Culture, Religion and Health.**
- b) **Gender based violence- Foeticide, infanticide, domestic violence.**
- c) **Commodification of women's bodies**
- d) **Representation of women in media.**

### **Course learning outcome:**

CLO1: Students will be able to know about the various dimensions of gender and sex.

CLO2: Students will gain knowledge about different types of gender violence and commodification.

CLO3: Students will learn about representation of women in media.

CLO4: Students will be sensitized towards various nuances of gender.

### **Suggested Readings**

1. Women's Work Health and Empowerment, P-82-99, Anjali Gandhi (Ed.), Aakar Books, New Delhi, 2006.
2. What is Feminism? Juliet Mitchell and Ann Oakley (Ed): Oxford Blackwell, 1986. Contemporary Feminist Theories: Stevi Jackson & Jackie Jones (Ed.), Edinburgh University Press.
3. Sex, Gender and Society: Oakley, Ann, Gower Publishing Company, England, 1985
4. 50 Key Concepts in Gender Studies: Pilcher, J. & Whelehan, 1, Sage Publications India Pvt. Ltd, New Delhi, 2005.
5. Gender Studies- A Primer: V. Kadambari, RGNIYD, Sriperumbudur, Tamilnadu, 2009.
6. The Polity Reader in Gender Studies; Polity Press, Black well Publishers Ltd., Cambridge, 2002
7. A Companion to Gender Studies, Essed, Philomena et .al (Ed), Blackwell Publishing, USA, 2005
8. Patriarchy: Theorising Feminism, Geetha V, STREE, Calcutta.



***Assessment Method:*** *Continuous Internal Assessment= 40%, Final Examination= 60%*

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%



# **NOIDA INTERNATIONAL UNIVERSITY**

**SCHOOL OF LIBERAL ARTS**

**DEPARTMENT OF ENGLISH**

**MASTERS OF ARTS**

**ENGLISH**



**Academic year 2018-2019**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **M.A Programme Details**

### **Programme Objectives (POs)**

The objectives of the M.A. English programme are manifold and start with imparting students with an in-depth knowledge and understanding through the core courses which form the basis of English namely, Literary theory & criticism, British Literature, Structure of English, American Literature, Popular Literature, Translation Theories Language and Linguistics and ELT. Creative thinking capabilities are also aimed to be encouraged through tutorials. The elective and open elective courses are designed for more specialized and/or interdisciplinary content to equip students with a broader knowledge base. Literary Theory course is aimed to equip the students to apply theory and criticism to study literature. The project is expected to give an effect of how research leads to new findings.

### **Programme Specific Outcomes (PSOs)**

- Understanding the basics of English particularly concepts in Classical Literature, British Literature, Comparative Literature, American Literature, Popular Literature, Film Adaptation, Translation, Language and Linguistics and ELT.
- Learn to think critically and analyze literary theories.
- Viewing English (Literature and Linguistics) as a training ground for the mind developing a critical attitude and the faculty of logical reasoning that can be applied to diverse fields.

## **SYLLABUS AND COURSE STRUCTURE OF POST-GRADUATE PROGRAMME**

### **(ENGLISH)**

#### **Scheme, Syllabus and Courses of Reading:-**

- ❖ The program aims to have an in-depth study of a wide spectrum of Literature in English. The students will be initiated to read and respond to an array of novels, plays and poetry with associated genres. Besides, the students will be exposed to wider socio-cultural and political issues in doing so. This intensive Master's program in English would offer an in-depth study in English Literature through the study of British literature, Classics in translation, American Literature, European Literature, Indian English Literature and other new forms and trends in English literature. It will equip students to identify texts, contexts, and authors. It will also explore thematic, genre-based and stylistic hallmarks of those texts and authors within the literary traditions. Students will understand, discuss and interpret key texts, ideas, themes, and aesthetic modalities and explain how the texts, ideas, themes and modalities arose within a given cultural or historic context and to recognize and discuss significant genre and stylistic aspects of those texts. They relate their knowledge of texts and belief systems to enduring issues and values in contemporary societies, including their own.
- ❖ The duration of the course leading to the degree of Master of Arts (M.A.) in English will be of four semesters.
- ❖ In first year there will be two semesters consisting of four papers in each semester.
- ❖ In the second and final year there will be two semesters consisting of theory papers and one Dissertation/viva-voice for all students in final/fourth semester.
- ❖ External and Internal examiners will evaluate dissertation/viva-voice jointly.

**General Scheme of the Syllabus:** - There will be four papers in each semester, one dissertation during the last semester and a comprehensive viva-voice at the end of the last semester. The papers in the all four semesters will constitute the core element, common to all students who undergo the same course. The M.A. (English) is divided into two parts as under. Each part will consist of two semesters.

<b>Part-I</b>	<b>First Year</b>	<b>Semester I</b>	<b>Semester II</b>
<b>Part-II</b>	<b>Second Year</b>	<b>Semester III</b>	<b>Semester IV</b>

The schedule of Papers prescribed for various semesters shall be as following:-

**M.A. (English) Syllabus Course structure**

**1<sup>st</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-101	British Literature-I	3	1	0	4	40	60	100
2	ELM-102	British Literature II	3	1	0	4	40	60	100
3	ELM-103	Indian writing in English	3	1	0	4	40	60	100
4	ELM-104	Structure of English	3	1	0	4	40	60	100



2<sup>nd</sup>Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-201	British Literature-III	3	1	0	4	40	60	100
2	ELM-202	American Literature	3	1	0	4	40	60	100
3	ELM-203	English Language Teaching	3	1	0	4	40	60	100
4	ELM-204	Women's Writing in Literature	3	1	0	4	40	60	100

3<sup>rd</sup>Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-301	Literary criticism and theories	3	1	0	4	40	60	100
2	ELM-302	Modern European Drama	3	1	0	4	40	60	100
3	ELM-303	Translation Theories & Practices	3	1	0	4	40	60	100
4	ELM-304	Research Methods and Techniques	3	1	0	4	40	60	100

**4<sup>th</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-401	Colonial & Post-Colonial Literature	3	1	0	4	40	60	100
2	ELM-402	Indian Literature in Translation	3	1	0	4	40	60	100
3	ELM-403	African & Caribbean Literature	3	1	0	4	40	60	100
4	ELM-404	Dissertation				4	60	40	100

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendance

## YEAR I SEMESTER-I

**Course Code:** ELM 101

**Course Name:** British Literature I

**Course Credit Hour:** 04

**Total Contact Hour:** 60

### **Course Objective:**

The course focuses on detailed reading of selected texts and tries to trace the development of British Literature from 1340 to 1660. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

### **Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

### **Course Content:**

#### **Unit-I: Historical and Social background to the literature from 1340-1660**

- Chaucerian Literature: Overview
- Geoffrey Chaucer: The prologue to the Canterbury Tales
- Edmund Spenser: Faerie Queen (Book II)

#### **Unit II: Poetry**

- John Milton: Paradise Lost: Book I
- Paradise Lost as a Christian Allegory
- John Donne: The Holy Sonnets I to X , Death be not Proud

**Unit III: Drama**

- Introduction to William Shakespeare
- William Shakespeare: Othello
- Francis Bacon: Of Revenge, Of Truth, Of Death

**Unit IV: Drama**

- Christopher Marlowe: Dr. Faustus
- Dr. Faustus as a Morality Play
- John Webster: The White Devil

**Course Learning Outcome (CLOs):**

**CLO 1:** Students would have learnt the historical and social background of English Literature from the 14<sup>th</sup> to 17<sup>th</sup> centuries

**CLO 2:** Students would have become familiar with the poetry of Milton and Donne

**CLO 3:** Students would have become familiar with the drama of Shakespeare and Bacon

**CLO 4:** Students would have become familiar with the drama of Marlowe and Webster

**Suggested Readings:**

1. Herbert J C Grierson and J C Smith. Critical History of English Poetry. Bloomsbury Academic Collection.
2. David Norbrook. Politics and Poetry in Renaissance England. OUP.
3. Robert C. Evans. Perspective on Renaissance poetry. Bloomsbury Publishing.
4. Ian Robinson. The Establishment of Modern English Prose in the Reformation and the Enlightenment. Cambridge University Press.
5. Andrew Hadfield. The Oxford Handbook of English Prose 1500-1640. OUP
6. Allardyce Nicoll. British Drama. Barnes and Noble.

7. Harold Bloom. Christopher Marlowe. Chelsea House Publishers.
8. Richard Harpe and Stanley Stewart ed. The Cambridge Companion to Ben Jonson. Cambridge University Press.
9. MC Bradbrook. Themes and Conventions of Elizabethan Theatre. Cambridge University Press.
10. AC Bradley. Shakesperean Tragedy. London: Penguin.
11. David Aers, Bob Hodge and Gunther Kress. Ed. Literature, Language and Society in England, 1560-1680
12. Borris Ford ed. Pelican Guide to English Literature. Vol. 1, 2, 3. Penguin.
13. Andrew Sanders. The Short Oxford History of English Literature. Oxford University Press.
14. David Daiches. A Critical History of English Literature. Allied Publishers.
15. M.H. Abrahms. A Glossary of Literary Terms. Cengage Learning India Pvt Ltd.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%

**Course Code:** ELM 102

**Course Name:** British Literature II

**Course Credit Hour:** 04

**Total Contact Hour:** 60

**Course Objective:**

Aim of paper is to make students knowledgeable about the literature of 17<sup>th</sup> & 18th century. The students will come to know about the social and literary background of the age. The idea is let them acquainted with the acclaimed writers of the Neo-Classical age and understand the trends.

**Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

**Course Content:**

**Unit I: Social & Intellectual Background**

- Historical background to the literature between 1660-1798
- Metaphysical Poetry
- Alexander Pope: The Rape of the Lock

**Unit II: Poetry**

- The Art of Satire
- Jonathan Swift: A Modest Proposal
- Samuel Johnson: Expectations of Pleasure

### Unit III: Drama

- Introduction to the Restoration Era
- William Congreve: The Way of the World
- William Congreve: The Way of the World as Comedy of Manners

### Unit IV: Fiction

- Beginnings of the Novel
- Jane Austen: Pride and Prejudice
- Feminism in Jane Austen

### Course Learning Outcome (CLOs):

**CLO 1:** Students would have learnt the historical and social background of English Literature from the 1660-1798 and Pope's Rape of the Lock

**CLO 2:** Students would have become familiar with the poetry of Swift and Johnson

**CLO 3:** Students would have become familiar with the drama of William Congreve

**CLO 4:** Students would have become familiar with the fiction of Jane Austen

### Suggested Readings:

1. Ben Singer, *Melodrama and Modernity: Early Sensational Cinema and Its Contexts*, Columbia University Press, 2001
2. Paul Hammond, *Restoration Literature: An Anthology*, Oxford World's Classics
3. Louis Kronenberger, *An Eighteenth Century Miscellany: The Classics of the Eighteenth Century Which Typify and Reveal an Era*.
4. Kenneth Young, *John Dryden: A Critical Biography*.
5. Mark Van Doren, *The Poetry of John Dryden*.
6. Arthur C. Kirsch, *Literary Criticism of John Dryden*.
7. Peter Dixon ed., *Alexander Pope*, London: G. Bell, 1972.



8. Ian Watt, Rise of the Novel, Penguin.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%

**Course Code:** ELM 103  
**Course Credit Hour:** 04

**Course Name:** Indian Writing in English  
**Total Contact Hour:** 60

**Course Objective:**

The course focuses on the study of a variety of texts written by Indian writers in English and on the various factors, economic, social and literary, behind the development of Indian literature in English.

**Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

**Course Content:**

**Unit I:**

- Rabindranath Tagore: Gitanjali
- Nissim Ezekiel: The night of Scorpion
- Dom Moraes: Letter to my mother

**Unit II:**

- A study of writings of Freedom Fighters
- Mahatma Gandhi: Selections from My Experiment with truth
- J.L Nehru: Selections from Discovery of India

### Unit III: Fiction

- Introduction to Indian Drama
- Girish Karnad: Tughlaq
- Mohan Rakesh: Halfway House

### Unit IV: Prose

- Study of novels by Indian Writers
- Premchand: Godan
- Srilal Shukla: Raag darbar

### Course Learning Outcome (CLOs):

**CLO 1:** Students would become familiar with poetry of Tagore, Ezekiel and Moraes

**CLO 2:** Students would have become familiar with the fiction of Gandhi and Nehru

**CLO 3:** Students would have become familiar with the drama of Girish Karnad and Mohan Rakesh

**CLO 4:** Students would have become familiar with the fiction of Premchand and Srilal Shukla

### Suggested Readings:

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Mukherji, Minakshi. The Twice Born Fiction. New Delhi: Heinemann, 1971. Nandy, A.
4. The Intimate Enemy: Loss and Recovery of Self under Colonialism. Delhi, OUP, 1983. Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald.

1984.

5. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%

**Course Code:** ELM 104

**Course Name:** Structure of English

**Course Credit Hour:** 04

**Total Contact Hour:** 60

### **Course Objective:**

This course is intended to fill that gap. We will be examining a variety of basic and complex structures of English syntax and morphology, and comparing them to the structures of other languages because English is a “moving target,” in constant change. We will also be gathering and analyzing data on English usage in current authentic discourse, so that students may not be limited to the English in their textbooks only.

### **Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

### **Course Content:**

#### **Unit I: Language & Linguistics:**

- Properties of Human Language
- Linguistics as a science
- Models of Linguistic analysis

#### **Unit II: Phonology of English:**

- Vowels: Position of Tongue, Diphthongs and Monothongs, Cardinal Vowels
- Consonants: Manner of Articulation, Place of Articulation
- Phonemes & Allophones
- Word-Accent

**Unit III: English Morphology & Syntax:**

- Morphemes & Allomorphs
- Processes of word formation
- Structure of the Noun Phrase & Verb Phrase

**Unit IV: Use of English**

- Language Variation
- Varieties of English
- Languages in Contact

**Course Learning Outcome (CLOs):**

**CLO 1:** Students would become familiar with Properties of Human Language, Linguistics as a science and Models of Linguistic analysis

**CLO 2:** Students would have become familiar with Vowels & Consonants, Phonemes & Allophones and Word-Accent

**CLO 3:** Students would have become familiar with Morphemes & Allomorphs, Processes of word formation and Structure of the Noun Phrase & Verb Phrase

**CLO 4:** Students would have become familiar with Language Variation, Varieties of English and Languages in Contact

**Suggested Readings:**

1. Baron, Naomi (2001). From Alphabet to E-Mail. Celce-Murcia, Marianne and Diane
2. Larsen-Freeman (1999). The Grammar Book: An ESL/EFL Teacher's Course, 2nd edition.
3. Boston: Heinle&Heinle. Abbreviated GB. This is our basic textbook. Crystal, David (1995).
4. The Cambridge Encyclopedia of the English Language. Cambridge: Cambridge

University Press.

5. Huddleston, Rodney and Geoffrey Pullum (2005). A Student's Introduction to English Grammar. Cambridge: Cambridge University Press. Optional: distilled from their huge Cambridge Grammar of English.
6. Hurford, James R. (1994). Grammar: A Student's Guide. Cambridge: Cambridge University Press.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 40%**

## SEMESTER II

**Course Code:** ELM 201

**Course Name:** British Literature III

**Course Credit Hour:** 04

**Total Contact Hour:** 60

### **Course Objective:**

The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1798 to 1890. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this Period.

### **Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

### **Course Content:**

#### **Unit I: Historical background to the literature from (1798-1900)**

- William Wordsworth: An Evening Walk
- John Keats: Ode to Autumn
- P.B. Shelley: The Cloud

#### **Unit II: Poetry**

- Alfred Tennyson: Ulysses
- Robert Browning: The Last Ride Together
- William Morris: A death Song



### Unit III: Fiction

- The Art of Essay Writing
- Charles Lamb: New Year's Eve
- William Hazlitt: The Indian Juggler

### Unit IV: Drama

- Background to Victorian Literature
- Charles Dickens: Oliver Twist
- Thomas Hardy: The Mayor of Caster-bridge

### Course Learning Outcome (CLOs):

**CLO 1:** Students would become familiar with Historical background to the literature from (1798-1900) and the works of William Wordsworth, John Keats and P.B. Shelly

**CLO 2:** Students would have become familiar with the poetry of Alfred Tennyson, Robert Browning and William Morris

**CLO 3:** Students would have become familiar with the fiction of Charles Lamb and William Hazlitt

**CLO 4:** Students would have become familiar with the drama of Dickens and Hardy

### Suggested Readings:

1. Herbert J C Grierson and J C Smith. Critical History of English Poetry. Bloomsbury Academic Collection.
2. C. M. Bowra. The Romantic Imagination. Oxford University Press.
3. Walter Jackson Bate. From Classic to Romantic: Premises of Taste in Eighteenth-
4. Century England. Harvard University Press.

5. Hugh Walker. English Essays and Essayists. Hardpress Publishing.
6. Herbert Read. English Prose Style. Pantheon.
7. Edmund Blunden. Charles Lamb and His Contemporaries. Cambridge University Press.
8. Robin Gilmour. The Victorian Period: The Intellectual and Cultural Context of English
9. Literature 1830-1890. Longman.
10. G.M. Young, Victorian England: Portrait of an Age. Oxford University Press.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%

**Course Code:** ELM 202

**Course Name:** American Literature

**Course Credit Hour:** 04

**Total Contact Hour:** 60

**Course Objective:**

This paper aims to develop critical thinking skill among students. It will take readers to a higher level of cognitive thought by evaluating the sayings of critics and applying it to the piece of literature. It becomes useful in discussion, evaluation, and composition.

**Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

**Course Content:**

**Unit I:**

- Background to American Literature
- Walt Whitman: I hear America Singing
- Walt Whitman: Myself and Mine

**Unit II:**

- History of Black Literature
- Toni Morrison: Beloved
- Saul Bellow: Herzog

**Unit III:**

- Wallace Stevens:, Sunday Morning
- Wallace Stevens:, A Postcard from the Volcano
- Adrienne Rich: Aunt Jennifer's Tigers

**Unit IV:**

- Essays: An American Perspective
- The concept of Individualism
- R.W. Emerson: Self Reliance

**Course Learning Outcome (CLOs):**

**CLO 1:** Students would become familiar with poetry of Walt Whitman

**CLO 2:** Students would have become familiar with the fiction of Morrison and Bellow

**CLO 3:** Students would have become familiar with the poetry of Stevens and Rich

**CLO 4:** Students would have become familiar with R.W. Emerson

**Suggested Readings:**

1. Baym, Nina, gen. ed. The Norton Anthology of American Literature. 8th ed. Vols. New York: Norton, 2012.
2. Bercovitch, Sacvan. The Cambridge History of American Literature. 8 Vols. Cambridge: Cambridge University Press, 2008.
3. Gates, Henry Louis. The Norton Anthology of African American Literature 2 Vols. New York: Norton, 2014.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 40%**

**Course Code:** ELM 203  
**Course Credit Hour:** 04

**Course Name:** English Language Teaching  
**Total Contact Hour:** 60

### **Course Objective:**

The need for communication has been relentless, leading to the emergence of the Communicative Language Teaching. Having defined and redefined the construct of communicative competence; having explored the vast array of functions of language that learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication.

### **Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

### **Course Content:**

#### **Unit I: Language Acquisition & Language Learning:**

- Concept of First Language, Native Language, Foreign Language and Second Language Acquisition
- Theories of language acquisition
- Language learning & teaching

#### **Unit II: Methods of Teaching English**

- Grammar Translation Method
- Direct Method
- Communicative Language Teaching

### **Unit III: English Language Teaching in India**

- **Problems of Teaching English in India**
- **Contrastive Analysis**
- **Error Analysis**

### **Unit IV: English for Specific Purposes**

- **Concept of Register**
- **Features of some Register**
- **Types of Register**

#### **Course Learning Outcome (CLOs):**

**CLO 1:** Students would become familiar with Language Acquisition & Language Learning:

**CLO 2:** Students would have become familiar with Methods of Teaching English

**CLO 3:** Students would have become familiar with English Language Teaching in India

**CLO 4:** Students would have become familiar with English for Specific Purposes

#### **1. Suggested Readings:**

1. Trends in English Language Teaching Today by Adrian Under hill, A 2004, April.  
Trends in English Language Teaching Today. MED Magazine, issue 18 retrieved September 15, 2007.
2. Trends in English Language Teaching Today by YogeshRamani.
3. Trends in the Education of English Language Learners by Mary Ann Zehr March 10, 2008. Trends in English Language Teaching: A Novel Perspective International Journal on Studies in English Language and Literature (IJSELL) Page | 52
4. Current Trends in Teaching and Learning EFC / ESL by Deena Boraie Dec13, 2013.
5. Current Trends in ELT by Yong Kim Journal of English Teaching. A Triannual Publication on the Study of English Language Teaching Vol.1 Feb2011.

6. Nagaraj, Geetha. English Language Teaching Approaches, Methods, Techniques  
II edition. Orient Black Swan Hyderabad 1996. Print.
7. Patil, Z.N. Innovations in English Language Teaching - Voices From the Indian  
Classroom Orient Black Swan. Hyderabad 2012. Print

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%



**Course Code:** ELM 204

**Course Name:** Women's Writing in Literature

**Course Credit Hour:** 04

**Total Contact Hour:** 60

**Course Objective:**

The aim of the course is to practice reading literary texts, by both male and female writers, from a feminist perspective. Our starting point will be the following definition of the “feminist reader”: The feminist reader assumes that there is no innocent or neutral approach to literature and that all interpretation is political. The feminist reader might ask, among other questions, how the text represents men and women, what it says about gender relations, how it defines sexual difference.

**Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

**Course Content:**

**Unit I:**

- Concept of Gender and Sex
- History of Feminist Writings
- Simone de Beauvoir: The Second Sex

**Unit II:**

- History of Indian Feminism
- Feminism and Minorities
- Mahashweta Devi: Draupadi

**Unit III:**

- Tradition of Indian Writing in English
- Bharati Mukherjee: Jasmine
- Anita Desai: Fire on The Mountain

**Unit IV:**

- Background to South Asian Writings
- Tehmina Durrani: My Feudal Lord
- Maxine Hong Kingston: The Woman Warrior

**Course Learning Outcome (CLOs):**

**CLO 1:** Students would become familiar with Simone de Beauvoir's *The Second Sex*

**CLO 2:** Students would have become familiar with Mahashweta Devi's *Draupadi*

**CLO 3:** Students would have become familiar with the writings of Bharati Mukherjee and Anita Desai

**CLO 4:** Students would have become familiar with their writings of Tehmina Durrani and Maxine Hong Kingston

**1. Suggested Readings:**

1. Grundy, Isobel. "(Re)Discovering Women's Texts." Jones (2000): 179-96. 185.
2. Bell hooks. *Teaching Critical Thinking: Practical Wisdom*. New York and London: Routledge, 2010. 45.
3. Cora Kaplan, 'Speaking/Writing/Feminism', in *Sea Changes: Essays on Culture and*

- Feminism (London, Verso, 1986).
4. Althusser 'On Ideology' (NATC)
  5. Jacqueline Rose, 'Femininity and Its Discontents', in Mary Eagleton, *Feminist Literary Theory, A Reader* (Second Edition), (Oxford: Blackwell, 2003).
  6. Toril Moi, *Sex, Gender and the Body: The Student Edition of What Is a Woman?* Oxford and New York: Oxford University Press, 2

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 40%**

### SEMESTER III

**Course Code:** ELM 301

**Course Name:** Literary Theory and Criticism

**Course Credit Hour:** 04

**Total Contact Hour:** 60

#### **Course Objective:**

The course focuses on critical theory as it applies to literature and culture. Review of classical Greek origins of issues concerning the nature of literature and Criticism. Study of major twentieth-century theories and applications: historical, formalist. This course will study and analyze critical frameworks and methodologies for the interpretation of literature and culture.

#### **Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

#### **Course Content:**

##### **Unit I:**

- Introduction to Literary Theory
- Northrop Frye : ‘Myth, Fiction, and Displacement’
- Victor Shklovsky : From Art as Technique
- From Art as Technique M.M. Bakhtin : ‘Discourse in the Novel’ from The Dialogic Imagination

##### **Unit II:**

- Raymond Williams : ‘Romantic Artist’ from Culture and Society Edward Said : ‘Introduction’
- To Orientalism Wolfgang Iser : From The Reading Process

**Unit III:**

- Louis Althusser : From Ideology and the State
- Hélène Cixous : The Laugh of the Medusa
- ‘Castration or Decapitation?’ Michel Foucault: ‘What is an Author?’

**Unit IV:**

- Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Sciences
- Roland Barthes : ‘The Death of the Author’ Fredric Jameson : The Politics of Theory:
- Ideological Positions in the Postcolonial Debate

**Course Learning Outcome (CLOs):**

**CLO 1:** Students would become familiar with the writings of Frye and Bakhtin

**CLO 2:** Students would have become familiar with the writings of Raymond Williams and Edward Said

**CLO 3:** Students would have become familiar with the writings of Althusser and Foucault

**CLO 4:** Students would have become familiar with their writings of Derrida and Barthes

**Suggested Readings:**

1. . Hawthorne, Jeremy. A Glossary of Literary Theory. London: Arnold Publishers, 2003.
2. Tyson, Lois. Critical Theory Today: A User-Friendly Guide. New York: Garland Publishing,
3. 1999.
4. A Handbook of Critical Terminology (e.g., M. H. Abrams’ Glossary of Literary Terms).
5. Habib, M. A. R., A History of Literary Criticism and Theory: From Plato to the Present.
6. Harmon, William and C. Hugh Holman, A Handbook to Literature
7. Bennett and Royle, Introduction to Literary Criticism and Theory (3rd edition) Culler, Jonathan. Literary Theory: A Very Short Introduction

8. Eagleton, Terry. Literary Theory: An Introduction
9. Selden, et al. A Reader's Guide to Contemporary Theory
10. Pelagia Goulimari, Literary Criticism and Theory: From Plato to Postcolonialism

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 40%**

**Course Code:** ELM 302

**Course Name:** Modern European Drama

**Course Credit Hour:** 04

**Total Contact Hour:** 60

**Course Objective:**

Moving from Classical to the Modern this paper aims to focus on the European Drama. By studying the popular dramas of the age student would be able to analyse the different trends in drama of the age. The course focuses on detailed reading of selected texts and tries to trace the development of Modern European Literature. It helps students understanding various social, religious, economic and literary aspects in the development of Modern European Literature.

**Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

**Course Content:**

**Unit I:**

- Background to Modern European Drama
- Alexander Pushkin's: Eugene Onegin
- Charles Pierre: Baudelaire's Les Fleurs du mal

**Unit II:**

- Challenges and Issues in Translation
- Honoré de Balzac's: Le Père Goriot
- Fyodor Dostoyevsky's: Crime and Punishment

**Unit III:**

- Henrik Ibsen's A Doll's House
- Realism in A Doll's House
- Dario Fo's Accidental Death of an Anarchist

**Unit IV:**

- Background to Enlightenment.
- Immanuel Kant's "What Is Enlightenment?"
- Friedrich Schleiermacher's Essays

**Course Learning Outcome (CLOs):**

**CLO 1:** Students would become familiar with the writings of Pushkin and Baudelaire

**CLO 2:** Students would have become familiar with the writings of Balzac and Dostoyevsky

**CLO 3:** Students would have become familiar with the drama of Henrik Ibsen and Dario Fo

**CLO 4:** Students would have become familiar with philosophical writings of Kant and Schleiermacher

**Suggested Readings:**

3. . Hawthorne, Jeremy. A Glossary of Literary Theory. London: Arnold Publishers, 2003.
1. Cohen, Walter. A History of European Literature: The West and the World from Antiquity to the Present. Oxford: Oxford University Press, 2017
2. Puchner, Martin. gen. ed. The Norton Anthology of World Literature. 3<sup>rd</sup> ed. 6 Vols. New York: W. W. Norton, 2012.
3. Puchner, Martin. gen. ed. The Norton Anthology of Western Literature. 9<sup>th</sup> ed. 6



Vols. New York: W. W. Norton, 2014.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%

**Course Code:** ELM 303

**Course Name:** Translation: Theory and Practice

**Course Credit Hour:** 04

**Total Contact Hour:** 60

### **Course Objective:**

It will introduce students to translation studies as separate discipline of knowledge that will increase their awareness related to the nature of translation and arouse their interest to independently pursue translation theory issues. Will enable students to deal with translation as linguistic procedure and as socially constructed and oriented activity also it will increase students' awareness related to social functions of translation and enable them to link theory and practice. It will also develop students' contrastive knowledge and their critical thinking skills and encourage them to develop self-assessing and self-correcting techniques in order to monitor their own progress.

### **Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

### **Course Content:**

#### **Unit I: The Concept of Translation**

- Social significance of translation
- Definitions of translation-eastern and western
- Terminological distinctions

#### **Unit II: Equivalence in Translation**

- Concept, definition and uses of "equivalence"
- Types of "equivalence"
- Theories of Translation

**Unit III: Problems of Translation**

- Socio-cultural dimensions of translation
- Machine translation: merits
- Machine translation: demerits

**Unit IV: Translation in Practice**

- Practical Translation of passages from Hindi to English and vice versa

**Course Learning Outcome (CLOs):**

**CLO 1:** Students would become familiar with The Concept of Translation

**CLO 2:** Students would have become familiar with Equivalence in Translation

**CLO 3:** Students would have become familiar with the Problems of Translation

**CLO 4:** Students would have become familiar with Translation in Practice

**Suggested Readings:**

1. Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991),
2. Routledge Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991
3. Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998
4. Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004
5. Central European and Euroasian Law Institute, USAID Duff, Alan, Translation, OUP, 1997
6. Gërmizaj, Shykrane, Translation Theory in the Classroom, Prishtina, 2005
7. Hatim, B. and I. Mason, Discourse and the Translator, 1990,

8. London and New York, Longman Selection of extracts from literary works Selection of extracts of various text types Selection of extracts from daily newspaper.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%

**Course code: ELM 304 (COMMON)**

**Course Name: Research Methodology**

**Credits: 04**

**Total Marks: 60**

**Course Objective:**

- The course plan aims to provide exposure to the fundamentals of various research techniques and methods.
- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.
- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

**Course Description:**

This course is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. It will give students a general introduction to postgraduate research, its methodologies, its challenges and its organisation. Students will be introduced to a range of research tools and will be equipped to plan and organise their research design, as well as to communicate their findings. After giving basic introduction in under graduation, it gives advanced and in-depth knowledge about the applicability of research techniques to conduct real research.

**Course Content:**

**Unit 1: Social Research**

- Concept, types and importance of research
- Problems of Objectivity
- Relationship Between Theory and Research
- Ethical issues and Concerns

**Unit 2: Basic Elements of Social Research**

- Formulating a Research Problem-- assumptions & characteristics
- Hypotheses-- Meaning, Importance, Types and Formulation
- Sampling-- Meaning, & Factors influencing sampling
- Types of Sampling methods

### Unit 3: Tools of Data Collection

- Meaning and Nature of data—Primary & Secondary
- Methods of Data Collection- Experimental, Observational, Case study, Survey method— Interview & questionnaire
- Qualitative & Quantitative Data/research
- Research Design: Meaning and Types of Research Designs

### Unit 4: Test Construction & Measurement

- Testing—standardization and objectivity
- Reliability, Validity & Norms
- Steps in test development
- Measures of Central Tendency: Mean, Median and Mode & Standard Deviation

### Course Learning Outcomes (CLO's):

- CLO1. To sensitize the students towards the concept and pedagogy of social science research.
- CLO2. To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.
- CLO3. To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis the method of writing a scientific research document.
- CLO4.To equip the students for formulating and conducting a relevant research

### Suggested Readings:

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.

- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%

## SEMESTER IV

**Course Code:** ELM 401

**Course Name:** Colonial and Post- Colonial Literature

**Course Credit Hour:** 04

**Total Contact Hour:** 60

### **Course Objective:**

The overall aim of the paper is to impart students with knowledge of colonial and post-colonial literature of the world. These literatures have played an important role in anti-colonial struggle. Postcolonial writings emerging from Arica, South Asia, Caribbean, South America and other places will enable students to understand the cultural and traditional legacy of colonial and postcolonial era.

### **Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

### **Course Content:**

#### **Unit I**

- B. Ashcroft, G. Griffiths & H. Tiffin :Cutting the Ground Critical Models
- Post-Colonial Literature from the Empire Writes Back. (London & New York, Routledge1989)
- Harish Trivedi : Chapter IX and X from Colonial Transactions (Calcutta, Papyrus)
- Aijaz Ahmed : Language of Class, Ideology of Immigration from In theory (Bombay: OUP, 1992)

#### **Unit II**

- Ngugiwa Thiongo :Decolonising the Mind
- Frantz Fanon: Black Skin Whitemask



- Chinua Achebe: Colonialist Criticism

### Unit III

- Concept of Indian Novel
- Premchand: Karmabhoomi
- Shrilal Shukla: Raag Darbari

### Unit IV

- Concept of Modern Indian Novel
- Salman Rushdie: Midnight's Children
- Shashi Tharoor: The Great Indian Novel

### Course Learning Outcome (CLOs):

**CLO 1:** Students would become familiar with The Concept of Colonialism and Post Colonialism

**CLO 2:** Students would have become familiar with critical writings of Ngugiwa Thiongo and Chinua Achebe

**CLO 3:** Students would have become familiar with the writings of Premchand and Srilal Shukla

**CLO 4:** Students would have become familiar with the novels of Shashi Tharoor and Salman Rushdie

### Suggested Readings:

1. The Postcolonial Studies Reader ed. Bill Ashcroft, Gareth Griffiths, Helen Tiffin(London, Routledge,1995)
2. Ania Loomba, Colonialism/Postcolonialism 2nd ed. ( London, Routledge,2007)
3. Leela Gandhi, Postcolonial Theory: A Critical Introduction (New Delhi, Oxford Univ Press. 1998)
4. Rushdie's Midnight's Children: A Book of Readings ed. Meenakshi Mukherjee ( Delhi: Pencraft, 2003 .

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%

**Course Code:** ELM 402

**Course Credit Hour:** 04

**Course Name:** Indian Literature in Translation

**Total Contact Hour:** 60

**Course Objective:**

The paper aims to explore classical to modern Indian Literature and to give students knowledge of translation Literature. It analyses Indian epic tradition in all the genres of classical and modern literature.

**Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genre, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

**Course Content:**

**Unit I**

- General acquaintance with great Indian Epics-The Ramayan and Mahabharat.
- Kalidasa: Shakuntala
- Ban Bhatta: Kadambari
- Jaishankar Prasad: Kamayani

**Unit II**

- Rabindra Nath Tagore; Gitanjali
- Yashpal: Divya
- Mohan Rakesh: Adhe Adhure

**Unit III**

- Characteristics of Autobiographies

- Amrita Pritam: Revenue Stamp
- M.K. Indira: Phaniyamma

#### **Unit IV**

- U.R. Ananthmurthy: Samskara
- Qurratul-ain Haider: River of Fire

#### **Course Learning Outcome (CLOs):**

**CLO 1:** Students would become familiar with the great Indian Epics and the writings of Kalidas, Ban Bhatta and Jayashankar Prasad

**CLO 2:** Students would have become familiar with writings of Tagore, Rakesh and Yashpal

**CLO 3:** Students would have become familiar with the writings of Amrita Pritam and M K Indira

**CLO 4:** Students would have become familiar with the novels of U.R. Ananthmurthy and Qurratul-ain Haider

#### **Suggested Readings:**

1. A.K. Mehrotra, The Concise History of Indian Literature in English. Delhi: Permanent Black. 2008.
2. H.M. Williams, Indo-Anglian Literature, 1800-1970,: A Survey (1976)
3. P.France, The Oxford Guide to Literature in English Translation (Oxford, 2000)
4. Kuhiwczak&Littau Companion to Translation Studies, Orientblackswanpvt. Ltd
5. E Grossman, Why Translation Matters, Orientblackswanpvt. Ltd
6. Gargesh&Goswami, Translation and Interpreting, Orientblackswanpvt. Ltd

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment: 40**

**Course Code:** ELM 403

**Course Name:** African and Caribbean Literature

**Course Credit Hour:** 04

**Total Contact Hour:** 60

**Course Objective:**

Paper aims to expand knowledge of Caribbean literary traditions and the cultures that inform them and to acquaint students with oral and hybrid forms emerging from the region's diverse diaspora. It will also hone research skills and to evaluate the critical reception of the literary texts read.

**Course Description:**

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

**Course Content:**

**Unit I :**

- **Poems from An Anthology of Commonwealth Poetry, edited by C.D. Narsimhaiah, Macmillan, 1990 for detailed study**
- **Dennis Brutus: You Laughed and Laughed and Laughed**
- **Gabriel Okara: The Mystic Drum**
- **Wole Soyinka: Dedication**
- **Edward Brathwaite: Tizzic**
- **Derek Walcott: A Far Cry from Africa**
- **Mervyn Morris: Literary Evening, Jamaica**

**Unit II:**

- Background to Caribbean Literature
- V.S. Naipaul: An Area of Darkness
- George Lamming: The Pleasure of Exile

**Unit III:**

- Introduction to African Literature
- Chinua Achebe: Things Fall Apart
- J. NgugiwaThiongo: A Grain of Wheat

**Unit IV:**

- Biography of Wole Soyinka
- Wole Soyinka: A Dance of the Forests
- Themes of A Dance of the Forests

**Course Learning Outcome (CLOs):**

**CLO 1:** Students would become familiar with the Poems from An Anthology of Commonwealth Poetry

**CLO 2:** Students would have become familiar with writings of Naipaul and Lamming

**CLO 3:** Students would have become familiar with the novels of Chinua Achebe and J. Ngugi wa Thiongo

**CLO 4:** Students would have become familiar with Wole Soyinka's A Dance of the Forests

**Suggested Readings:**

1. Sheila S. Walker, "Women in the Harrist Movement:" in BennettaJules-Rosette;i New Religions ofAfrica (Norwood, N.J.: Ablex Publishing Corp., 1979), pp. 5.

2. For a compelling and detailed reading of the evolution of popular theater in region of Zaire, see Johannes Fabian, *Power and Performance: Ethnographic through Proverbial Wisdom and Theater in Shaba, Zaire* (Madison: University Press, 1990).
3. Chris Dunton, "Slapstick in Johannesburg," *West Africa*, 18-24 April 1994,
4. Eckhard Breiting, "Agitprop for a Better World: Development Theater-A Grassroots Theatre Movement," in Raoul Granqvist, ed., *Signs and Signals: PEIn"L.*", in *Africa* (Stockholm: UMEA, 1990), pp. 93-120.
5. For a comprehensive overview of the evolution of the cinema industry in postcolonial Africa, see Manthia Diawara's *African Cinema* (Bloomington: City Press, ] 992). My discussion of the cinema in Africa has drawn heavily from this source.
6. Cole, Herbert M., and Doran H. Ross. *The Arts of Ghana*. Los Angeles: Museum of History, 1977.
7. Diawara, Manthia. *African Cinema*. Bloomington: Indiana University Press, 1992.

**Assessment Method:** Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

**Total Internal Assessment:** 40%



**Course Code:** ELM 404

**Course Name:** Dissertation and Viva- Voce

**Course Credit Hour:** 04

**Total Contact Hour:** 60

### **Course Objective:**

Dissertation will be allowed to those candidates only who secure not less than 55% marks in the first three semesters. Topics for the Dissertations will have to be approved by the Board of Studies in the beginning of the IV Semester. Allotment of Supervisors will also be done by Board of Studies.

### **GUIDELINES FOR DISSERTATION**

#### **Topic**

The topic of the paper will be of the student's choice with consent of the Supervisor. It must be relevant to the content of the course, but it should be treated in greater depth than it is covered in class. Focus is of the utmost importance. Too broad a topic will either lead to superficial treatment or an unnecessarily long paper; too narrow a topic will lead to a lack of source material and redundancy. Make sure the subject focuses on one question or topic so that the paper has a definite purpose. Composing an introduction and conclusion can be a good test of the cohesiveness of the subject. The domain can include Literature, Linguistics, Applied Linguistics, English Language Teaching and other related areas.

#### **Synopsis of Dissertation**

A Synopsis of the Dissertation should be submitted to the Board of Studies of the Institute. The Board, after deliberation, will suggest changes and modifications and will assign a supervisor from amongst the teaching faculty of the Institute. The synopsis should include the following –

1. Title of Dissertation
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division

## 6. Suggested readings

### Source Material and References

Presenting your own ideas in a Dissertation is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Dissertation for more than one course.

### Length and Format

Length is not important; 60 to 90 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

### Marks/Grading

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Summer Project Report more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Summer Project Report look and sound professional.

### **Evaluation of Dissertation**

Sl. No.

Evaluated by	Criteria	Marks
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#### 1. Institution

- Quality
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfillment
- Data collection ability in the field ( if any)
- Scope of Implementation.

Maks-60

#### 2. Board of Examiners

Viva-voce Examination

Marks-40

**Total 100**







# **NOIDA INTERNATIONAL UNIVERSITY**



**NOIDA**  
INTERNATIONAL  
UNIVERSITY

**M.A. Geography syllabus as per revised course structure to  
be  
Effective from  
Academic year 2019-2020 onwards**

## **SYLLABUS OF POST-GRADUATE PROGRAMME M.A GEOGRAPHY**

Geography being an interdisciplinary subject, attempts to comprehend the associations of phenomena from place to place and integrate them holistically. It deals with the surface materials, processes and landforms on the earth surface, contemporary environmental issues, sustainable development and social Problem as related to physical, cultural, economic and political sphere on local and global scale. Today remote sensing techniques have given new dimension for geographical studies.

Keeping these views, Programme Project Report has been prepared.

### **(a)Programme Mission and objective:**

The mission of the programme M. A in Geography at our University is to stimulate and promote excellence in geographic scholarship through:

- Commitment to the students to provide a learning environment that fosters knowledge, skills and experiences that prepare them for life in an ever-changing world, and engages, inspires and challenges them to become informed global citizens
- Commitment to provide mentorship model of education for the students who meet the highest international standards, and are skillful communicators, and informed and responsible global citizens and leaders;
- Service to the community by disseminating geographic knowledge and by providing geographic insights on important societal issues.

The proposed programme has the objectives in relation to the teaching and learning in open and distance mode. This programme will help the learners-

- To spread higher education especially among the rural people who are socio economically backward
- To rid underprivileged society of social evils
- Capacity building among the rural population



Open and Distance Learning system has tremendous potential of inclusive growth of education because of its distinctive nature of being a user friendly system. ODL system is not only cost effective but it can also contribute in the sustainable development through learning processes that transcend distance, gender, regional, cultural and socio-economic barriers. Formal system was unable to meet the demand of higher education and alternatively distance education was adopted as an alternative mode at the University stage.

Most ODL learners have professional responsibilities (jobs), social responsibilities (families), are interested in part time studies, lack of access to on-campus based studies or are away from formal education and ODL becomes the readily available option for them to upgrade their qualifications. Typical distance learners are regular students as we all know them, but also parents, physically challenged people, and working/business people who are looking for ways to enhance their skills next to their busy schedule.

#### **Scheme, Syllabus and Courses of Reading:-**

Courses for study in Geography have been redesigned with a view to develop skills among students to understand different types of Geographical areas by acquiring knowledge of theories, concepts and methods of research. It will be familiarized with economic processes such as globalization, trade and transportation and their impacts on economic, cultural and social activities. It will be introduced to demographic, social and cultural attributes such as migration, social relations and cultural identity.

The main objective is to underline that human activities are subject to adaptation and change learn about the variety of political systems and nation states which administratively subdivide the regions of the world. How human activities are regulated and under the jurisdiction of a variety of geographical units and how these relations shape the economic and social space are of particular relevance. It will gain a level of understanding about environmental systems such as climate and biogeography. It will be exposed to the nature of physical systems such as geomorphologic processes and natural hazards. It will be able to read and interpret information on different types of maps. The students will be encouraged to discuss possibilities of applying their knowledge to a variety of situations and undertaking exercises of their own. Each course

contains illustrative studies and recent articles for intensive study. Through these studies it is hoped that abilities for "doing Geography" will be developed among the students.

- ❖ The duration of the course leading to the degree of Master of Arts (M.A.) in Geography will be of four semesters.
- ❖ In first year there will be two semesters consisting of four papers each semester.
- ❖ In the second and final year there will be two semester consisting of theory papers and one Dissertation/viva-voice for all students in final/fourth semester.
- ❖ External and internal examiners will evaluate dissertation/viva-voice jointly.

**General Scheme of the Syllabus:** - There will be four papers in each semester, one dissertation during the last semester and a comprehensive viva-voce. The papers in the all four semesters will constitute the core element, common to all students who undergo the same course.

The M.A (Geography) is divided into two parts as under. Each part will consist of two semesters.

<b>Part-I</b>	<b>First Year</b>	<b>Semester I</b>	<b>Semester II</b>
<b>Part-II</b>	<b>Second Year</b>	<b>Semester III</b>	<b>Semester IV</b>

#### 1<sup>st</sup>Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	GMA-101	Analytical Physical Geography	3	1		4	40	60	100
2	GMA-102	Geographical Thoughts	3	1		4	40	60	100
3	GMA-103	Environment and Ecology	3	1		4	40	60	100
4	GMA-104	Regional Geography of	3	1		4	40	60	100

		India						
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### 2<sup>nd</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	GMA-201	Natural Resources Management	3	1		4	40	60	100
2	GMA-202	Geography of Rural Development	3	1		4	40	60	100
3	GMA-203	Remote Sensing and its Applications	2		2	4	40	60	100
4	GMA-204	Socio-Economic Survey (Practical)	2		2	4	40	60	100

### 3<sup>rd</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	GMA-301	Demography and Population Geography	3	1		4	40	60	100
2	GMA - 302	Environmental Impact Assessment	3	1		4	40	60	100

3	GMA - 303	GIS analysis and Application	2		2	4	40	60	100
4	GMA - 304	Research Methods and Techniques	3	1		4	40	60	100

#### 4<sup>th</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	GMA - 401	Urban Planning and Development	3	1		4	40	60	100
2	GMA - 402	Hydrology and Water Management	3	1		4	40	60	100
3.	GMA-403	Social Geography of India	3	1		4	40	60	100
4	GMA - 404	Dissertation Report				6	40	60	100

- Progress Report, Attendance and other activities related to dissertation like field study, Ground Truthing etc.
- Progress of dissertation and literature review of the status of dissertation etc.

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendance

**GMA 101**

**Course Name – Analytical Physical Geography**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

With the extension of study of physical geography, it is very necessary to understand its dynamic with the help of some analytical methods, which further put emphasis on geomorphological, water reservoirs, and its process and impact on development in the domain of geography. The core objective of this paper is involvement of learner in the scientific approach.

**Course Description: -**

An understanding of the complex spatial relationships, interactions, and processes within the cultural and natural environments of the Earth's surface. Geography's distinctive disciplinary perspectives including concepts of place, location, region, and environment, along with exposure to the varied theoretical worlds of contemporary geography.

**Unit -1:Rocks and Minerals**

- **Classification Rocks**
- **Classification Minerals**
- **Characteristics Rocks**
- **Characteristics Minerals**

**Unit -2: Drainage Basin**

- **Drainage Types and Patterns, Stream Orders, Watershed.**
- **Bifurcation Ratio, Stream Frequency**
- **Relief Ratio, Drainage Texture, Drainage Density**
- **Overland Flow, and Runoff.**

**Unit- 3: Slope, Aspect and Climate**

- **Slope Types and Aspect Analysis**
- **Hypsometric Curve and River Profiles.**
- **Climatic Data – Weather Chart Analysis**

- Climatic Classification (Koppen).

#### **Unit-4: Soil**

- Soil Preparation
- Characteristics classification
- Universal Soil Loss Equation.

#### **Course Outcomes (CO's):-**

**CO1.** Understand different theories of the earth.

**CO2.** Develop history of geomorphic ideas of different schools.

**CO3.** Gain knowledge about earth's interior.

**CO4.** Develop an idea about concept of earth's movements and related topography.

**CO5.** Acquire knowledge about different process of denudation

#### **Text Books: -**

- Strahler A. H., 2008: *Modern Physical Geography* (4th Edition), Wiley-India.
- Chorley R. J. (ed.), 1972: *Spatial Analysis in Geomorphology*, Harper and Row

#### **References Books:**

- Gerrarda A. J., 1988: *Rocks and Landforms*, Unwin-Hyman, UK.
- Mayer L., 1990: *Introduction to Quantitative Geomorphology*, Prentice-Hall, New Jersey.
- Monkhouse F. J., 1970: *Principles of Physical Geography*, American Elsevier.
- Morisawa M., 1983: *Geomorphological Laboratory Manual*, John Wiley & Sons, NewYork.
- Nkapp B. J., 1979: *Elements of Geographical Hydrology*, Unwin- Hyman, UK.
- Pal S. K., 1998: *Statistics for Geoscientists: Techniques and Application*, Concept, New Delhi.
- Upton W. B., 1970: *Landforms and Topographic Maps*, John Wiley &

- Zavoianu I., 1978: *Morphometry of Drainage Basins*, Elsevier, USA

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 102**

**Course Name – Geographical Thought**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

This course covers a wide canvas of the story of geographical thoughts, ideas and knowledge right from the early Greek period to modern contemporary geography. The course covers the evolution of geography through classical, medieval, modern and post-modern era. Presenting an introduction to the philosophy, history and methodology of geography. Different theories of knowledge have shaped the practice of geography, framing how we make certain claims about the world, and how we decide that certain of these claims are more valid than others. These theories both emerge from trends in society as a whole and in different strands of academia, as well as reflect the intellectual and personal development of geographical thinking in particular milieu.

**Course Description:-**

The evolution of concepts concerning the nature, scope, and methodology of geography; present focus and trends as reflected in current literature. It will also to help you better understand the approaches of other geographers. Geography is a broad discipline that includes perspectives from the social sciences, natural sciences, and the humanities. You are probably already developing expertise in one of these three broad areas. In this course, you will need to do your best to understand how geographers using conceptual and methodological approaches far different from your own make sense of the world.

**Unit –1: Introduction**

- **Meaning, nature and scope of Geography**
- **Geography and related disciplines. Place of geography in the world of knowledge.**
- **Geographical knowledge during ancient**
- **Medieval and modern period.**



## **Unit 2: Conceptual Development**

- Contribution of Humboldt, Ritter
- Vidal de la Bache, Ratzel, E.C. Semple.
- Dualism and Dichotomy in Geography-Determinism vs. Possibilism.
- Systematic vs. regional, physical vs. human.

## **Unit 3: Approaches**

- Recent trends in Geography-Scientific method Quantitative revolution and computer application.
- Positivism, Humanism, Radicalism, Behaviouralism, Feminism
- Ecofeminism in Geography.
- Systems Approach, Dualism in Geography: Human and Physical

## **Unit 4: Towards Post Modernism**

- Development of Geography during modern
- Post Modern period.
- Historical explanation in Geography.
- Changing Concept of Space in Geography

## **Course Outcomes (CO's): -**

CO1. Gain knowledge about development of geographical thought.

CO2. Develop an idea about evolution of geographical thinking and disciplinary trends in Germany, France, Britain, and United States of America.

CO3. Build an idea about between environmental determinism and possibilism, systematic and regional.

CO4. Know about the trends of geographical thoughts.

## **Text Books: -**

- Hussain Majid (1984): Evolution of Geographical Thought, Rawat Publications, Jaipur

- Dikshit, R. D. (1997): Geographical Thought: Contextual History of Ideas, Prentice Halls, New Delhi

**References Books:**

- Arild Holt-Jensen (1999): Geography: History and Concepts, Sage Publ. London.
- Tozer, H. P. (1951): History of Ancient Geography, Cambridge
- Taylor G. (1951): Geography in the 20th century, Matheun& Co. London
- Chorley, R. J. (Ed) : Directions in Geography, Matheun& Co. London
- Richard, P. (1998): Modern Geographical Thought, Blackwell.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 103**

**Course Name – Environment and Ecology**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

This paper covers a larger objective of ecology is to understand the nature of environmental influences on individual organisms, their populations, and communities, on ecoscapes and ultimately at the level of the biosphere. If ecologists can achieve an understanding of these relationships, they will be well placed to contribute to the development of systems by which humans could sustainably use ecological resources, such as forests, agricultural soil, and hunted animals such as deer and fish. This is an extremely important goal because humans are, after all, completely reliant on ecologically goods and services as their only source of sustenance.

**Course Description: -**

Major topics covered by the course include the physical environment, how organisms interact with each other and their environment, evolutionary processes, population dynamics, communities, energy flow and ecosystems, human influences on ecosystems, and the integration and scaling of ecological processes through systems ecology. A study of human ecology through the analysis of the interrelationships between science and technology, the means these provide for manipulation of environment and the effects of this manipulation on the environment and on human populations

**Unit-1: Environment and Ecology**

- Ecology: definition, development and scope. Ecology as an experimental science.
- Ecosystems: concept, components and functioning Population, Resources,
- Environment and Development; Concepts and Approaches
- Sustainability and sustainable development; Global Environmental Problems

**Unit - 2: Urban Ecosystem and Forest Ecosystem**

- Environmental Problems and their Management-Air, Water, Noise and Solid Waste
- Processes and Patterns of forest ecosystem

- **Problems and Management**
- Biodiversity

### **Unit-3: Desert Ecosystem and Mountain Ecosystem**

- Desertification - Process and Patterns
- **Management Strategies**
- **Theory of Mountain Environment Degradation; Highland-Lowland Interactive Systems**
- **Sustainable Mountain Development**

### **Unit-4: Coastal Ecosystem**

- Issues and Problems- Mangroves
- **Coastal pollution**
- Cyclone, Tsunami
- **National Environmental Policies and Programmes**

### **Course Outcomes: -**

- CO1.** To understand a larger objective of ecology is to understand the nature of environmental influences on individual organisms, their populations, and communities, on ecoscapes.
- CO2.** Understanding of these relationships, they will be well placed to contribute to the development of systems by which humans could sustainably use ecological resources, such as forests, agricultural soil etc.
- CO3.** To develop an important goal because humans are, after all, completely reliant on ecologically goods and services as their only source of sustenance.
- CO4.** Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

### **Text Books: -**

- Environment And Ecology – A Complete Guide – by R. Rajagopalan (Lexis Nexis).

- Environmental Ecology: The Ecological Effects of Pollution, Disturbance, and other stresses, By Bill Freedman, 1995, published by United Kingdom Edition Published by Academic Press.
- Global Environmental Issues edited by Frances Harris, 2004, JhonsWiely& Sons Limited.

**References Books:**

- Begon, M., J.L. Harper, and C.R. Townsend. Ecology: Individuals, Populations and Communities. 3rd ed. London: Blackwell Sci. Pub., 1996.
- Dodson, S.I., T.F.H. Allen, S.R. Carpenter, A.R. Ives, R.L. Jeanne, J.F. Kitchell, N.E. Langston, and M.G. Turner. Ecology. New York: Oxford University Press, 1998.
- Freedman, B. Environmental Ecology. 2nd ed. San Diego: Academic Press, 1995.
- Keller, E.A. Introduction to Environmental Geology. 2nd ed. Upper Saddle River: Prentice Hall, 2002.
- Ricklefs, R.E. Ecology. New York: W.H. Freeman, 1990.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 104**

**Course Name – Regional Geography of India**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

It have an understanding the discipline and most important sub-disciplines of geography, be familiar with its basic principles and concepts, and understand some simple geographic models and theories. have formulated an understanding of how the study of geography in general, and India Regional Geography in particular, fits into an education in the liberal arts and sciences. Appreciate the value of looking at and understanding the world from a spatial perspective.

**Course Description: -**

Regional geography studies the specific unique characteristics of places related to their culture, economy, topography, climate, politics and environmental factors such as their different species of flora and fauna. The study includes geographical setting of the Natural features such as the changes in topography, various compositions of soils, geomorphologic patterns, and basins of India, watershed, and tributaries.

**Unit-1: Physiographic Division**

- **Physiographic Divisions, Climate and Climatic Regions**
- **Soil - Classification, distribution, problems and conservation.**
- **Natural Vegetation – Classification, distribution, problems and Conservation**
- **Drainage and River systems.**

**Unit-2: Resources**

- **Mineral resources- Iron ore and Manganese (Metallic Energy)**
- **Limestone and Atomic Mineral (Non- Metallic Energy)**
- **Energy Resources- Coal, Petroleum and Hydel Power.**

**Unit-3: Population**

- **Population- Growth, Distribution, Problems**

- Urbanisation- Trend of urbanization,
- Urban-rural population, Problems of population
- Population explosion and migration.

#### **Unit-4: Transport & Communication**

- Transport & Communication- Roads, Railways, Airways and water transport.
- Tourism-Potential
- Problems and planning
- Economic development-Problems and planning

#### **Course Outcomes (CO's): -**

- CO1.** Critically analyze current and historical cultural concepts effecting different regions of the world and the inter-relationships between these regions.
- CO2.** Assess current socio-economic, cultural and political issues resulting from the interactive and opposing forces of homogenization and diversification.
- CO3.** Examine geographic factors that have influenced the student's life on a global, national and local level.
- CO4.** Be familiar with its basic principles and concepts, and understand some simple geographic models and theories.

#### **Text Books: -**

- R.L. Singh 1993, India: A Regional Geography, UBS Publishers Distributors.
- Vasudev S. Salunke, paperback, Success publication.

#### **References Books:**

- Ahmad, K.s.: Geography of Pakistan, Oxtord University Press, Karachi, 1964.
- Ahmad, N.: An Economic Geogrphy of bangladesh. Vikas New Delhi, 1975.
- Chiao-min Hsieb: Atlas of China. McGraw Hill, New York, 1973.
- Chiao-min Hsieb: China: Ageless Land and Countless People. Van Nostrand, New York, 1967.
- Dobby, E.H.G.: Southeast Asia. University of London Press, London, 1960.
- Farmer, B.H.: An Introduction to South Asia. Methuen & Co., Ltd., London, 1983.
- Farmer, B.H.: Ceylon, Oxford University Press, London, 1963.
- Fisher, W.B.: Middle East: A Physical, Social and Regional Geogrphy. Dutton, New York,1963.
- Johnson, B.L.C.: South Asia, heinemann Education Book Ltd., London. 1982.
- Karan, P.P.: The Himalayan Kingdom. Van Nostrand, New York, 1962.
- Kolb, A.: East Asia, Methuen and Co. Ltd., London, 1981.
- Nolte, Richard H. (ed.): The Modern Middle East, Atherton Press, new York, 1963.
- Ooi, Jin-Bee: Land, people and Economy in Malaya. Longmans, London, 1963.
- Spate, O.H.K., and Learmonth, A.T.A.: India and Pakistan and Ceylon Methuen & Co. London, 1967.
- Spencer, Joseph & Thomas, William L.: Asia East by South A Cultural Geography, John Wiley & Sons, New York, 1971.
- Trewartha, G.T.: Japan: A Physical and Cultural Geography. University of Wisconsin press, Madison, 1965.
- Wolmington, M.W.: Middle East: Centre of Supply. University Press, London, 1971.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>



**GMA 201**

**Course Name – Natural Resource Management**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

The focus is practice-driven to include hands-on experiences, field trips, and similar types of experiential learning to supplement an understanding of basic guiding principles inherent in ecological systems as a sustainable natural resource. Students will study an interdisciplinary approach to the use, management, and protection of land and water resources and will explore topics in environmental education, while preparing for careers in land use policy and laws.

**Course Description: -**

The problems associated with the use/misuse of our natural resources and current management practices associated with the conservation of natural resources. In the spirit of this being an approved General Education course and because we live in an increasingly global society, this class will have a strong international emphasis.

**Unit-1: Introduction**

- Concept, models and approaches to natural resource management
- Utilisation, Conservation
- **Management of Resources**

**Unit-2: Problems of Resource Utilization**

- **Sustainable Resource Development**
- **Concept, method and dimensions**
- **Creating sustainable systems**

**Unit-3: Integrated Resource Development**

- Ecological aspects
- Economic aspects

- Social aspects
- Problems of river basin development

#### **Unit-4: Institutions and Policy Making**

- Institutional arrangements; policy models
- Policy making and resource management
- Utilization, management problems
- Policies of natural resources in India

#### **Course Outcomes (CO's):-**

**CO1.** Understand the scientific method/ways of knowing and critically evaluate information.

**CO2.** Integrate principles of biological, chemical, physical, and social sciences and apply them to resource and environmental issues using a systems approach.

**CO3.** Use data collection and analysis tools (such as field methods, GIS, modeling, and statistics) to develop plans for managing resource/environmental challenges and adapt plans in response to rapid change.

**CO4.** Recognize how diverse groups understand the environment, experience positive and negative environmental impacts, and perceive just and equitable solutions.

#### **Text Books: -**

- B.W. Pandey (ed. By), Natural Resource Management, Mittal Publication, New Delhi, 2005.
- Taylor, Russel D., Torquebiau, Emmanuel, 2011, Natural Resource Management and Local Development, Springer publications.

#### **References Book:**

- Policy Instruments for Environmental and Natural Resource Management, By Thomas Sterner, Swedish International Cooperation Agency, 2003
- Natural Resource Conservation and Environment Management, By Asish Ghosh, APH Publishing Cooperation. New Delhi, 2003.

- Adams, W.M., 1990 : Green Development: Environment and Sustainability in the Third World, Routledge and Chapman Hall, New York.
- Berkes, F.,(ed.),1989 : Common Property Resources: Ecology and Community Based Sustainable Development, Belhaven Press London.
- Mather, A.S. and Chapman, K.,1995 : Environmental Resources, Longman, Harlow, England.
- McClay, K.R., 1995 : Resource Management Information System : Process & Practice, Taylor Francis, London.
- Mitchell B., 1988 : Geography and Resources Analysis, 2nd edition, Longman, London.
- Mitchell,B., 1997 : Resource and Environmental Management, Longman, Harlow, England.
- Newson, M.D., 1991 : Land, Water and Development: River Basin Systems and Management,Routledge,London.
- Owen, S. and Owens, P.L.,1991: Environment ,Resources and Conservation, Cambridge University Press, NewYork.
- Redclift, M., 1987 : Sustainable Development: Exploring the Contradictions, Methuen, London.
- Rees, J.,1990 : Natural Resources: Allocation, Economics and Policy, Routledge, London.
- Saha, S.K., and Barrow, C.J., (ed.), 1981 : River Basin Planning : Theory and Practice, John Wiley and Sons,New York.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 202**

**Course Name – Geography of Rural Development**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

Rural geography is the branch of geography where we mainly deals with the rural aspect and development of this area, which led to growth of economic, social and its existence. The primary activities i.e. agriculture and its allied services must be preserve for the next level of economic growth.

**Course Description: -**

The course provides an overview of the settlement dynamics of human populations with regard to the environment they occupy. Students will explore the inter-relationships between population, resources, environment and development. So this paper is especially covers the need of rural planning, governance and its facilities and services.

**Unit-1: Concept and Approaches**

- Rural Development
- Elements, objectives, scope and significance.
- Approaches to rural development
- Community development approach, sectoral like approach, target approach, integrated approach, and participatory development approach.

**Unit-2: Rural Economics and Rural Development**

- Rural Economics: concept and scope
- Determinants of rural development.
- Stages in rural economic development Rural Industrialization
- Village and small scale industries.

**Unit-3: Rural Facilities & Services in India**

- Types of community facilities and services
- Water, sanitation, electricity

- Rural education and health.
- Role of governmental, non-governmental organizations.

#### **Unit-4: Rural Development Planning & Programmes**

- Regional Planning
- District block level and area Planning.
- Development Programme and role of Pnchayati Raj Institution
- Sectoral: land, water and forests.

#### **Course Outcomes (CO's): -**

- CO1.** The Programme has been framed to provide an understanding and experience of different aspects of Rural Development.
- CO2.** It is to provide a holistic perspective of schemes/programmes of central govt. in general and state govt. in particular.
- CO3.** It is to develop expertise in planning and management of rural development programmes with focus on participatory development.
- CO4.** It is innovative, skill and employment oriented to attract bright students to the discipline of rural development. Thus, ensuring University – Industry interface under CSR Programme.

#### **Text Books: -**

- Sahu, B.K.2003. Rural Development in India; Anmol Publishers, Delhi.
- Jha, UM.1995 Rural Development in India: Problems and prospects.

#### **References Books:**

- Mathew, T.1981. Rural development in India: papers presented at National Conference.
- Madan, G.R.2010. Indian rural Problems, Radha publication, New Delhi.
- Garg, A.1992. Working and Impact of Integrated rural development; Deep and Deep publishers, New Delhi.
- Das, K.D.2007. Dynamics of Rural Development; Deep & Deep Publishers, New Delhi.

- Sinha,S.P.& Singh, S.2007. Strategies for Sustainable Rural Development; Deep & Deep Publishers, New Delhi.
- Armendera, !998. Poverty Rural Development and public Policy; Deep & Deep Publishers, New Delhi.
- Sinha, R.N.P; Geography and Rural development; Manohar Publishers and distributors, New Delhi.
- Satendra and Sharma, V.K.2004. Sustainable Rural Development for disaster Mitigation,Concept, New Delhi.
- Nath, V.2010. Rural Develpoment and Planning in India,Concept,New Delhi.
- Nikkiran, S. and Ramesh, G. 2010. Research Methods in Rural Development, Deep and Deep Publications, New Delhi.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>



### **Unit- 3: RS Data and basics of Aerial Photographs**

- RS Data its types, Aerial Photos
- Planning for Aerial photographs
- Interpretation Techniques
- Visual Interpretation of Aerial Images and Satellite Imagery,

### **Unit- 4: Digital Image Processing**

- Introduction to Digital Image Processing
- Image Pre-processing(Radiometric and Geometric Correction), Image Enhancement(Filtering)
- Image Classification, Accuracy Assessment, Application of RS technology
- Natural Resource Management, Disaster Management, Land use and Land cover etc.

### **Practical:-**

- A project file consisting of **8 exercises** on using any method on following themes:-
  1. Satellite Image Annotation
  2. Visual Interpretation of Aerial Images
  3. Visual Interpretation of Satellite Imagery
  4. Interpretation of Land use and Land cover Map
  5. Determination of Photo Scale
  6. Preparation of Base Map
  7. Orientation of Stereo Model Under Mirror Stereoscope
  8. Demo on ILWIS or GRASS/QGIS Software
  9. Image Data Fusion
  10. Change Detection Analysis

### **Course Outcomes (CO's): -**

**CO1.** They understand the satellite remote sensing

**CO2.** They understand the image processing.

**CO3.** Develop an idea about satellite image interpretation.



CO4. Getting to know superficially about remote sensing and aerial photo interpretation with the help of pocket stereoscope.

**Text Books: -**

- Campbell J.B. (2002) Introduction to Remote Sensing, 3rd ed., The Guilford Press.
- Curran P.J., Principles of Remote Sensing, UK, ELBS.
- Jensen J.R. (2007) Remote Sensing of the Environment: An Earth Resource Perspective, 2<sup>nd</sup> ed., Pearson.

**References Books:**

- Joseph, G. 2005: *Fundamentals of Remote Sensing*, United Press India.
- Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: *Remote Sensing and Image Interpretation*, Wiley. (Wiley Student Edition).
- Nag P. and Kudra, M., 1998: *Digital Remote Sensing*, Concept, New Delhi.
- Rees W. G., 2001: *Physical Principles of Remote Sensing*, Cambridge University Press.
- Singh R. B. and Murai S., 1998: *Space-informatics for Sustainable Development*, Oxford and IBH Pub.
- Wolf P. R. and Dewitt B. A., 2000: *Elements of Photogrammetry: With Applications in GIS*, McGraw-Hill.

**Web links:-**

- <http://www.itc.nl/~bakker/rs>.
- [html www.ccrs.nrcan.gc.ca/resource/tutor/fundam/index\\_e.php](http://www.ccrs.nrcan.gc.ca/resource/tutor/fundam/index_e.php)
- [rst.gsfc.nasa.gov/](http://rst.gsfc.nasa.gov/)
- <http://www.r-s-c-c.org/rscc/v1m1.html>
- [www.isprs.org](http://www.isprs.org)
- [www.spaceimaging.com](http://www.spaceimaging.com)
- [www.landsat.usgs.gov](http://www.landsat.usgs.gov)
- [www.spotimage.fr](http://www.spotimage.fr)
- [www.nrsc.gov.in](http://www.nrsc.gov.in)
- IRS 1C handbook: [http://www.euromap.de/docs/doc\\_013.html](http://www.euromap.de/docs/doc_013.html)
- IRS P6 Users handbook. [http://www.nrsc.gov.in/IRS\\_Documents/Handbook/Resourcesat-1\\_handbook\\_HTML](http://www.nrsc.gov.in/IRS_Documents/Handbook/Resourcesat-1_handbook_HTML)
- [asterweb.jpl.nasa.gov](http://asterweb.jpl.nasa.gov)

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1 - 05%

Assessment -2 - 05%

Assessment- 3 (Mid- Exam) - 05%

Assessment- 4 -05%

Total Internal Assessment - 40%

**GMA 204**

**Course Name – Socio Economic Survey (Practical)**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

The module has been shaped to acquaint the learner with processes involved in socio-economic survey of an area to study its various aspects.

**Course Description: -**

A socio-economic survey is regarded as one of the most important sources of statistical data on household expenditure and income as well as other data on the status of housing, individual and household characteristics and living conditions.

**Unit- 1: Interpretation**

- Study and interpretation of topographical sheets of selected regions on different scale
- Collect the social and economic data of its village/ town from various sources

**Unit- 2: Survey**

- Conduct a socio-economic survey of the households of the selected village
- Prepare a questionnaire for survey

**Unit- 3: Processing and Presentation of Information**

- Processing of primary data
- Presentation of data
- Tabular and cartographic

**Unit- 4: Field Survey Report**

- Based on socio-economic data of the households
- Prepare a critical field-survey report
- Photographs and sketches, in addition to maps and diagrams, may supplement the report

**Course Outcomes (CO's): -**

- CO1.** Identify consumer expenditure patterns and the impact of the various changes they have undergone, which would serve decision makers in planning expenditure, consumption, export and import policies.
- CO2.** Provide indicators to meet the national accounts and family sector requirements.
- CO3.** Provide detailed indicators on individual and household income levels by sources.
- CO4.** Provide indicators related to human development measurements. It Provide integrated systems for the assessment of household living conditions.

**References Books:**

- Gregory,S, 1980. Statistical methods and the Geographer, Longman, London.
- Mahmood, A. 1986. Statistical Methods in Geographical Studies, Rajesh Pub., New Delhi.
- Ibrahim, R., 1992. Socio-Economic Profile of Mewat, Radha Publishers, New Delhi.
- Robinson, A.H. 1978. Elements of Cartography, John Wiley , New York.
- Raisz, E. 1962. Principles of Cartography, McGraw Hill, New York.
- Burt J.E. Barber. G.E. Rigby D.L. (2009). Elementary Statistics for Geographers, Guilford Press, New York.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 301**

**Course Name – Demography and Population Geography**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

It examines the growth, decline, and movement of human populations over time and space, and how this affects the availability of resources such as food and water. Demography is the study of the characteristics of human populations, including fertility, mortality, and health. Geographers use demographic data to analyse the spatial variations in demographic characteristics and trends, linking these to their social consequences, seeking explanations for differences and solutions for inequalities.

**Course Description: -**

It provides the definition and scope of Demography, the data requirements in Demography and sources of data are discussed in great detail. The various demographic events that play important role in population growth and composition are also discussed. Fertility, fecundity, marriage, mortality, and migration are fundamental elements in the study of historical demography. These basic demographic elements have been behind the principle demographic theories. The size and growth of population has been viewed as an important factor underlying the development of any country. Migration which forms as an important component of population growth.

**Unit- 1: Introduction**

- Definition, nature, scope and approaches
- Evolution of Population Geography
- Recent trends in Population Geography
- Trends of Population Growth in the World

**Unit-2: Population Distribution and Growth**

- **Population Growth and change**
- World Pattern of population distribution

- Factors affecting population distribution
- Population Dynamics, Fertility, Mortality and Migration, types and its consequences

### **Unit-3: Population Composition**

- Age and Sex Composition
- Rural and Urban Composition
- Economic Composition Literacy and Education
- Religion/Caste/ Race

### **Unit 4: Theories of Population and Policies**

- Theories of Population growth: Malthusian theory
- Theory of Demographic Transition
- Policies of population control

### **Course Outcomes (CO's):-**

- CO1.** It examines the growth, decline, and movement of human populations over time and space, and how this affects the availability of resources such as food and water.
- CO2.** To analyse the spatial variations in demographic characteristics and trends, linking these to their social consequences, seeking explanations for differences and solutions for inequalities.
- CO3.** Explain demographic changes in the world and their major determinants.
- CO4.** Evaluate the use of demographic concepts and population theories to understand contemporary socio-economic issues and current affairs.

### **Text Books:**

- Shrivastava O S A text book of Demography with economics of man power supply and man power demand – New Delhi: Vikas, 1983.
- Ghosh B N Population Theories and demographic analysis – New Delhi :Meenaksh
- Ghosh B N – Fundamentals of Population Geography – New Delhi : Sterling, 1985

- MISRA B D An Introduction to the Study of Population, Madras, Publishing.

**References Books:**

- Agarwala, S.N. : India's population Problems, Tata McGraw Hill publishing Co. Ltd. , New Delhi.1977
- Bose Ashiset.al. : Population in India's Development Vikas Publishing House, New Delhi, 1974.
- Chandna R.C.: Geography of Population : concepts, Determinants and Patterns, Kalyani Publishers, New Delhi,1986.
- Clarke J.I : Population Geography, Pergamon Press, Oxford,1973.
- Clarke J.I. (Ed) :Geography and Population -Approaches and Applications, Pergamon Press. Oxford 1984.
- Crook Nigel :Principles of Population and Development, Pergamon Press New York, 1997.
- Garnier B.J. :Geography of Population, Longman, London, 1970. 8
- Pathak, K.B. and F.Ram : Techniques of Demographic analysis. Bombay: Himalaya Publishing house. 1992.
- Sundaram K.V. and Sudesh Nangia (Ed): Population Geography, Heritage Publications, Delhi,1986.
- U N D P: Human Development Report, Oxford, 2002.
- Woods R.: Population Analysis in Geography, Longman, London, 1970. 12.  
ZelinskyWilbur : A Prologue to Population Geography Prentice Hall, 1966

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 302**

**Course Name – Environmental Impact Assessment**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

It ensuring environmental factors is considered in the decision-making process ensuring that possible adverse environmental impacts are identified and avoided or minimised informing the public about the proposal. Facilitates the design of a monitoring programme allows people to examine the underlying need for a project gives people the opportunity to identify problems helps a developer to design a more publicly acceptable project exploration of alternatives can help identify cost-saving and other beneficial changes.

**Course Description: -**

Environmental Impact Assessment can be described as a decision-making tool, a legislative instrument and a formalised environmental management process. The course also provides an opportunity to review and appraise the EIA process and associated techniques through investigation of an EIA case study. The objective of EIA is to encourage consideration of the environment in the planning and decision-making process to arrive at actions that avoid or minimize adverse impacts on the environment. EIA is now mandated by legislation in over 100 countries around the world.

**Unit-1: Introduction**

- **Concept and Types of Environment**
- **Development of Environmentalism Basic principles of Environment.**
- **Environment and Resource**
- **Environmental Laws**

**Unit-2: Environmental Impact Assessment**

- **Environmental Impact Assessment-EIA concept, process and Evaluation methods**
- **Goals and Principles of EIA.**



- Effects of EIA on projects: Environmental effects of Tourism development Activities.
- Environmental Impact management of water resource development projects, different Earth summits.

### **Unit-3: Environmental Pollution**

- Environmental Pollution
- Types of pollution, sources of pollution.
- Effects and control of pollution (Air, Water, Land, Noise, Nuclear)

### **Unit-4: Global Ecological Imbalance**

- Sustainable Development Concept, Definition and goal
- Dimensions of sustainable development-social, economic, ecological, spatial and cultural.
- Programme of action for Sustainable development in Agenda 21.
- Sustainable Use of Natural Resources, Obstacles to sustainable development, Strategy for sustainable living.

### **Course Outcomes (CO's): -**

CO1. To understand the different steps within environmental impact assessment.

CO2. To discuss the implications of current jurisdictional and institutional arrangements in relation to environmental impact assessment.

CO3. To understand how to liaise with and the importance of stakeholders in the EIA process.

CO4. Be able to access different case studies/examples of EIA in practice.

### **Text Books: -**

- R.R Bartwhal, 2012, Environmental Impact Assessment, New Age International.

### **References Books:**

- Betty Bowers Marriott (1997): Environmental Impact Assessment, McGraw Hill Professional Bookstore.

- Goel, R.S. (2000) :Environmental Impacts Assessment of water Resources Projects - concerns, Policy Issues Perceptions and Scientific Analysis, Oxford Publishing Co. Pvt. Ltd.
- Goel R.S. and R.N. Srivastava, (1999): Hydropower and River valley Development - Environment Management, Case Studies and Policy Issues .Oxford & IBH Publishing Co. Pvt., New Delhi.
- Goudie, A., (2000): The Human Impact on the Natural Environment, Blackwell, Publishers, Oxford.
- J. Glasson, R. Therivel and A. Chadwick (1994): Introduction to Environmental Impact Assessment: Principles and Procedures, Process, Practice and Prospects, Research Press, Delhi.
- Judith, Petts (eds.) (1999) Handbook of Environmental Impact Assessment, Blackwell Science Publication.
- Prasad, K. and Goel, R. S., (2000): Environmental Management in Hydro Electric Projects, Concept Pub., New Delhi.
- Richard, K. Morgan (1999): Environmental Impact Assessment: A Methodological Perspective, Springer.
- Sinclair, J., (2000): Canadian Environmental Assessment in Transition, University of Waterloo Press, Waterloo.
- Smith, L.G., (1993): Impact Assessment and Sustainable Resource Management, Longman, Harlow.
- Subramanian, V., (2001): Text Book on Environmental Sciences, Narosa Publishing House., N. Delhi.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 303**

**Course Name – GIS Analysis and Application (Theory & Practical)**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

Today, World is looking for GIS expert for the development and planning. In this paper students will learn the fundamental concept of Geographical Information System (**GIS**) which further enhance the ability of Geographers to understand the role of technology in the field of geography. With support of bundles of dataset-meta data they can provide precise information with problem solving capabilities. The main theme of the paper is to endow scientific, industrial skills to the learner to associate with research as well as their career advancement.

**Course Description:-**

Geographic information system is one the major component of Geo-spatial technologies. Spatial data are becoming crucial and being part of everyday life, GIS help to collect, manage, analyse and produce output from spatial data in an efficient way. Today, GIS technology is not limited to mapping as before, and used in various fields for visualisation, spatial analysis, machine learning (including artificial intelligence), and decision making. This course is to introduce Geographic Information System and its applications to first semester students to apply knowledge of GIS in other courses offered.

**Unit- 1: Spatial Information System**

- **Spatial Information System**
- **An Overview of Hardware and Software requirements of GIS**
- **Data Models: Conceptual Model of Spatial Information**
- **Concept of databases and Conceptual Models of Non-Spatial Information.**

**Unit- 2: GIS Data: Creation and Quality**

- **GIS Data Creation and Organization Data Quality and Sources of Errors in GIS**
- **Sources of Error – Components of Data Quality**
- **GIS Data types; Raster, Vector Data – Topology – Topological consistency**

- Raster vs. Vector comparison.

### **Unit- 3: Introduction to GNSS**

- Introduction to GNSS and classification of positioning system
- Concepts of GPS, Types of GPS
- GPS Satellite, Constellation of GPS Satellites, applications of GNSS
- Types of instrument in GNSS (total station, DGPS, EDM, etc.)

### **Unit- 4: GIS Analysis and its Application**

- DEM Derivatives, 3D Analyst, Network Analysis, Interpolation Methods, Map Compilation
- Spatial Data Infrastructure (SDI) Recent Trends in GIS,
- (Case studies:- Natural Resource Management, Disaster Management, Location and Service Application)
- Land information system (LIS), Urban Planning, Health information system, Crime Mapping, Transportation Planning)

### **Practical:-**

- A project file consisting of **8 exercises** on using any method on following themes:-
1. Introduction to GIS and layers in GIS
  2. Creation of Vector Layers in QGIS
  3. Geo-referencing and Projection
  4. Vector Data Analysis
  5. Raster Data Analysis
  6. Spatial Data Analysis
  7. Generation of Land use/Land cover (LU/LC)
  8. Map Composition
  9. Multi-Criteria Analysis
  10. Geo-Web Services/Application Framework

**Course Outcomes (CO's): -**

**CO1.** They can know about concept and components of Geographical Information System.

**CO2.** They understand the Global Positioning System.

**CO3.** They understand the GIS Data Structures.

**CO4.** Develop an idea about GIS Data Analysis.

**References Books:**

- Burrough, P. P. &McDonnel, R. A. (1998). Principles of GIS.Oxford University Press.
- Chang, K. T. (2006). Introduction to Geographic Information Systems. The McGraw-Hill.
- DeMers, and Michael, N. (2005). Fundamentals of Geographic Information Systems. John Wiley and Sons.
- Hoffmann-Wellenhof, B. (1994). GPS Theory and Practice. Springer-Verlag, New York (2nd edition).
- Maguire, D. J., Goodchild, M. F., and Rhind, D. W. (eds.) (1991). Geographical Information Systems: Principles and Applications. Avon, Longman Scientific and Technical.

**Web links:-**

- [http://www.colorado.edu/geography/gcraft/notes/sources/sources\\_f.html](http://www.colorado.edu/geography/gcraft/notes/sources/sources_f.html)
- <http://www.ncgia.ucsb.edu/giscc/units/u055/u055.html>.
- <http://www.trimble.com/>
- <http://www.pasda.psu.edu/tutorials/gisbasics.asp>

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA - 304**

**Course Name – Research Methods and Techniques**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

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.

**Course Description: -**

Social science research allow scholars to make sense of the social world, to discover why people think and act like they do and how important institutions act. The main purpose of this class is to provide you with a broad introduction to the methodological foundations and tools to study mass communications. But a secondary purpose is to convince you that the process of scientific discovery can be fun. Most of the semester will focus on the fundamentals of quantitative social science and applied research, although we will also explore qualitative research. You will learn how to identify problems to study, develop hypotheses and research questions, specify independent and dependent variables, check for the validity and reliability of studies and design research projects. You will be exposed to the broad range of designs used in communication research from laboratory and field experiments, surveys, content analysis, focus groups and in-depth interviewing.

**Unit- 1: Research**

- **Definition, Types and Importance Geographical Research**
- **Problems of objectivity**
- **Relationship Between Theory and Research**

**Unit- 2: Basic Elements of Geographical Research**

- **Hypotheses: Meaning, Importance**
- **Types and Formulation**

- Sampling: Meaning, Characteristics and Types
- Research Design, Meaning and Types.

### **Unit -3:Tools of Data Collection**

- Meaning and Methods of Data Collection
- Primary Data: Observation, Questionnaire and Interview
- Secondary Data

### **Unit-4: Role of Statistics in Research**

- Measures of Central Tendency: Mean Median and Mode.
- Research Reports – Structure and Components of Research Report
- Characteristics of Good Research Report

### **Course Outcomes (CO's): -**

- CO1.** Students will be able to describe basic approaches to qualitative research. These methodologies include, but are not limited to, case studies, in depth interviews and focus groups.
- CO2.** Students will be able to select appropriate quantitative methodologies for use in a study to be performed in the spring. These methodologies include, but are not limited to, experimental, survey and content analysis.
- CO3.** Students will be able to identify and critique articles based on different research methods.
- CO4.** Students will be able to construct a questionnaire relying on several types of questions.

### **Text Books: -**

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.

### **References Books:**

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

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>



**GMA 401**

**Course Name – Urban Planning & Development**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

Urban geography deals with settlement systems, evolution, growth and types of urban area, but urban planning is the study of next level where one can study about indicators, component, techniques and different theories and models of it. It provide a chance of understanding and solving the issues, challenges, and its proper management towards the sustainable development. This paper is especially designed to covers the need of urban planning, management and dynamics of development.

**Course Description: -**

This is a class about how cities, suburbs, and metropolitan areas change. It is an introductory subject for undergraduates that examines both the evolving structure of the American metropolis and the ways that it can be designed and developed. We will survey the ideas of a wide range of people who have addressed urban problems and acted to alter cities, suburbs, and regions through urban design and development. We will analyse the values implicit in each of their proposals, stressing the connections between ideas and design. We will look at designs for new towns and examine the ways that existing cities have spread and been redeveloped. Attempts to control growth and suburban sprawl will also be covered. Topics range from grand ideas proposed by single individuals to smaller more incremental processes carried out through collaboration by a variety of contending parties. You will see how cities and suburbs have been changed in the past and how you and others may help change them in the future.

**Unit- 1: Introduction**

- **Urbanisation**
- **Theories of Urban Development**
- **Urban Planning**
- **Techniques of Urban Planning**

## **Unit -2: Urban Issues and Challenges**

- Population, Poverty , Inequality, unemployment
- Development and Disparities
- Industrial Pollution, Water and Sanitation
- Waste Management, Energy Management

## **Unit -3: Urban Infrastructure and Management**

- Urban Health, Transport, Education, Law and Order
- Safety and Security
- Urban management and Management of Urban Services
- Urban Assets and Financial Management

## **Unit- 4: Dynamics of Urban Planning and Development**

- Sustainable Development, Natural Resource management
- Environment management System
- Urban Development Policies: Global, Policy Perspectives in India
- Development Programs in India

### **Course Outcomes (CO's): -**

**CO1.** Gain knowledge about the history of urbanization in the developed and developing countries.

**CO2.** They can understand the functional differences between rural and urban settlements.

**CO3.** Students can define the problems of urban area. And try to solve them.

**CO4.** They will know the characteristics of urban settlement. To be able to identify the urban environmental problem and how to solve those problem.

### **Text Books: -**

- Urban Statistics Handbook; National Institute of Urban Affairs, New Delhi, 2008.
- Agarwal AN(2004); India Economy, Bishwaprakashan, New Delhi.

- Asthana MD and Sabir Ali (2004); Urban Poverty in India, New Delhi, Council for Social Development and Uppal Publishing House.

**References Books:**

- Harvey Vanessa: National urban Policy in the United States, SGS Economic Planning.
- Goldman Sachs: Dreaming with BRICS, The pathway to 2050, Global economic Paper no. 99.
- South Africa housing Department (1997); urban Development Framework
- OP Mathur: India’s Urban Sector: An Assessment; National Institute of Public finance and Policy, New Delhi, 2005.
- United Nations Development Programme (2006); Human Development Report-2005, New Delhi.
- World Health Report, (1997, 2000); Geneva, WHO.
- D Banerji (1982); Poverty, Class and Health culturein India
- MOUD, Handbook on Service level Benchmark: Government of India.

**Web Links: -**

- [www.jnnurm.nic.in](http://www.jnnurm.nic.in)
- [www.indiaurbanportal.in](http://www.indiaurbanportal.in)
- [www.wri.org](http://www.wri.org)
- [www.ecoeco.org](http://www.ecoeco.org)
- [www.mohfw.nic.in](http://www.mohfw.nic.in)

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
Assessment- 4	-05%
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 402**

**Course Name – Hydrology and Water Management**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

It will deal with surface and groundwater, addressing both water quantity and quality, learning to understand human influences on the hydrological system, and apply tools, such as modelling, for the proper integration of hydrological knowledge and analysis in water resources planning and management.

**Course Description: -**

Hydrology is concerned with assessment of the natural distribution of water in time and space, and with evaluating the impact of manmade changes on the distribution and quality of this water. Applied hydrology has traditionally been concerned with floods and water resources. However, hydrologists are increasingly focusing on the problems of pollutant transport in surface water, soils and ground waters, and wider issues such as the effects of land use and climate change. Hydrology is strongly multidisciplinary, and this course includes a basic treatment of relevant physical and life sciences, mathematical sciences, and systems analysis.

**Unit-1: Introduction**

- Definition and Scope of Hydrology
- Hydrological cycle, Structure and properties of water
- Earth's water resources and water as a cyclic resource

**Unit-2:Surface Water**

- Surface water: sources and factors affecting quality and quantity
- Precipitation: forms and estimation; Runoff: sources, and factors affecting runoff
- Evaporation: factors and measurement
- Transpiration: significance and factors, Evapotranspiration

**Unit-3: Ground Water**

- Ground water: Characteristics of stream flow

- Porosity and permeability, infiltration
- Ground water: storage, aquifers, movement and discharge

#### **Unit-4: Water Management**

- Interface between surface and Ground Water, Environmental influences on water resources
- Urban water supply, water management, water harvesting
- Water pollution and measures to control

#### **Course Outcomes (CO's):**

- CO1.** To study occurrence movement and distribution of water that is a prime resource for development of a civilization.
- CO2.** To know diverse methods of collecting the hydrological information, which is essential, to understand surface and ground water hydrology.
- CO3.** To know the basic principles and movement of ground water and properties of ground water flow.
- CO4.** Provide a background in the theory of hydrological processes and their measurement

#### **Text Books:**

- Maidment, D.R. (Ed.), (1993), Handbook of Hydrology, McGraw, New York.
- Reddy, P.J., (1986), A Text Book of Hydrology, Lakshmi Publications, New Delhi.
- Garg, S.K., (2000), Hydrology and Water Resource, Khanna Publishers, New Delhi.

#### **References Books:**

- Sing, V.P., (1992), Elementary Hydrology, Prentice Hall Inc., Upper Saddle River, N.J.
- Ward A.D. and Elliot, W.J., (1995), Environmental Hydrology, Lewis Publishers, New York.
- Herschy, R.W. and Fiarbridge, R.W., (Eds.), (1998), Encyclopaedia of Hydrology and Water Resource, Kluwer Academic Publishers, Boston, M.A.

- Prescott, J.A., (1940), Evaporation from a Water Surface in Relation to Solar Radiation, Trans, Royal Society of Australia,
- Freeze, R.A., (1972), Role of Subsurface Flow in Generating Surface Runoff, Water Resource, Vol. 8, No. 5.
- Walesh, S.G., (1989) Urban Surface Water Management, Jhon Wiley and Sons, New York.
- Bear, J., (1979), Hydraulics of Ground Water, McGraw Hill, New York.
- Bouwer, H., (1978), Ground Water Hydrology, McGraw Hill, New York
- Chow, V.T. (Ed.), Handbook of Applied Hydrology, McGraw Hill, New York
- Waltan, W.C., Ground Water Resource Evaluation, McGraw Hill, Tokyo.
- Dingman, S.L., Physical Hydrology, 2nd ed., Prentice Hall, Upper Saddle River, N.J.
- Rao, K.L., (1982), India's water wealth. Orient Longman, Delhi.
- Todd, D.K., (2004), Groundwater Hydrology, John Wiley & Sons Inc
- 18. Aggarwal, A., (1991), Floods, Floodplains and Environmental Myths. Centre for Science and Environment, New Delhi.
- Wright. R.T and Nebel. B.J., (2002), Environmental Science: toward a sustainable future, Prentice Hall India Ltd, 8th Edition.
- Vijay P. Singh, (1995), Environmental Hydrology. Kluwer Academic Publications, The Netherlands.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 403**

**Course Name – Social Geography of India**

**Course Credit Hr – 04**

**Total Contact Hr - 60**

**Course Objectives:-**

To acquaint the students to the unique social geography of India and allow students to appreciate the roles of geographic factors in socio-cultural regionalisation and to provide an understanding of the socio-geographical elements within a framework of pan Indian unity and regional specificity. To provide an understanding on how the various social issues are etched on the geography of the country.

**Course Description: -**

Geography is essentially human as well. And humans being social animals cannot be successfully studied without a careful analysis of their social aspects. This particular course dwells on the socio-spatial aspects of the people of India which in itself is a diverse land both physically and culturally. As the geography of India is vast and varied, this course aims in understanding the built environment of the country from the perspective of areal differentiation.

**Unit-1: An Introduction to Social Geography**

- Meaning, nature and scope of social geography
- **Growth and development of social geography**
- **Development of social geography in India.**

**Unit-II : Caste and Tribe in India**

- Origin of the caste system in India and their geographical patterning
- **The morphology of settlements of caste**
- Caste in rural and urban neighbourhoods; caste and clan territories.
- Tribes in India; their geographical distribution and their rural-urban composition.

**Unit-III: Religions in India**

- Religions in India and their diversity; India

- A geographical analysis and historical perspective of religions in India.
- Religious identity; its elements and its social expression.

#### **Unit-IV: Language in India**

- Origins of language; dialect.
- Diffusion of language; language shift and its retention.
- Languages of India and their spatial patterning
- Formation of linguistic states.

#### **Course Outcomes (CO's):**

- CO1.** Knowledge of the geographic basis of socio-cultural regionalisation in India and continuity and correspondence of socio-political and geographic boundaries.
- CO2.** Knowledge the religious identity in regional context; geographic factors underlying patterning of languages
- CO3.** Understanding pan Indian unity and regional specificity of varna and jati along with other spatial dimensions of caste.
- CO4.** Scope and content of social geography; race characteristics and distribution, factors and characteristics of underdevelopment.

#### **Text Books:**

- Aijazuddin Ahmad (2001), Social Geography, Rawat Publications, New Delhi.

#### **References Books:**

- Ahmed, A. 1993. (ed) Social Structure and Regional Development: A Social Geography Perspective, Rawat Publications, Jaipur.
- Singh, K.S. 1993. People of India Vol I to XI, Oxford University Press, New Delhi.
- Raza, M. and Ahmed, A. 1990. An Atlas of Tribal India, Concept Publishing Co, Delhi.
- Sopher, D. (ed.) 1980. An Exploration of India: Geographical Perspectives on Society and Culture, Cornell Press, New York.



- Schwartzberg, J. 1978. A Historical Atlas of South Asia, University of Chicago Press, Chicago.
- Crane Robert, I. 1973. Regions and Regionalism in South Asian Studies: An Exploratory Study, Duke University Durham.
- Raza M and Ahmad A (1990) An Atlas of Tribal India, Concept Publishing Co, Delhi.
- Kosambi DD (1962) Myth and Reality: Studies in the Formation of Indian Culture, Popular Prakashan, Bombay.
- Khubchandani ML, (1988) Language in a Plural Society, Indian Institute of Advanced Study, Shimla.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**GMA 404**

**Course Name – Dissertation & Viva -Voce**

**Course Credit Hr – 06**

**Total Contact Hr - 60**

**Course Objectives:-**

This course provide practical Application of learner’s theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas. Topics for the dissertation will have to be approved by the Board of Studies in the beginning of the IV semester; allotment of supervisor will also be done by board of studies.

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the dissertation.

The Dissertation should include the following –

- Title of Dissertation
- Introduction
- Problems of Research
- Objectives of Research
- Tentative Chapter Division
- Suggested readings

**Source Material and References:-**

Presenting your own ideas in a Dissertation is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

### **Length and Format**

Length is not important; 75 to 100 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

### **Marks/Grading**

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Project look and sound professional.

### **Evaluation of Dissertation**

#### Evaluated by Criteria:

##### 1. Institution

- Quality
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfilment
- Data collection ability in the field (if any)
- Scope of Implementation
- Content of each Chapter

##### 2. Board of Examiners

#### Viva-voce Examination

(Progress Report, Attendance, Ground Truth Points, Field Study. (If Any))

**Total: - 100 Marks**

#### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam=60%)**

Assessment -1	- 05%
Assessment -2	- 05%
Assessment- 3 (Mid- Exam)	- 05%
<u>Assessment- 4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>- 40%</u>

**NOIDA INTERNATIONAL UNIVERSITY**

**SCHOOL OF LIBERAL ARTS**

**DEPARTMENT OF POLITICAL SCIENCE**



**COURSE STRUCTURE - MA POLITICAL SCIENCE**

**COURSE STRUCTURE - MA POLITICAL SCIENCE  
(Courses Effective From Academic Year 2018-19)**

## **Introduction**

The programme has designed to help you to understand the intellectual tradition of political theorists or political philosophers who constructed their theories or political philosophy. The Republic, Ideal State, Machiavelli's Humanism Power and Virtue in Machiavelli's Political Thought Hobbes's metaphysics Hobbes on social contract theory Kant's Conception of Politics and on the Enlightenment. The course focuses on Politics in India. There are approaches which helps students to understand and explain politics in the context of contemporary India. The course provides constitutional perspectives and the constitution of India is the reflection of all social-economic, political interests of members of society in India. The course has also introduced the theories of International relations so that students would understand about the events take place outside the country.

This course introduces students to diverse traditions of theoretical endeavors in the International relations as they have evolved around the world. It covers both explanatory and normative paradigms in international relations theory and gives a brief overview of the state of the art of IR to students.

The course is the reflection of various theoretical dimensions of international relations and perspectives to the dimensions are- Idealism, Liberalism, and Marxism. The course summarizes the great debate in the discipline and inter-paradigm debate: realism/pluralism/Marxism. Finally, thematic issues are given to help students to

understand theories in a particular context. Administration is one of the important areas through which public grievances is addressed so to study the theories and approaches of public administration and the principles of organizations. The nature and significance of contemporary political theory and approaches such as normative and empirical, behavioral, post-behavioral and contextualizes the liberty, rights justice and the democracy etc. in today's globalized world where the national economies are integrated with the global economy or international political economy. It is essential to understand the meaning, nature and the history of political economy at the international level through barter, feudal and world capitalist system as described by some scholars and has entered into the debate in globalization theory. The role of International organizations like IMF, WTO, WB etc plays significant role in market economy. And also the concept of human rights and democracy is exercised in national and international political –economic discourse. We provide the framework for students to help them in relation to the process of national development (rural-urban development) where local governance is strengthened via the participation at the grassroots level, Panchayati institutions and urban bodies' development are developed, and decentralization or centralization process is understood in the context of the recent market-economy. At the next level of understanding where we understand the center-state relations, federalism and the economic backwardness of various states which is reflecting in their developmental sectors. In the context of comparative politics, the

programme helps students to get aware about the role of the states in comparative perspectives, institutionalism approaches- rational, historical, and sociological. Forms of states like socialists, capitalists' post-colonial states and the issues as the impact of globalization on nation-states, state-building, and nation-building etc. It is also imperative for students of political science the discipline expects from students to focus on major super power and their foreign policies. These are USA, Russia, China, and Japan.

### **Aims of M.A Programme**

**The main objectives of this course are to**

- Introduce students to the main western and Indian political thoughts/Intellectual traditions in Europe and Indian context.
- Introduce students to the sphere of politics at the federal levels, centre-state relations, regional and state political dynamics in India
- Introduce students to how political – economic processes in global economy and the integration of national economies to the global economy. The course has been introduced to help students about theoretical and practical aspects of political science.
- Explore the developments in the external world especially in case of major powers' foreign policy-USA, Russia, China, and Japan.
- The course is also to explore the process of international conflicts and cooperation particularly in Asian contexts where China and India's rise have become the reality.



### **Programme Learning Outcomes (PLO's)**

At the end of the course and having finished all the course important readings and activities you should be able to:

- understand the political thoughts given in political philosophers' work from Plato's to the Karl Marx and political ideas in contemporary political theory such as state, liberty, rights, justice and rights etc
- Students will be able to explain the international political economy in which how IMF, WTO, WB, MNCs, TNCs, other international organizations and nation-states play important role.
- Students should be able to understand state in comparative context that how states came into being from pre-feudal, feudal colonial and post-colonial context. Students should be able to know the forms of states like capitalists, socialists and post-colonialist and issues like globalization, terrorism, security, human security and global development/poverty etc.

### **Learning Specific Outcomes (LSOs)**

For the development of the ability of understanding and explaining the issues mentioned in the course students should be able to:

- Explore the intellectual traditions of Europe and India.
- Understand the world economic system and its dynamics.
- Understand the old and the emerging new world order.
- To grasp political ideas and understand the world around us.
- Students should be able to analyze and give his/her analysis on particular issue and would be able explain the nature and significance of the issues through interdisciplinary methods used in social science in general and political science in particular.

**General Scheme of the Syllabus:** - There will be four papers in each semester, one dissertation during the last semester and a comprehensive viva-voce. The papers in the all four semesters will constitute the core element, common to all students who undergo the same course.

Course Structure is divided into two parts as under. Each part will consist of two semesters.

<b>Part-I</b>	<b>First Year</b>	<b>Semester I</b>	<b>Semester II</b>
<b>Part-II</b>	<b>Second Year</b>	<b>Semester III</b>	<b>Semester IV</b>

**1<sup>st</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PSM-101	Western Political Thought	3	1		4	40	60	100
2	PSM-102	Politics in India	3	1		4	40	60	100
3	PSM-103	International Relations-Theory	3	1		4	40	60	100
4	PSM-104	Public Administration-Theory	3	1		4	40	60	100

2<sup>nd</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PSM - 201	Modern Indian Political Thought	3	1		4	40	60	100
2	PSM - 202	Contemporary Political Theory	3	1		4	40	60	100
3	PSM - 203	State Politics in India							
4	PSM - 204	International Political Economy	3	1		4	40	60	100

3<sup>rd</sup> Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PSM-301	Theory and Practice of democracy	3	1		4	40	60	100
2	PSM-302	Democracy and Human Rights in India	3	1		4	40	60	100

3	PSM-303	Rural- Urban Development and Local Government in India	3	1		4	40	60	100
4	PSM-304	Research Methods and Techniques	3	1		4	40	60	100

**4<sup>th</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PSM - 401	Peace & Conflict Studies	3	1		4	40	60	100
2	PSM- 402	Comparative Political Analysis	3	1		4	40	60	100
3	PSM - 403	Foreign Policies of Major Powers	3	1		4	40	60	100
4	PSM - 404	Dissertation	6	0		6	60	40	100

L: Lecture hours; T: Tutorial hours

P: Laboratory/ Practical hours - NA

Internal Marks include class tests, Assignments, Presentations and Attendance

PSM-101  
Course Credit hr-04

Course Name: Western Political Thought  
Total Contact hr-60

**Course objective:**

To introduce students to select classical texts in western political philosophy through intensive reading of selected parts of the text. The idea is to instill in students and interest in reading original works, in the desire to closely follow the debates around the work, and become aware of the different ways in which a text can be read.

**Course Description:**

This course helps students to understand the thought from Political philosopher from Plato to Machiavelli, Hobbes and Kant. The Athenian philosopher Plato is one of the most important figures of the entire history of western thought.

**UNIT-I.**

**Plato**

- Introduction
- Political Philosophy
- The Republic
- Concept of Ideal State

**UNIT-II.**

**Machiavelli**

- Machiavelli as Modern Thinker
- Machiavelli's Humanism
- Power and Virtue in Machiavelli's Political Thought
- Machiavelli on King

**UNIT-III.**

**Hobbes**

- Hobbes's metaphysics

- Hobbes: Morality and Politics
- Hobbes on social contract
- Hobbes's Leviathan

#### UNIT-IV.

##### Kant

- Kant's Moral Thinking: the Right and the Good
- Kant's Conception of Politics
- Kant on War and Peace
- Kant on the Enlightenment

##### Course Learning Outcomes (CLO's):

CO1. Examine Plato's idea on the role of Philosopher-King and introduces the concept of Ideal state.

CO2 Examine the concept of power and virtue in Machiavelli's political philosophy.

CO3. Examine the ideas given by Hobbes especially social contract theory, and the concept of state as Leviathan

CO4. To explore Kant's ideas particularly war and peace in international relations and his moral thinking and enlightenment etc

##### SUGGESTED READINGS

The republic of Plato- By Plato; Allan Blom Basic Books, 1991(2<sup>nd</sup> edition)

Hobbes, Thomas, The Leviathan, Amerst New York prometheous Books,1988

Machiavelli, Niccolo, The Prince and The discourse, translated L. New York Modern Library, 1950

Kant: A very Short Introduction (Paperback) by Roger scruton.

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press p. ix-xv.

##### Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)

Assessment-1	-05%
Assessment-2	-05%

Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

PSM-102  
Course Credit Hour-4hr

Course Name-Politics in India  
Total Contact Hour- 60hr

**Course Objective:**

The Course focuses on societal dynamics on political processes. It identifies specific themes which are significant for the study of politics in India, explores the way in which these themes have acquired salience and how their changing forms have impacted upon the nature and course of Indian Politics.

**Course Description:**

The description of this course is to highlight various perspectives and approaches to the study of Indian Political System. The course implies the philosophy of Indian Constitution and basic salient features. It includes characteristics of Indian society based on identities like caste, regions, religion, gender and role of constitutional bodies and statutory commission for instance UPSC, ECI Minorities Commission and Scheduled Castes & Tribes Commissions.

**Course Contents**

**UNIT-I**

**Perspectives and Approaches to Indian Political System**

- Historical
- Legal
- Economical
- Cultural

**UNIT-II**

**Philosophy & the Basic Structure of the Indian Constitution**

- Preamble
- Directive Principles of State Polices
- Fundamental Rights
- Fundamental Duties

**UNIT-III**

**Prominent Characteristics of Indian Political System**

- Caste
- Religion
- Region
- Gender



## UNIT-IV

### Role of Constitutional and Statutory Commission

- Union Public Service Commission
- Election Commission of India
- Minorities Commission
- Scheduled Caste Commission

### Course Learning Outcome(CLOs)

**CO1.** The course emphasizes on prominent characteristics of the political system, perspectives, approaches, basic structure as well as role of constitutional and statutory commission to understand the social dynamic on political processes.

**CO2.** The course would help for students the topics of the course and how their changing forms have impacted on the nature and course of Indian Politics.

**CO3.** It also familiarizes students with such an understanding about the themes underlined in the units of the course.

**CO4.** To examine the impact of social and political processes upon each other and how they are interrelated to each other.

### SUGGESTED READINGS

#### Reference Books

Pratab Bhanu Mehta and Nirja Gopal Jayal et al (eds), *Politics in India* Oxford University Press.

Andrew Heywood (2014) *Politics* Oxford University Press.

Partha Chatterjee, (ed) *State and Politics in India*. New Delhi: Oxford University Press

Rajeev Bhargava (ed) *Secularism and its Critics*

### Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
Assessment-4	-05%
<u>Total Internal Assessment</u>	<u>-40%</u>

PSM-103

Course Name –

Course Credit hr- 04

International Relations-Theory

Total Contact hr-60

**Course Objective:**

This course introduces students to diverse traditions of theoretical endeavors in the International relations as they have evolved around the world. It covers both explanatory and normative paradigms in international relations theory and gives a brief overview of the state of the art of IR to students.

**Course Description:**

The course is the reflection of various theoretical dimensions of international relations and perspectives to the dimensions are- Idealism, Liberalism, and Marxism. The course summarizes the great debate in the discipline and inter-paradigm debate: realism/pluralism/Marxism. Finally, thematic issues are given to help students to understand theories in a particular context.

**Course Contents:**

**Unit 1**

**Liberalism and Neo-Liberalism**

- Idealism,
- Liberalism and
- Neo-liberalism
- Marxism

**Unit 2**

**Realism and Neo-Realism**

Classical School of Realism

Neo-Realism/ Structural Realism

Liberalism-Neo Liberalism

## Unit 3

### The Great Debates

- Level of Analysis (Individual, state and Global Levels)
- Idealist/Realist
- Traditional versus Scientific Approach (Realism/Behaviouralism)
- Inter-Paradigm Debate: Realism/Reflectivism

## Unit 4

### Concepts and Themes:

- Power
- Anarchy
- National Interest
- Balance of Power

### Course Learning Outcomes (CLO's):

CO1. Examine the mainstream theories of International relations like classical realism and liberalism, post-positivism like Marxism, feminism theory of international relations.

CO2. Examine how new versions of mainstream theories are debateable like realism-neo-realism and liberalism-neo-liberalism, Marxism-neo Marxism etc

CO3. To understand the Great debates in International relations

CO4. Examine the thematic issues in the disciplines.

### Suggested Readings

Scott Burchill, "Introduction" in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, New York: St Martin press

Hans Morgenthau, *Politics among Nations* (New Delhi: Kalyani, 1997)

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave,

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press

S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York:  
Pearson Longman, 2007

C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke:  
Palgrave

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**PSM-104**  
**Course Credit Hour-04hr**

**Course Name –**  
**Public Administration-Theory**  
**Total Contact Hour-60hr**

### **Objective**

The focus of this course is on the theories from the Western and Non-traditions that have shaped the emergence of modern systems of governance and their related structures and processes. The course introduces the key thinks on public administration and the approaches, theories to the study of Public Administration.

### **Course Description**

The course is overall understanding about the internal and external logic of administration that how theories and approaches are significant to the study of public administration. It explores the principles of organization like hierarchy, Coordination and centralization and recent developments such as relationship between political and permanent executives, good governance and development, people's participation in administration etc.

### **Unit 1**

#### **Theories and Approaches to the study of Public Administration**

- Evolution of the Discipline of Public Administration
- The Scientific Management School & the Classical Theory of Management
- The Ideal Organization: Max Weber
- Human Relations: Elton Mayo

### **Unit 2**

#### **Contextual Public Administration**

- Ecological Approach: Fred Riggs
- Rational Decision-Making Approach; Herbert Simon
- Development Administration Approach
- Marxist Approach

### **Unit 3.**

#### **Principles of Organization**

- Hierarchy: Unity of Command
- Power: Authority and Responsibility

- Coordination: Span of Control
- Centralization, Decentralization and Delegation

#### Unit 4.

#### Contemporary Developments

- Relationship between Political and Permanent Executives
- Administration of Welfare
- Good Governance and Development
- People's participation in Administration

#### Course Learning Outcomes (CLO's):

CO1. Examine the theories and approaches to the study of public administration.

CO2. To know the ideas of public administration thinkers like Max Weber, Alton Mayo Herber Simon, Fred Riggs

CO3. To understand the internal structure and functions of the administration or organizations.

CO4 To understand and explain the contemporary developments like relationship between good governance and development, political & permanent executives etc

#### Suggested Readings:

Hoshiar Singh and Pradeep Sachdeva, ' Public Administration: Theory and Practice Pearson Education India 2011

M.P. Sharma et al *Public Administration: in theory and practice*, Kitab mahal, Daryagng Delhi

Albrow, Martin *Bureaucracy* London Macmillian 1978

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall

2. R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole

5. T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson

6. Y. Dror, (1989) *Public Policy Making Re-examined*. Oxford: Transaction Publication

#### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1 -05%

Assessment-2 -05%

Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

PSM-203  
Course Credit Hour-4hr

Course Name- State Politics in India  
Total Contact Hour- 60hr

### Course Objective:

The objective of this course is to introduce students to the varied patterns of politics in Indian states with a focus on key common thematic issues. With the emergence of state as an important unit in Indian politics over the past two decades the course will be a useful supplementary course for students doing Indian Politics.

### Course Description:

To provide political dynamics from various states, horizontally and vertically in the form of the thematic issues given in below units which ultimately help students about meaning, nature and structure of Indian state. Political dynamics of the southern states are different from the northern states in Indian politics. The course is also the reflection of the debate on region and nation and the significance of the coalition government in the center and in the states after identifying the patterns from various states to provide the current nature of state politics in India.

### Course Contents

#### UNIT-I

##### Indian Federalism and Center-State Relations

- Federal features of the Constitution
- Center-State Relations
- Actual operation of the federal system in India
- Demand for greater state autonomy

#### UNIT-II

##### Languages in Indian Politics

- Constitution and National language
- Appointment of State Reorganization Commission
- Emergence of Non-Hindi Lobby/Three Language Formula/Official language Act 1967
- Emergence of Telenghana-29<sup>th</sup> State of India

#### UNIT-III

##### Regionalism in Indian Politics

- Meaning of Regionalism
- Forms of regionalism



- Demand for Full Statehood
- Regionalism a Threat to National Unity – An Assessment

#### UNIT-IV

#### **Coalition Politics in India**

- Meaning of Coalition
- Coalition in the states
- Coalition Politics in the Center
- Evaluation of Coalition Governments

#### **Course Learning Outcome(CLOs)**

**CO1.** The course focuses on the varied patterns of politics in Indian states with special reference to the thematic issues. The student have to find the pattern through the recent experience particularly for last two decades and are issues, arise not from single, identifiable causes through the interaction of political, social, economic factors. After finding the pattern and causes there are consequences as well in state politics in India. Issues like Indian constitution, center-state relations, state autonomy are discussed in detail.

**CO2.** In India, there are states build on linguistic lines and the role of reorganization commission, the language act/ the language formula are taken into consideration as important issues in the politics of language in India.

**CO3.** To familiarize with the issues of regionalism and its meaning, forms as well as the debate between regions and nation.

**CO4.** To understand the trends like coalition politics for last three decades. The dynamics of coalition politics in the centre and the states.

#### **SUGGESTED READINGS**

##### Reference Books

Frankel Francine and M.S.A Rao (eds), 1990, *Dominance and State Power in Modern India*, Vols. 1 and 2 New Delhi, OUP

Jafferlot Christopher and Sanjay Kumar (ed), 2009, *Rise of the Plebeians: the Changing Face of Indian Legislative Assemblies*, New Delhi Rutledge

Jenkins Rob, 2004, *Regional Reflections: Comparing Politics Across India's States*, New 26 Delhi, OUP

Narain Iqbal, (ed) 1976, *State Politics in India*, Meerut Meenaxi prakashan.

Shastri Sandeep, K C Suri and Yogendra Yadav (eds), 2009, *Electoral Politics in Indian States*, OUP.

Pratab Bhanu Mehta and Nirja Gopal Jayal et al (eds), *Politics in India* Oxford University Press.

Andrew Heywood (2014) *Politics* Oxford University Press.

Partha Chatterjee, (ed) *State and Politics in India*. New Delhi: Oxford University Press

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**Course Code-PSM-202**  
**Course Credit Hour-4hr**

**Course name- Contemporary Political Theory**  
**Total Contact Hour-60hr**

**Course Objective:** This course seeks to explore and understand some of the major debates that contemporary political theory is engaged in, and hopes thereby to enrich our skills of analysis and judgment.

**Course Description:**

The course is studied to understand the nature, meaning, phases and approaches to contemporary political theory. It helps to give conceptual tools for students approaching and conceptualizing thematic issues and the implementation of the concepts in particular space and time framework. The course also brings the theory of democracy and explanation in relation to representation, citizenship, constitutionalism etc.

**Course Contents**

**UNIT-I**

**Introduction to Political Theory**

- Nature and Significance
- Meaning and Definitions
- Phases - the Decline and Revival of Political Theory
- Approaches to Political Theory

**UNIT-II**

**Understanding Approaches'**

- Behaviouralism
- Institutionalism
- Structuralism
- Explanatory Theories

**UNIT-III**

**Introduction to Concepts**

- Gender sensitization
- Caste & Community
- Power & Hegemony
- Exploitation & Authority

#### UNIT-IV

##### **Implementing Concepts**

- Justice
- Equality
- Liberty
- Rights & duties

#### UNIT-V

##### **Democracy- Theory & Explanation**

- Democracy and State Effectiveness
- Democracy and Representation
- Democracy and Constitutionalism
- Democracy and Citizenship
- Radical Democracy: The Feminist, Environmental, and Subaltern

##### **Course Learning Outcomes (CLO's):**

**CO1.** Examine the different approaches to political theory and the ongoing debates among the political scientists.

**CO2.** Evaluate different concepts like the behavioral theory to the political theory and their contemporary implementation.

**CO3.** Examine the basic elements of the political theory like justice, equality, liberty and rights.

**CO4.** To examine the concepts of democracy and its different forms like representation, radical democracy, feminist, environmental approach.

##### **SUGGESTED READINGS**

1. Klingemann edited, A New Handbook of Political Science. Oxford, Oxford University Press, 1996.

2. Goodin, Robert E. and Philip Pettit edited, *A Companion to Contemporary Political Philosophy*, Oxford, Oxford-University Press, 1993.
3. Goodin, Robert E. and Philip Pettit edited *Contemporary Political Philosophy*. Oxford, Blackwell Publishers, 1997.
4. Miller, David and Larry Siedentop edited, *The Nature of Political Theory*, Oxford, Clarendon Press, 1983
5. Okin, Susan Moller, *Justice, Gender and the Family*, New York, Basic Books, 1989.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan
6. Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
7. Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

PSM-203  
Course Credit Hour-4hr

Course Name- State Politics in India  
Total Contact Hour- 60hr

**Course Objective:**

The objective of this course is to introduce students to the varied patterns of politics in Indian states with a focus on key common thematic issues. With the emergence of state as an important unit in Indian politics over the past two decades the course will be a useful supplementary course for students doing Indian Politics.

**Course Description:**

To provide political dynamics from various states, horizontally and vertically in the form of the thematic issues given in below units which ultimately help students about meaning, nature and structure of Indian state. Political dynamics of the southern states are different from the northern states in Indian politics. The course is also the reflection of the debate on region and nation and the significance of the coalition government in the center and in the states after identifying the patterns from various states to provide the current nature of state politics in India.

**Course Contents**

**UNIT-I**

**Indian Federalism and Center-State Relations**

- Federal features of the Constitution
- Center-State Relations
- Actual operation of the federal system in India
- Demand for greater state autonomy

**UNIT-II**

**Languages in Indian Politics**

- Constitution and National language
- Appointment of State Reorganization Commission
- Emergence of Non-Hindi Lobby/Three Language Formula/Official language Act 1967
- Emergence of Telenghana-29<sup>th</sup> State of India

**UNIT-III**

**Regionalism in Indian Politics**

- Meaning of Regionalism
- Forms of regionalism

- Demand for Full Statehood
- Regionalism a Threat to National Unity – An Assessment

#### **UNIT-IV**

##### **Coalition Politics in India**

- Meaning of Coalition
- Coalition in the states
- Coalition Politics in the Center
- Evaluation of Coalition Governments

##### **Course Learning Outcome**

**CO1.** The course focuses on the varied patterns of politics in Indian states with special reference to the thematic issues. The student have to find the pattern through the recent experience particularly for last two decades and are issues, arise not from single, identifiable causes through the interaction of political, social, economic factors. After finding the pattern and causes there are consequences as well in state politics in India. Issues like Indian constitution, center-state relations, state autonomy are discussed in detail.

**CO2.** In India, there are states build on linguistic lines and the role of reorganization commission, the language act/ the language formula are taken into consideration as important issues in the politics of language in India.

**CO3.** To familiarize with the issues of regionalism and its meaning, forms as well as the debate between regions and nation.

**CO4.** To understand the trends like coalition politics for last three decades. The dynamics of coalition politics in the centre and the states.

##### **READINGS**

###### Reference Books

Frankel Francine and M.S.A Rao (eds), 1990, *Dominance and State Power in Modern India*, Vols. 1 and 2 New Delhi, OUP

Jafferlot Christopher and Sanjay Kumar (ed), 2009, *Rise of the Plebeians: the Changing Face of Indian Legislative Assemblies*, New Delhi Rutledge

Jenkins Rob, 2004, *Regional Reflections: Comparing Politics Across India's States*, New 26 Delhi, OUP

Narain Iqbal, (ed) 1976, *State Politics in India*, Meerut Meenaxi prakashan.

Shastri Sandeep, K C Suri and Yogendra Yadav (eds), 2009, *Electoral Politics in Indian States*, OUP.

Pratab Bhanu Mehta and Nirja Gopal Jayal et al (eds), *Politics in India* Oxford University Press.

Andrew Heywood (2014) *Politics* Oxford University Press.

Partha Chatterjee, (ed) *State and Politics in India*. New Delhi: Oxford University Press

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>



PSM-204  
Credit course hr-04

Course Name: International Political Economy  
Total Contact Hr-60

**Course Objective:**

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives: 1. To familiarize the students with the different theoretical approaches; 2. To give a brief overview of the history of the evolution of the modern capitalist world; 3. To highlight the important contemporary problems, issues and debates on how these should be addressed.

**Course Description:**

The course is made due to the increasing importance of the new perspective in the globalized world known as New Political Economy but there were the old approaches which theorize political economy of the system. The course will help to the students to understand the meaning and nature of the present world order which is interconnected and interrelated aspects of society. International organizations are important and playing a role in development and socio-economic transformations

**Course Contents:**

**UNIT-I.**

**Introduction to International Political Economy**

**UNIT-II.**

**Theoretical Anchors**

- Economic Nationalism
- Liberal Perspective
- Structural Approaches: Marxist perspectives and
- Dependency School

**UNIT-III.**

**Critical Perspectives on IPE**

- Rational Choice Critique
- Green Critique
- Feminist Critique
- Post-Modernism
- (ii) Big Dams and Environmental Concerns
- (iii) Military: Global Arms Industry and Arms Trade
- (iv) Knowledge Systems

## UNIT-IV.

### International Monetary System, Trade and Finance

- Bretton woods System (World Bank, IMF and WTO)
- North-South Dialogue &
- Economic Diplomacy
- EU, G4, G8, G20

#### Course Outcomes (CO's):

**CO1.** Examine the theoretical aspects and approaches to the International Political Economy.

**CO2.** Evaluate the Marxist and Dependency approach to the IPE and how the imperialism is taking place in the developing countries through MNCs.

**CO3.** Examine the Critical aspects of the Rational Choice, Green and feminist approach.

**CO4.** To examine the different organizations like WTO, IMF, GATT, G8, G4, G20 etc and how they are playing great role in maintain the economy across the globe.

#### **Readings**

Robert Gilpin, Chapter 8 in *The Political Economy of International Relations*, Princeton University Press, 1987

*Invisible Hand: The Case for Classical Liberalism in the Twenty first Century.* Princeton: Princeton University Press.

Mandel, E. (1979) *An Introduction to Marxist Economic Theory.* New York: Pathfinder Press, 3rd print

Harvey, D. (2005) *A Brief History of Neo-liberalism.* Oxford: Oxford University Press

Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy.* Ashgate Publishing Limited

#### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**PSM-302**  
**Course Credit Hour-04hr**

**Course Name-**  
**Democracy and Human Rights in India**  
**Total Contact Hour-60hr**

**Course Objective:**

The course is designed to introduce that democracy and human rights in India. The purpose of the course is to show that democracy and human rights are compatible to each other. In India, human rights are protected and promoted via democratic intuitions so there is need to strengthened institutions of democracy to protect human rights.

**Course Description:**

The course is to contextualize democracy and human rights in Indian context. The is focusing on the developments with special reference to the concept of human rights while democratic institutions were established since Independence. Therefore, students would get benefit from the course that highlights various issues of interdisciplinary in nature. Now days, in the globalized world, human rights have become the topics of debate as far as the protection and promotion of the concept is concerned.

**Course Contents:**

**UNIT-I**

**Introduction to Human Rights**

- Concept and theories of human rights
- Concept and Characteristics
- Classification of Human Rights
- International Human Rights Law

**UNIT-II**

**Human Rights & Constitutional-Legal framework in India**

- Human Rights in Indian Context
- Preamble, Fundamental Rights & Fundamental Duties
- Directive Principles of State Policies
- Key International Human Rights Treaties to which India is Party

### UNIT-III

#### **Human Rights: Issues and Challenges**

- Rights of persons suffering with HIV/AIDS
- Child Labor
- Rights of Persons with Disabilities
- Rights of prisoners
- Rights of Refugees

### UNIT-IV

#### **Role and Functions of National Commission in India**

- National Human Rights Commission (NHRC)
- National Commission for Women (NCW)
- National Commission for Minorities (NCM)
- National Commission for the protection of Child Rights
- National Commission for SCs & STs

#### **Course Outcomes (CO's):**

CO1. Examine the theories of human rights while using interdisciplinary approach to the study of human rights in India

CO2. To examine the institutional-legal framework for human rights

CO3. Examine the challenges to the study of democracy and human rights in India

CO4 to study institutional arrangements to protect and promote human rights as role of NHRC, NCM, NCW & Commission for SCs & STs in Democratic country like India

#### **READINGS**

David Robertson, *A Dictionary of Human Rights*, Europa Publication Limited 1997

Michel Freeman, *Human Rights: An Interdisciplinary Approach* Cambridge University Press, 2006

Alson Philip, *The United Nations and Human Rights: A Critical Appraisal*, Oxford Clarendon, 1995

Baxi Upender, *The Right to be Human*, Delhi, Lancer 1987

Deesai A R (ed) *Violations of democratic Rights in India*, Bombay, Popular Prakshan, 1986

Evans Tony, *The Politics of Human Rights: A Global Perspective*, London Pluto Press, 2001

Haragopal, G "Good Governance: Human Rights, Perspective", Indian Journal of Public Administration vol, 44 (3) 1998

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**PSM-301**  
**Course Credit Hour-4 hr**

**Course Name-**  
**Theory & Practice of Democracy**  
**Total Contact hr-60**

**Course Objective:**

This course is about the theoretical portion of democracy and how actually our democratic system behaves, the concerns, issues and the solutions that lie within and without. The is to map the difference between theory and practice of democracy, particularly in India-the largest democracy of the world.

**Course Description:**

The course is about to provide an understanding about the evolution of idea of democracy and how it has been exercised in particular space and time. The course provides theories of democracy, and challenges like communalism, casteism, regionalism, etc It is essential for students to understand the relationship between democracy and federalism that how the role of democratic institutions are centralized and decentralized.

**Course Contents:**

**UNIT-I**

**Idea of Democracy**

- The Historical Evolution of the Idea
- Democracy: Plural traditions
- Theories of Democracies
- Radical Democracy

**UNIT-II**

**Challenges to Democracy**

- Religion
- Caste
- Language and Regionalism
- Access to Justice and Human Rights

**UNIT-III**

**Democracy and Decision-making approach**

- Meaning and Characteristics
- Decision Process Cluster
- Descion making Approach and Political Development
- Application of Decision-Making Approaches to Politics

## UNIT-IV

### Democracy and Federalism

- Federalism System: Meaning and Dynamic Implications
- Essential Conditions for the successful Organization of Federal Government
- Unitarian Federalism & Cooperative Federalism
- Centralization and Decentralization

### **Course Learning Outcomes (CLO's):**

**CO1.** Examine the Political attitude of political actors towards institutions.

**CO2.** Examine the Challenges to democracy in the form of regionalism, communalism, casteism and the violation of human rights and providing justice to the needy persons on right time.

**CO3.** Understanding decision-making approach in the context of Political development (nation-building, state-building)

**CO4.** Examine the tension between center and states or on the issue like cooperative and unitary federalism.

### **SUGGESTED READINGS**

Kohli Atul, *India's Democracy*, Delhi Orien Longman, 1991

Jayal Nirija G, *Democracy in India* Delhi, Oxford University Press

Dahl, Robert A. *On Democracy* New Heaven Yale University Press 1998.

Barber Benjamin R. *Strong Democracy: Participatory Politics for a New Age*, LA

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.) *Political Concepts*. Manchester: Manchester University Press

*Handbook of Practical Ethics*. New York: Oxford University Press

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**PSM-303**                                      **Course Name-**  
**Course credit Hour-4hr**                      **Rural Urban Development& Local Governance in India**  
**Total Contact Hour-60hr**

**Course Objective:**

The purpose of this course is to study about the national development (rural-urban) and how governance is helping in accelerating the process of rural-urban development.

**Course Description:**

The course has brought the attention to the students about the democratic decentralization governance, and development triad is the basis of promoting each other. There are several dimensions of this process-social, geographical, etc

**UNIT-I**

**Democratic Decentralization-Basis of Rural Urban development**

- Introduction: Democratic Decentralization and other key concepts
- Significance of Democratic decentralization
- Constitutional Dimension
- Legislative framework

**UNIT-II**

**Types of Local Governance**

- Evolution of Local Governance
- Features of 73<sup>rd</sup> and 74<sup>th</sup> Amendment
- Organizational Structure of Rural Bodies
- Organizational Structure of Urban Bodies



## UNIT-III

### **Contextual Dimensions of Democratic Decentralization**

- Social dimension of Democratic Decentralization
- Geographical context of Democratic Decentralization
- Democratic Decentralization: Means for Good Governance
- Good Governance for Making globalization more humane

## UNIT-IV.

### **Empowerment for Development**

- Need for Empowerment
- Operational framework for Empowerment
- Problems & Constraints
- Road Ahead

### **Course Outcomes (CO's):**

CO1. Examine the democratic decentralization that it helps in rural-urban development in India.

CO2. To study governance and development together. Both are inseparable.

CO3. Examine the challenges and hurdles to the process of decentralization.

CO4. Examine the past experience and what would be the way forward for democratic decentralization and governance particularly at local levels in India.

### **Suggested Readings**

Abdul, Aziz *Decentralized Planning*, New Delhi, sage, 1993

Bose Ashish, *National Commission on Urbanization*, Ministry of Urban Development, New Delhi 1998.

Isacc Thomas & Richard W. Frank *Local Government and Development: People's Campaign for Decentralized Planning in Kerala* Delhi, Leftword, 2000

Jain L,c. B,V Krishna Murthy & P.M Tripathi, *Grass Without Roots: Rural development Under Government Auspices*, new Delhi Sage 1987

Maddick Henry, *Panchayati Raj: A Study of Rural Local Government in India* , London, Longmans,1970.

**Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

**BPS-402**  
**Course Credit hr-04**

**Course Name-Peace & Conflict Studies**  
**Total Contact hr-60**

**Course Objective:**

The course is about Peace and Conflict Studies, which includes meaning, causes and course of the post-world war era. It covers and enduring contemporary problems such as terrorism, ethnic wars and various security concerns.

**Course Description:**

The course highlights the developments in post-second world war. Peace and Conflict course takes the circumstances pre and post conflict measures and it is found that approaches to the study of peace and conflict like communication, dialogue, consensus building are the significant. To find out the causes of war or conflict and take some post conflict measures are the main components the course.

**UNIT-I.**

**Negotiation and International conflict**

- The negotiation option
- The puzzle of civil war termination
- The study of negotiation
- Communication based approaches

**UNIT-II.**

**Peace Studies as Trans-Disciplinary Project**

- Emergence of Peace

- Emphasis on multiple methods
- Post-Conflict Scenario
- Peace Building Measures

### UNIT-III

#### The Sprit of War and the Sprit of Peace

- Study of various dimensions stimulating war & peace
- Role of Religion
- Role of state and non-state actors
- Rise of China and India

### UNIT-IV.

#### Peace and Conflict Studies

- Perspective to the Past
- Strategy for the Future
- Future of Peace and Conflict Studies

#### Course Learning Outcomes (CLO's):

CO1. Understanding causes and consequences of conflict builds the way of future course to prevent further conflict or war.

CO2. Examine extensity of peace and Conflict Studies as trans-disciplinary project.

CO3. Examine the Philosophy as far as the spirit of war and the spirit of peace is concerned.

CO4. Examine the backward looking and forward looking approach to the study of Peace and Conflict Studies.

#### **Suggested Readings**

Charles Webel and Johan Galtun( Eds) *Handbook of Peace and Conflict Studies* Rutledge Taylor and Francis Group London and New York 2007

Kenneth Waltz, *The Anatomy of Peace: How to Resolve the Heart of Conflict Man, The State and War*

Micheline Ishe *The History of Human Rights: From Ancient Times to the Globalization Era*

#### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%

Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

PSM-402

Course Name –

Course Credit Hour- 04hr

Comparative Political Analysis

Total Contact Hour-60hr

**Course Objective:**

Each topic is to be studied with reference to concepts, theories and the historical experiments of developing countries as well as advanced industrialized countries. A central concern of the course is to discern the Eurocentric bias in the field of comparative politics, and to identify the processes of de-centering which have reconfigured the field in significant ways.

**Course Description:**

To carve out the parameters of comparison between developed, developing countries and LDCs and the impact of globalization on the various aspects of Human life. There is significance of comparative political analysis, like capitalist, socialist and post-colonialists and the relationship between globalization and contemporary state. It is also important to understand the behavior of authoritarian, democratic, corporatist states; forms of states. And theories of development in the context of globalization.

**Course Contents:**

**Unit 1**

**Significance of Comparative Political Analysis**

- Historical Overview
- Political systems Approach
- Structural-Functional Approach
- Culture-Centric Approach

**Unit 2**

**State in Comparative Perspective**

- The Advanced Capitalist state

- Socialist state
- The Post-colonial state
- Globalization and the Contemporary States

### Unit 3

#### **Forms of State**

- Constitutionalism
- Democratic states
- Authoritarian and Fascist states
- Corporatists' state

### Unit 4

#### **Theories of Development**

- Development and Underdevelopment
- Debate on Developmentalism
- Impact of Liberalization
- Globalization

#### **Course Learning Outcomes (CLO's):**

CO1. To learn the important approach for comparative political analysis like political system approach, structural-functional approach, culture-centric approach etc

CO2. Examine the role of the state in comparative perspective from capitalist, socialist to post-colonial states.

CO3. Examine the changing forms of states as we see from authoritarian to democratic states and vice-versa.

CO4. To examine the impact of globalization & Liberalization on individuals, communities and Institutions.

### **Suggested Readings**

Alford, Robert A. and Roger Friedland, Power of Theory, Cambridge University Press

Chilcote, Ronald, Theories of Comparative Politics: the Search for a paradigm reconsidered, Boulder, West view, 1994

C.J Johri, Comparative Politics

C.J Johri Principles of Political Science Sterling Publishers

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60)**

Assessment-1	-05%
Assessment-2	-05%
Assessment-3 (Mid-exam)	-20%
Assessment -3	-05%
<u>Assessment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

PSM-403

Course Name –

Course Credit Hour- 04hr

Foreign Policies of Major Powers

Total Contact Hour-60hr

**Course Objective:**

This course examines the foreign policies influential powers including the United States, China, Russia, Japan etc from 1945 to the present. It focuses on the world's major powers trying to pursue their national interests in a highly complex post-war international system.

**Course Description:**

The course focuses on the role of superpowers whether leading or emerging and their foreign policies. The course has been designed to provide the interaction among these USA, Russia, China, Japan and India in post-cold war world. Relations between these powers are significant. In the interplay of internal and external factors which determines the nature of foreign policies of the major powers mentioned above.

**Course Contents:**

**Unit 1**

**America**

- Salient Features
- Policy of continuity and change
- U.S threat perceptions and security interests
- US India relations in NDA regime

**Unit 2**

**Foreign Policy of Russia**

- Salient features
- Russia & US



- Russia & India in NDA regime

### Unit 3

#### **Foreign Policy of China**

- Main features
- Relations with Regional and Major Powers
- South China Sea Controversy
- China and India relations in NDA regime

### Unit 4

#### **Foreign Policy of Japan**

- Salient Features
- Relations with Major Powers
- Relations with regional powers
- Japan and India relations in NDA regime

#### **Course Learning Outcomes (CLO's):**

**CO1.** Examine the foreign Policy of United States of America and its relation with India under NDA regime.

**CO2.** Evaluate the Indo-Russia relation with special to its friendship treaty signed in 1971.

**CO3.** Examine the foreign policy of China and its main features and also highlight the South China Sea controversy.

**CO4.** To examines Indo-Japan relations and its role with the Major and regional powers.

### **Suggested Readings**

Hass Richard N, Intervention: The Use of American Military Forces in the post Cold, New York, Carnegie endowment of International Peace, 1998

John Dumbrell, American Foreign Policy: Carter to Clinton, Houndsmill, macmillian, 1997.

Kanet Roger E and Alexender V. Kozhemiakin. The Foreign Policy of Russian Federation, Houdsmill. Macmillan, 1997

Hu Anngang, 'China in 2020: A New Types of Superpower, DC Washington Institute Press, 2011.

### **Assessment Method: (Continuous Internal Assessment=40%, Final Exam-60**

Assesment-1	-05%
Assesment-2	-05%
Assesment-3 (Mid-exam)	-20%
Assesment -3	-05%
<u>Assesment-4</u>	<u>-05%</u>
<u>Total Internal Assessment</u>	<u>-40%</u>

# **NOIDA INTERNATIONAL UNIVERSITY**



## **SCHOOL OF LIBERAL ARTS**

### **Department of Public Administration**

## **COURSE STRUCTURE OF POST-GRADUATE PROGRAMME**

### **M.A. (Public Administration)**

**Effective from Academic year 2019-2020 and onwards**

## **PREAMBLE**

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

### **Aim of M. A. Public Administration**

The overarching aims of the M. A. Public Administration are to:

- Provide students with learning experiences that develop broad knowledge and understanding of key concepts of Public Administration and equip them with advanced knowledge and understanding for analyzing and performing the tasks concerning public affairs;
- Develop students' ability to apply the acquired knowledge and skills to the solution of specific theoretical and applied problems in Public Administration settings;
  - To provide opportunities for all-round development of the students and excellence in higher education, research and extension in the field of public service values and professional ethics.
- Develop abilities in students to come up with innovative prescriptions/solutions for the benefit of society, by diligence, leadership, team work and lifelong learning;
- Provide students with skills that enable them to get employment in public, private, nongovernmental sectors; pursue higher studies; participate in quality research assignments.

### **Learning Outcomes based Curriculum Framework (LOCF) for Public Administration under CBCS**

M.A. Public Administration is a theoretical and application oriented academic program which needs to develop specialized knowledge and skills among the graduates to engage themselves in Public governance and its related activities. In recent years, mega developments like information and communication technology, liberalization, privatization, globalization, decentralization and growing role of the civil society have impacted the role of the state and its agencies. It has changed the citizens' interface with the governance and market forces. Innovative citizen-centric practices in governance have been adopted across the world. The concerns for good governance and citizen centric governance

have become important objectives in addition to the traditional narratives of efficiency, economy and effectiveness. Policy process and performance have become the central theme of intellectual debate and discourse.

This kind of all-round transformation has created the need for well informed and proficient manpower for discharging regulatory responsibilities and delivering a set of quality services to the satisfaction of the citizens. This manpower can be developed only with flexible, adaptive and progressive training programs. The key areas of study within the subject area of M. A. Public Administration comprise compulsory courses on Administrative Theory, State and Government, Indian Government & Administration, Public Personnel Administration, Organizational Behaviour.

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

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

## **Program Learning Outcomes of M. A. Public Administration**

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

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

## **Learning Specific Outcomes**

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

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

## **COURSE STRUCTURE**

The aims of M.A Public Administration are achieved by Compulsory Courses and Optional Courses. The Compulsory Courses are essential to provide basic knowledge of a discipline and framed to promote common educational premises for the same. The specialized courses, on the other hand, allow the students to acquire knowledge in various specializations and subject combinations as per the UGC requirements. The courses are planned in a manner that the compulsory or foundational courses along with courses focusing on skill, with a wide range of application, are covered during the first two years of the undergraduate program. Specialized courses to prepare students to build professional



competence can be introduced in later semesters. The focus of this course is on the theories that have shaped the emergence of modern systems of governance and their related structures and processes. These include Western and Non-Western traditions. The course has a clear normative thrust inasmuch as it seeks to clarify what can be the prerequisites for promoting effective and just administration at the local and national levels. It is pertinent to understand that the educational institutions in India have varied level of physical infrastructure, faculty strength, academic resources and availability of expertise; therefore, the basket of courses or specialized courses of discipline to be offered to students would vary from institution to institution. Efforts need to be made to provide diversity of courses and specializations in order to develop necessary skills to enhance employment opportunities. Community engagement may be incorporated through socially driven small scale research projects, workshops, field training exercises and simulations utilizing currently available knowledge systems and technological facilities. The credit system used in this curriculum requires 40- 50 hours (minimum) of active academic engagement for one course in one semester.

**1<sup>st</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	MPA-101	Elements of Public Adm.	3	1	0	4	40	60	100
2	MPA-102	Principles of Organization &	3	1	0	4	40	60	100

		Management							
3	MPA-103	Public Personnel Adm.	3	1	0	4	40	60	100
4	MPA-104	Organizational Behaviour	3	1	0	4	40	60	100

### II Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	MPA-201	Administrative Thought	3	1	0	4	40	60	100
2	MPA-202	Indian Govt. & Administration	3	1	0	4	40	60	100
3	MPA-203	Public Policy & Analysis	3	1	0	4	40	60	100
4	MPA-204	Financial Administration	3	1	0	4	40	60	100

### III Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	MPA-301	Comparative & Development Administration	3	1	0	4	40	60	100
2	MPA-302	Social Welfare Administration	3	1	0	4	40	60	100

3	MPA-303	Rural & Urban Local Govt. in India	3	1	0	4	40	60	100
4	MPA-304	Research Methods & Techniques	3	1	0	4	40	60	100

#### IV Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	MPA-401	Management of Public Enterprises	3	1	0	4	40	60	100
2	MPA-402	Issues in Public Administration	3	1	0	4	40	60	100
3	MPA-403	International Administration	3	1	0	4	40	60	100
4	MPA-404	Dissertation and Viva-Voce	3	1	0	6	60	40	100

**Grand Total: 1600**

**Total Credit: 66**

## **COURSE STRUCTURE OF POST-GRADUATE PROGRAMME**

### **M.A. (Public Administration)**

**Effective from Academic year 2019-2020 and onwards**

#### **General Introduction of the Syllabus:**

Public administration is the backbone of modern statehood. No public policy can conceivably be implemented without it. The nature and the performance of public administration are thus key to both the understanding and the improvement of any government activity. The present course introduces to the basic properties and roles of public administration. This is done through both a systematic overview and readings of classic contributions to the field. The chosen approach takes into account that, on the one hand, public administration is an indispensable tool of government regardless of the nature of the political system but that, on the other hand, some of its key-functions do require robust state structures and standards of transparency that are inseparably connected to constitutional democracy and the rule of law. Reliability, efficiency, professionalism or law-based routines can only flourish in a corruption-free and non-arbitrary political environment, let alone impartiality, responsiveness, responsibility, neutral auditing and independent court control. Both those normative standards and how to manage administrative bodies in an imperfect environment are topics to be addressed. Subjects include public administration as a tool of government and a political integrator, autonomy and responsiveness, accountability and responsibility, public ethics, public administration as an arena and as organized anarchy or as a learning and unlearning organization, variants of external and internal politicization as well as types of bureaucrats and bureaucratization and the problem of organizational complexity.

**General Scheme of the Syllabus:**

There will be four papers in each semester, one dissertation during the last semester and a comprehensive viva-voce at the end of the last semester. The papers in the all four semesters will constitute the core element, common to all students who undergo the same course. Papers in the final semester will have the optional component with fourth paper, which will be vary for the students who have secured lower grades. Students with low grades have to write an additional paper code 404(as mentioned in the syllabus of semester IV) instead of submitting the Dissertation.

The M.A. (Public Administration) is divided into two parts as under. Each part will consist of two semesters.

<b>Part-I</b>	<b>First Year</b>	<b>Semester I</b>	<b>Semester II</b>
<b>Part-II</b>	<b>Second Year</b>	<b>Semester III</b>	<b>Semester IV</b>

**1<sup>st</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	MPA-101	Administrative Theory	3	1	0	4	40	60	100
2	MPA-102	State and Government	3	1	0	4	40	60	100
3	MPA-103	Public Personnel Administration	3	1	0	4	40	60	100
4	MPA-104	Organizational Behavior	3	1	0	4	40	60	100

**2<sup>nd</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	MPA-201	Administrative Thought	3	1	0	4	40	60	100
2	MPA-202	Indian Government and Administration	3	1	0	4	40	60	100

3	MPA-203	Public Policy & Analysis	3	1	0	4	40	60	100
4	MPA-204	Financial Administration	3	1	0	4	40	60	100

**3<sup>rd</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	MPA-301	Comparative and Development Administration	3	1	0	4	40	60	100
2	MPA-302	Social Welfare Administration	3	1	0	4	40	60	100
3	MPA-303	Rural and Urban Local Government in India	3	1	0	4	40	60	100
4	MPA-304	Research Methods and Techniques	3	1	0	4	40	60	100

**4<sup>th</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal	External	Total

							<b>Marks</b>	<b>Marks</b>	
1	MPA – 401	Management of Public Enterprises	3	1	0	4	40	60	100
2	MPA – 402	Issues in Public Administration	3	1	0	4	40	60	100
3	MPA – 403	International Administration	3	1	0	4	40	60	100
4	MPA – 404	Dissertation and Viva Voce				6	60	40	100

**Grand Total -**

**1600 Total**

**Credits - 66**

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendance.



## **SEMESTER-I**

**Course Name: ADMINISTRATIVE THEORY**

**Course Code: MPA-101**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

This paper will familiarize the students with the basic concepts of Public Administration in developed and developing countries. In addition, the course will also cover new areas and new developments in the field of Public Administration Particularly New Public Administration, New Public Management etc. The paper will also cover various theories of organization.

### **Course Description:**

Administrative theory establishes the theory base for the field of public administration by introducing students to a comprehensive set of historical and current theories, concepts, and approaches in public administration. This theory base is vital to public administrators, because they must achieve results through the management of public and nonprofit organizations, and understanding the theoretical perspective of organizations, behavior, and management can help to achieve successful results. The course will focus on theory in readings, and it will incorporate the application of theory in class discussions about current events, case study exercises and class papers. In the end, students should have a greater understanding of administrative theory and be able to apply it to the practice of public administration.

## **Course Content:**

### **Unit I:**

- Nature, Scope and Role of Public Administration in Developed and Developing Countries.
- Evolution of Public Administration, New Public Administration: Concept, and Salient Features.
- New Public Management.

### **Unit II:**

- Classical Approach: Concept and Meaning of Classical Approach.
- Significance of Classical Approach, Scientific Management (Taylor): Features.
- Significance, Fourteen Points of Management of FW Taylor.
- Henry Fayol, Luther Gullick and Lyndal Urwick Theories of Scientific Management.

### **Unit III:**

- Basic concept and Principles of Organization.
- Hierarchy, Span of Control, Unity of Command.
- Authority, Power, Responsibility, Delegation, Supervision, Communication.
- Centralization and Decentralization.

### **Unit IV:**

- Administrative Behavior: Decision.
- Making, Leadership: Features of leadership, Motivation & Communication.
- Formal and Informal Communication.
- Structure of Organization: Chief Executive - Role and Functions.

- Line and Staff Agencies.

**Course Learning Outcome:**

After studying this course, the students will be able to:

- Students will be able to define public administration and list its nature and scope.
- Students will be able to differentiate between public administration and new public administration.
- Students will be able to evaluate the origin of public administration as a discipline.
- Conceptualize the theoretical foundations of Administrative thought of Modern (Woodrow Wilson) periods.
- Analyse the important Principles of Scientific Management and Administration developed by Henry Fayol, F.W.Taylor, Luther Gulick and Lyndall Urwick.

**List of Readings:**

1. Felix, A. Nigro and C. Nigro Modern Public Administration (New York: Lloyd Harper and Row, 1984)
2. John Pfiffner and Frank Sherwood Administrative Organization (New Delhi: Prentice Hall, 1984).
3. Laxmikanth. M; Public Administration; Tata McGraw Hill's.
4. Mohit Bhattacharya Public Administration (Calcutta:World Press, 2000).
5. Ramesh, K. Arora (ed.) Perspective in Administrative Theory (New Delhi: Associated, 2008).

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%

Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Course Name: STATE AND GOVERNMENT**

**Course Code:MPA-102**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

This paper attempts to familiarize the students to become informed voters, to understand their Constitutional rights, to know their responsibilities under the law and to think about how processes can be improved to benefit society. Learning about government provides a foundation for making informed choices in elections.

### **Course Description:**

This course is an introduction of state and local governments. The course is designed to help you better understand the political institutions and processes of subnational governments. These governments have vastly increased their policy responsibilities and are the most involved in their citizens' day-to-day lives. The general approach to this topic is comparative in nature, that is, the focus is on the variation among regional governments in an attempt to come to some understanding of why these differences exist and what effect they have on government decision making.

### **Course Content:**

#### **Unit I:**

- State: Meaning and Elements Nature.
- Functions of State.
- Origin of State (Social Contract Theory: Thomas Hobbes, John Locke, JJ Rousseau's view on Social Contract Theory, Evolutionary Theories).
- Liberal and Marxist Perspectives on State; Sovereignty.

## **Unit II:**

- Liberty: Meaning and kinds.
- Equality: Meaning and Types of Equality.
- Justice: Meaning, Definition and Kinds.
- Rights: Concept and Significance of Rights.
- Democracy: Meaning and Kinds.
- Constitutionalism: Meaning and Concepts.

## **Unit III:**

- Forms of Government Meaning.
- Democratic and Non Democratic.
- Parliamentary & Presidential, Unitary.
- Federal Organs: Legislature Executive Judiciary, (Functions and Role).
- Political Parties: Types & Functions.
- Elections and Electoral Reforms.

## **Unit IV:**

- Political Legitimacy: Types, Forms and Sources.
- Political Development: Meaning and Kinds.
- Political Culture; Meaning and Agents.
- Political Socialization: Definition, Agents.

**Course Learning Outcome:**

Student will gain a familiarity and understanding of the state and government. At the end of the course student will be able to:

- Think critically about the meaning, nature, function of state.
- To study the origin of State with various philosophical perspectives.
- Appreciate the broader concepts of liberty, equality, justice democracy, and rights within the constitutional context.
- Recognize the various forms of government.
- Think about political development and political culture and political socialization.



***List of Readings:***

1. Agarwal; R.C; Political Theory (Principles of Political Science); S. Chand Publications.
2. Jauhari; J.C; Concepts of Political Theory, S. Chand Publications, New Delhi.
3. Kapur; A.C; Principles of Political Science, New Delhi.
4. Amal Ray & Mohit Bhattachariya, Political Theory, New Delhi.
5. Eddy Ashirvadham, Introduction to Political Theory, New Delhi.

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Course Name: PUBLIC PERSONNEL ADMINISTRATION**

**Course Code:MPA-103**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

The syllabus of the paper attempts to familiarize the students with the concept of Public Personnel Administration, cover system in India and various aspects of Human Resource Development and Rules of Services and the Negotiation Machinery.

### **Course Description:**

Personnel Administration is an important area in the study of Public Administration. It is called by different names such as Personnel Management, Manpower Management, Labour Management, Labour Relations, Industrial Relations, Employees Relations, Human Resource Management, etc. this study of Personnel Administration became popular from 1930s. Let us discuss in this lesson the meaning nature scope of Public Personnel Administration.

### **Course Content:**

#### **Unit I:**

- **Public Personnel Administration: Meaning, Nature.**
- **Scope and Significance of Public Personnel Administration.**
- **Evolution of Public Personnel Administration.**
- **Functions of Personnel Administration.**
- **Personnel Policies.**

## Unit II:

### **Bureaucracy: Meaning, Features.**

- Types of Bureaucracy.
- Role of Bureaucracy in Democratic System.
- Neutrality vs. Commitment.
- Neutrality between Classes and Cultural Groups.
- Anonymity.
- Generalist and Specialist Debate.

## Unit III:

- **Classification of Services: Position and Rank Classification.**
- Recruitment and Recruitment Agencies - UPSC and SPSCs.
- Composition, Powers and Functions of UPSC and SPSCs.
- Training: Meaning, Significance.
- Types, Promotion: Meaning and Types

## Unit IV:

- Service Conditions and Discipline.
- Accountability and Transfer.
- Integrity in Administration.
- Performance Appraisal.
- Retirement Benefits.
- Employer - Employee Relations.

**Course Learning Outcome:**

The students will gain familiarity with details relating to:

- Meaning and Definition of Personnel Administration.
- Evolution and Development of Personnel Administration.
- Nature of Personnel Administration.
- Scope of Personnel Administration.
- Significance and need for reforms of Personnel Administration.

***List of Readings:***

1. Edwin B. Flippo Principles of Personnel Management (McGraw Hill, Kogakusha, 1984).
2. John E. Rouse (ed.) Public Administration in American Society (Michigan: Gale Research).
3. United Nations New Approaches to Personnel Policy for Development (New York.).
4. A.P. Saxena Training and Development in Government (New Delhi.).
5. H. Koontz and Cyril O'Donnell Principles on Management, (Tokyo: McGraw Hill, 2004)

- Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Course Name: ORGANIZATIONAL BEHAVIOUR**

**Course Code:MPA-104**

**Course Credit Hour:4**

**Total Contact Hour:160**

### **Course Objective:**

This paper has been introduced to make the students of Public Administration aware of the behavior of human being in an organization for which the course will cover organizational aspects. The aim is to inculcate the ability to apply multifunctional approach to Organizational objectives.

### **Course Description:**

This course is designed to provide students with a foundational understanding of the history and development of Organisational Behaviour (OB) theories and concepts. The body of knowledge focuses on how the attributes and behaviours of individuals and groups influence the culture, design, ethics, learning and structure of an organisation. The applied focus of the course is to facilitate experiential learning of contemporary approaches to conflict resolution, communication, decision making, leadership, motivation, negotiation, power and politics within a team environment.

### **Course Content:**

#### **Unit I: Understanding Human Behavior and Basic Concepts**

- **The concept, Nature and Significance of Human Behavior.**
- **Factors Effecting Human Behavior.**
- **Organizational Behavior: Definition, Concept and Importance.**
- **Determinants and Models of Organizational.**
- **Relationship between Organizational theory and Organizational Behavior.**

## **Unit II: Approaches to the study of Organizational Behavior**

- Approaches to Organizational Behavior.
- Human Resources Approach.
- Contingency Approach.
- Productivity Approach.
- System Approach.

## **Unit III: Organizational Dynamics**

- Organizational Change and Development.
- Concept, Need, Resistance Change Process and Forces of Change.
- Organizational Development: Concept and Objectives. Organizational Effectiveness.
- Concept, Sources, Factors.
- Models of Organizational Effectiveness.

## **Unit IV: Motivation Theorists**

- Motivation and Behavior.
- Concept and Sources.
- Theories of Motivations - Abraham Maslow and Douglas M.C. Gregor.
- Fredric Herzberg's and M.C. Cllelland's Theories of Motivation.

**Course Learning Outcome:**

- To understand the conceptual framework of the discipline of OB and its practical applications in the organizational set up.
- To deeply understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently.
- To critically evaluate and analyse various theories and models that contributes in the overall understanding of the discipline.
- To develop creative and innovative ideas that could positively shape the organizations.
- To accept and embrace in working with different people from different cultural and diverse background in the workplace.



***List of Readings:***

1. S.S.Khanka, Organizational Behavior, S.Chand Publications.
2. Keith Davis, John W. Newstrom et al Organization Behavior: Human Behavior at Work (New York: McGraw Hill, 1998).
3. Stephen P. Robinson: Organizational Behavior, 11th edition, New Delhi- 110001 Prentice - Hill of India Pvt.Ltd., 2007
4. Nigel Nicholson Encyclopedic Dictionary of OB (London: Blackwell Publishers, 1998).
5. L.M.Prasad: Organizational Behavior, New Delhi, Sultan Chand & Sons educational Pub., 2001.

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Old Paper 2017-2019**

### **MPA-104: PRINCIPLES OF ORGANIZATION AND MANAGEMENT**

#### **Course objective:**

This paper has been introduced to make the students of Public Administration aware of the behavior of human being in an organization for which the course will cover organizational aspects like goals, teams, leadership, groups, structure, effectiveness and development of organizations in relation to Public Administration and as well as to provide an understanding of basic concepts and principles of management. The aim is to inculcate the ability to apply multifunctional approach to Organizational objectives.

#### **Unit I:**

- Understanding of Human Behavior.
- The concept, Nature and Significance of Human Behavior.
- Factors Effecting Human Behavior.
- Organizational Behavior: Definition, concept and Importance.
- Organizational Goals: Concept & Types.

#### **Unit II:**

- Nature, Scope and Significance of Management.
- Management and Administration.
- Levels of Management.
- Evolution and Development of Management Thought.

### **Unit III:**

- Motivation: Concept and Theories.
- Hierarchy of Needs Theory and Herzberg's Two Factor Theory.
- Learning, Perception and Personality.
- Leadership, Group Dynamics: Concept, Types.
- Dynamics of Group Formation.
- Introduction to team, Organizational Change and Development.

### **Unit IV:**

- Management: Meaning and Definition.
- Processes and Functions.
- Planning and Organizing.
- Staffing and Reporting.
- Coordinating and Directing
- Budgeting, Controlling.

**List of Reading:**

1. S.S. Khanka, Organizational Behavior, S. Chand Publications, New Delhi.
2. R.S.N. Pillai and S. Kala; Principles and Practices of Management, S. Chand Publications, New Delhi.
3. L.M. Prasad; Organizational Behavior, New Delhi.
4. C.B Gupta; Management Principles, Mittal Publications, New Delhi.

## Sem-II

### Course Name: ADMINISTRATIVE THOUGHT

Course Code:201

Course Credit Hour:4

Total Content Hour:160

This paper will familiarize the students with the basic concepts and thoughts given by different thinkers. In addition, the course will also cover new areas and new developments in the field of Public Administration. The paper will also cover various theories given by various thinkers.

#### **Course Description:**

Administrative thought establishes the thought base for the field of public administration by introducing students to a comprehensive set of historical and current theories, concepts, and approaches in public administration. Thoughts of various thinkers like Kautilya, Woodrow Wilson, Gulick and Urwick, M.P. Follet, Elton Mayo, Herbert Simon, C.I. Barnard, Max Weber Maslow, Douglas Mc. Gregor, Herzberg, Y. Dror, Peter Drucker, William Ouchi, Karl Marx etc. will help a lot to understand the viewpoint of different thinkers about organization.

In the end, students should have a greater understanding of administrative theory and be able to apply it to the practice of public administration.

#### **Course Content:**

##### **Unit I:**

- **Kautilya: Political and Economic Principles.**
- **Woodrow Wilson: View on Public Administration.**
- **Administration and Politics as two different domains.**
- **Gulick: Classical Approach.**
- **Urwick: Principles of Organization.**

## **Unit II:**

- M.P. Follet: Conflict in Organization.
- Concept of Power, Authority and Control.
- Elton Mayo: Hawthorne Experiment.
- Herbert Simon: Decision Making Process.
- C.I. Barnard: Concept of Organization.
- Max Weber: Theory of Bureaucracy.

## **Unit III:**

- Abraham Maslow: Hierarchy of Needs.
- Douglas Mc. Gregor: Theory X and Theory Y.
- Herzberg, Motivation-Hygiene Theory, Job Enrichment.
- Chris Argyris: Human Personality
- Interpersonal Competence.

## **Unit IV:**

- Y. Dror: Public Policy Approach.
- Peter Drucker: Concept of Modern Management.
- William Ouchi: Conceptual Framework of New Public Administration.
- Changing Role of New Public Administration.
- Karl Marx: Class Struggle and Dialect Materialism.

### **Course Learning Outcomes:**

After studying this course, the students will be able to:

- Conceptualize the theoretical foundations of administrative thought of Modern (Woodrow Wilson) periods.
- Analyse the important principles of scientific management and administration developed by Henry Fayol, F.W. Taylor, Luther Gulick and Lyndall Urwick.
- Students will have the analytical ability to see, understand, and appreciate theories, issues, and problems from more than one theoretical perspective. You should be able to engage, in the process of careful, rigorous and systematic thinking at both abstract (theoretical) and concrete (practical) levels. You should have the ability to both present and respond to theories and practical situations.
- Students will understand core descriptive, normative, and predictive theories of administrative structure, systems, and processes so that you see public organizations from a theoretically informed point of view. You will also understand that there is not one organization theory, but several which may be applicable to an organization depending on your perspective.

### ***List of Readings:***

1. D.S. Pugh, D.J. Hickson and C.R. Hinings Writers on Organizations (Harmonds worth: Penguin, 2007).
2. David Silverman, The Theory of Organizations (London: Heinemann, 1971).
3. Peter M. Blau, Bureaucracy in Modern Society (New York: Random House, 1987).
4. Amitai Etzioni, Modern Organizations (New Delhi: Prentice Hall, 1964).
5. V.L. Allen Social Analysis, (London: Longman).

6. Nicbs. P. Mouzelis Organization and Bureaucracy-An Analysis of Modern Theories, (London: Routledge, June, 2006).
7. Dwight Waldo, The Administrative State, (New York: Ronald, Transaction Publishers, Dec., 2006).
8. Danniell. A. Wren, The Evolution of Management Thought (New York: Ronald, John Wiley, 4<sup>th</sup> edition 1993).
9. Bertram Gross, The Managing of Organizations (New York: Free Press).
10. D. Ravindra Prasad, V.S. Prasad, Administrative Thinkers (New Delhi: Sterling, 2008).

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%



## **Course Name: INDIAN GOVERNMENT AND ADMINISTRATION**

**Course Credit Hour:4**

**Course Code:MPA-202**

**Total Contact Hour:160**

### **Course Objective:**

This paper attempts to familiarize the students of Public Administration with the basic features of Indian Constitution, particularly those having relevance for the administrative set up in India. The paper also covers the administrative set up and structure at central, State and District level.

### **Course Description:**

Present course focuses on evolution of Indian administration, Constitutional development and features of Indian Constitution. The Constitution of India which came into force on January 26, 1950 incorporates not only the goals and objectives of administration in India but also incorporates provisions relating to the administrative set-up both at the union level and at the state level. This was done with a view to having a uniform administrative set-up for the entire country. The Indian Constitution creates the offices of the President, the Vice-President, the Prime Minister, the Council of Ministers, and the Supreme Court of India.

### **Unit I:**

- Evolution of Indian Administration: Mauryan.
- Mughal, British Period and British Legacies.
- Constitutional Development.
- Indian Constitution: Preamble, Nature.
- Salient Features; Salient Features of Indian Administration.

## **Unit II:**

### **Central Executive:**

- The President: Powers and Functions.
- The Prime Minister: Powers and Functions.
- The Council of Ministers: Powers and Function.
- Union Legislature – Lok Sabha and Rajya Sabha: Composition and Functions.
- State Executive: The Governor: Powers and Functions.
- Chief Minister: Powers and Function.
- he Council of Ministers: Powers and Functions.
- Judiciary: Supreme Court.

### **Judicial Review and Judicial activism.**

## **Unit III:**

- Central Administration: Central Secretariat: Structure & Functions.
- Cabinet Secretariat: Structure & Functions.
- Cabinet Secretary; Prime Minister's Office (PMO).
- Ministries & Department (Home Affairs & HRD).
- Control over Indian Administration.

#### **Unit IV:**

- State/Divisional/District & Local Administration (With Reference to Uttar Pradesh).
- State Secretariat: Structure & Functions; Chief Secretary.
- State Secretariat Vs Directorate.
- Divisional Administration & The Commissioner.
- District Administration: District magistrate: Functions.
- Role; Local Administration.

#### **Course Learning Outcome:**

- Students would be able to know about the evolution of Public Administration, Salient features and growth of Indian Constitution.
- Students would be able to analyze effectively the role and function of Central and State executives.
- Students would be familiar with the composition and function of central administration, functions of Central Secretariat and control over administration.
- Students would gain better understanding about the functioning of State/Division/District and Local Level.

#### ***List of Readings:***

1. Avasthi and Avasthi Indian Administration (Agra: Luxmi Narain Aggarwal).
2. Hoshiar Singh (ed.) Indian Administration (Jaipur: Aalekh Publishers, KitabMahal Distributors, 1998).
3. IqbalNarain (ed.) State Politics in India (Meerut, Meenakshi).

4. Mahinder Singh and Hoshiar Singh, Public Administration in India (New Delhi: Sterling Publishers, 1995).
5. Ramesh K. Arora and Rajni Goyal, Indian Public Administration (New Delhi: Vishwa Parkashan, 2007).
6. Sriram Maheshwari Indian Administration (New Delhi: Macmillan, 6th edition, 2001).

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%



## **Course Name: PUBLIC POLICY AND ANALYSIS**

**Course Code- MPA-203**

**Course Credit:4**

**Total Content Hour: 160**

### **Course Objective:**

This core course on Public Policy comprehensively introduces the concept and significance of public policy, the history of policy sciences and the public policy process. At the end of the course the student will have an understanding of the growth of policy sciences, the significance and different stages of the public policy process in terms of the theoretical formulations as well as the working of this process with special reference to India.

### **Course Description:**

This course provides an understanding of the origins of Public Administration as a discipline, leading thinkers of public administration. Describes how the philosophies of leading administrative thinkers apply to the public sector, practical application of the governance in the public sector. It also presents a brief overview of developing and developed nation's efforts towards good governance in the public sector at all levels. The issues and problems in administration in the public sector will also be discussed at length, thus, through this course the students come to know about the ways to overcome barriers to ensure efficiency and effectiveness in the public Sector.

### **Course Content:**

#### **Unit I:**

- **Public Policy: Introduction: Meaning, Nature, Scope and Significance.**
- **Types and Models of Public Policy.**
- **Institutional Development for Policy.**

- Policy Science: Policy Sciences: Nature, Scope.
- Utility, Policy Change.
- Policy Cycle.

## Unit II:

Policy Formulation: Structure and Process, Role of Various Agencies: Role of Civil Society, Role of Governmental and Non-Governmental Organizations, Constraints in Policy Formulation.

## Unit III:

- **Policy Implementation:** System and Models.
- Role of Various Agencies, Problems.
- Monitoring of Public Policy: Importance.
- Approaches of Public Policy.
- Methods of Public Policy.
- Constraints and Remedial Measures.

## Unit IV:

**Policy Analysis, Evaluation and Impact:** Understanding Policy Evaluation.

- Ascertaining Policy Impact.
- Evaluation techniques: Social Cost Benefit Analysis.
- Input - Output Analysis.
- Forums for Evaluation-Parliamentary Committees.
- Public Enquiry Commissions.

### **Course Learning Outcome:**

The main learning outcome of this course will be as follows:

- Students will be able to define public policy and list its nature and scope.
- Students will be able to find out types and models of public policy.
- Students will be able to evaluate the policy formulation, structure and process.
- Students will be able to examine the contribution of various departments in Policy implementation.

### ***List of Readings:***

11. Anderson, James E Public Policy Making (New York: Houghton Mifflin Co., Sixth ed., 2005)
12. Ayyar, Vaidyanathan R V Public Policy Making in India (N. Delhi: Pearson, 2009) Basu, D.D. Constitution of India (New Delhi: Prentice Hall of India, 20th Edition).
13. Dubhashi, P.R Policy and Performance (New Delhi: Sage Publications, 1986).
14. Dye, Thomas Understanding Public Policy (New Delhi: Pearson Education Singapore (Pte) Ltd., 2002).
15. Madan, K.D. et. al. Policy Making in Government (New Delhi: Publications Division, Government of India, 1982).
16. Mathur, Kuldeep Development Policy and Administration (New Delhi: Sage, 1996).



Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

Course Name: **FINANCIAL ADMINISTRATION**

**Course Credit Hour:4**

**Total Contact Hour:160**

**Course Code:MPA-204**

**Course Objective:**

As per the definition given by the USA Census department, Financial Administration involves all the activities of finance and taxation. Includes central agencies for accounting, auditing, and budgeting; the supervision of local government finances; tax administration; collection, custody, and disbursement of funds; administration of employee-retirement systems; debt and investment administration; and the like. So, in simple words Financial Administration is an all- encompassing term for all those functions/ operations having the objective to make funds and finance available to the government for its duties and responsibilities to be carried out smoothly and also all those activities that ensure the lawful and efficient use of those funds/finance.

**Course Description:**

The purpose of the course is to offer the students relevant, systematic, efficient and actual knowledge of financial management that can be applied in practice with making financial decisions and resolving financial problems.

It aims to evaluate the role of Public Administration in different dimensions of developments like social, economic, political and national developments. It tries to understand the complex relationship between development and environment and also examines the role of voluntary associations in development and mechanisms and conditions of participatory development.

## Course Content:

### Unit I:

- **Financial Administration:** Meaning, Scope & Significance.
- Principles of Financial Administration.
- Evolution of Financial Administration.
- Ecology of Financial Administration.
- Finance Commission Planning & Planning Machinery.
- National Development Council (NDC).

### Unit II:

- **The concept of Budget:** Economic & Social implication of Budget.
- Budgetary Principles; Budgetary Process Preparation.
- Enactment and Departmental Standing Committees and Execution.
- Types and Techniques of Budget.
- Line-Item Budget.
- Performance Budgeting, PPBS, ZBB.
- Gender Budgeting.

### Unit III:

- Public Finance - Public Revenue, Public Expenditure, Public Debt.
- Fiscal Federalism in India; Fiscal Deficit and Deficit Financing.
- Monetary Policy & Reserve Bank of India.
- Functions & Role of World Bank & IMF (with special reference to India).

## **Unit 1V:**

- **Accounting, Auditing; Comptroller & Auditor General of India.**
- **Post Budgetary Control of Finance Ministry.**
- **Parliamentary Control; Parliamentary Committees.**
- **Estimate Committee.**
- **Public Account Committee.**

### **Course Learning Outcomes: s**

**Describe the meaning and significance evolution of Financial Administration.**

- Explain about the Agencies of Financial Administration
- Discuss about budget its Formulation, Enactment and Execution
- Describe about Public Enterprises Autonomy and Accountability
- Familiarization with the concepts of development and underdevelopment
- Understanding the basic dimensions of Development Administration
- Focused analysis of role of bureaucracy in Accounting/Auditing of budget.

### ***List of Readings:***

1. Higgs, Robert (2008). "Government Growth". In David R. Henderson (ed.). Concise Encyclopedia of Economics (2nd ed.). Indianapolis: Library of Economics and Liberty. ISBN 978-0865976658. OCLC 237794267.
2. Seater, John. J, (2008). "Government Debt and Deficits" In David R. Henderson (ed.). Concise Encyclopedia of Economics (2nd ed.). Indianapolis: Library of Economics and Liberty. ISBN 978- 0865976658. OCLC 237794267.
3. Thavraja, M.J.K, Financial Administration of India, Sultan Chand & Sons, New Delhi,

1994.

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **SEMESTER- III**

**Course Name: COMPARATIVE AND DEVELOPMENT**

**Course Code:MPA-301**

**ADMINISTRATION**

**Course Credit Hr:4**

**Total Contact Hour:160**

### **Course Objective:**

The coursework covers concept and significance of Development, Sustainable Development and Development Administration, how countries are characterized into developing and developed worlds, besides covering Planning, Public Enterprises, Population, United Nations, Role of Bureaucracy, Administrative Capability and People's Participation.

### **Course Description:**

Public administration as an aspect of government activity has existed ever since the emergence all political systems. The concept of 'comparative public administration' first came into being in Woodrow Wilson's pioneering article, 'The Study of Administration' published in 1887. In this article Wilson stressed the need for comparative studies of administration. The idea of comparison got momentum, and it came to be widely held that without comparison, there can be no scientific study of administration. To understand the concept of comparative public administration, we should first clarify the meaning of comparative public administration.

## **Course Content:**

### **Unit I:**

- **Comparative Public Administration:** Meaning, Nature, Scope and Significance.
- Origin and Evolution, Characteristics.
- Comparative Administration Group (CAG).
- Factors Contributing to the Emergence of CPA.

### **Unit II:**

- **Approaches and Models of Comparative Public Administration:** Various Classifications.
- The Universalist Approach.
- Waldo's ideas on CPA.
- CPA in modern context.
- Contribution of Ferrel Heady.

### **Unit III:**

- **Development Administration:** Meaning, Salient Features.
- Development Administration and Administrative Development.
- Development Administration and Regulatory Administration.
- Development Administration and Development Management.
- Concept of Sustainable Development.
- Administrative Capability.

#### **Unit IV:**

- **Approaches and Models of Development Administration:**
- Meaning and Definitions.
- Models of Development Administration.
- Approaches of Development Administration.
- Waldo Riggs Development Administration.
- Weidner's Views on Development Administration.

#### **Course Learning Outcomes:**

After completing the course, the students will be able to:

- Informed analysis of the conceptual framework of Development Planning and Public policy making In-depth understanding of planning mechanism in India, Public Sector and Economic Development, disinvestment process, issues of privatization, regulatory administration and the concept of New Public Management. Student will be informed about Meaning, Salient Features, Development Administration and Administrative Development, Development Administration and Regulatory Administration, Development Administration and Development Management, Concept of Sustainable Development, Administrative Capability.



***List of Readings:***

1. Kuldeep Mathur; Development Policy and Administration (New Delhi: Sage, 1996).
2. Kirit S. Parikh (ed.); Indian Development Report (Delhi: Oxford, 1999).
3. Hari Mohan Mathur; Administering Development in the Third World: Constraints and Choices (New Delhi: Sage, 1986).
4. S.P.Verma and S.K.Sharma (eds.); Development Administration (New Delhi: IIPA, 1984).
5. R.K. Sapru; Development Administration (New Delhi: Sterling Publishers, 2002).
6. O.P. Dwivedi ; Development Administration: From Underdevelopment to Sustainable Development (London: Macmillan, 1994).

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Course Name: SOCIAL WELFARE ADMINISTRATION**

**Course Code:MPA-302**

**Course Credit Hr:4**

**Total Contact Hour:160**

### **Course Objective:**

The paper attempts to familiarize the students with various aspects of social welfare in India by emphasizing on policy, Programs and Administration of the weaker sections, the administrative set up and the legislations in this area.

### **Course Description:**

- Understand the history and structure of social welfare administration.
- Understand the processes of critical thinking and apply critical thinking in beginning professional practice.
- Examine and apply knowledge of human diversity that reflects an approach to practice that is both culturally sensitive and responsive.
- Understand the theories and mechanisms of oppression, discrimination and power, and apply the strategies and skills of change that advance human rights and social and economic justice.
- Understanding the role of Social Welfare administration at State level and its functioning, NGOs, Self Help Groups in providing Welfare benefits.

## **Course Content:**

### **Unit I:**

- Concept of Welfare State.
- Concept of Social Welfare Administration.
- Significance, Approaches/Models of Social Welfare Administration.
- Social Change.
- Social Justice.
- Social Welfare Administration in New Economic order.

### **Unit II:**

- Social Welfare Policies and Programs for SC/ST, OBCs, Women, Child.
- Disabled and Aged at Central & State level.
- Composition and Functions of National Commission for SC/ST.
- Women, Other Backward Classes and Minorities.

### **Unit III:**

- **Social Welfare Administration at Union Level:**
- Compositional and Functions of Ministry of Social Justice and Empowerment.
- Ministry of Tribal Affairs.
- Ministry of Women and Child Development.
- Ministry of Minority Affairs; Central Social Welfare Board (CSWB).

## Unit IV:

- **Social Welfare Administration at State Level:**
- **Department of Social Welfare and State Social Welfare Board (SSWB).**
- **Problems of Social Welfare Administration in India.**
- **Agencies for Social Welfare: NGOs, Civil Society.**
- **Self Help-Group for Social Welfare.**

### Course Learning Outcome:

- Students will demonstrate the ability to Apply critical thinking skills throughout the process of policy evaluation and development. Students will demonstrate the understanding of how to advocate for social and economic justice for diverse client populations. Social welfare agencies generally function in a cooperative manner and ensure participation of all the members in administration of their activities. • There is a growing trend in these agencies to recruit professionally qualified manpower. It has helped in introducing professional approach in their functioning.

### *List of Readings:*

1. Madan, G.R. Indian Social Problems, (Vol. II: Social Work) , (New Delhi : Allied Publishers Ltd. 2002, Reprint 2005.).
2. Robson, William A. Welfare State and Welfare Society: Illusion and Reality (London: Allen and Unwin, 1976).
3. Sankhdher, M.M. Welfare State (New Delhi: Deep & Deep,1985).
4. J.Fand, Bulsara & R.M. Verma Perspective in Social Welfare in India (New Delhi:

S. Chand & Co., 1984).

5. D. Paul Chowdhary Social Welfare Administration (Delhi: Atma Ram and Sons, 1992).

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

**Course Name: RURAL AND URBAN LOCAL GOVERNMENT IN INDIA**

**Course Code:MPA-303:**

**Course Credit Hr:4**

**Total Contact Hour:160**

**Course Objective:**

The present paper would make the students understand the concept and rational of Rural-Urban Local Government besides tracing its history since the British era. It would help them to understand the types of Rural Local Government and the Challenges faced by them post 73<sup>rd</sup> Amendment Act.

**Course Description:**

In our towns and cities, we have local government institutions that are called Municipalities and Municipal Corporations. An urban area is usually a compact and densely populated area. Municipal administration is necessary to provide basic civic facilities like water supply, drainage, garbage disposal, public health, primary education, construction and maintenance of roads and sanitation. As local level democratic government, the municipal institutions that are elected by the local people, raise taxes and collect fees and fines from the public.

These small units of government enable people to feel a sense of responsibility and understand values of democracy. In India the Local Self Government is broadly classified into two categories that is Rural and Urban. The Urban local bodies include Municipal Corporations, Municipal Councils and Nagar Panchayat.

**Course Content:**

### **Unit I: Democratic Decentralization: Themes and Approaches.**

- Introduction to Local Government: Meaning and Characteristics.
- Importance and Advantages of Local Government.
- Evolution of Local Government in India: 73rd and 74th Constitutional Amendment Acts.
- Rural-Urban Relationship.
- Problems of Urbanization.

### **Unit II: Rural Local Government: Structure and Functions.**

- Gram Sabha: Powers and Functions
- Gram Panchayat: Powers and Functions
- Panchayat Samiti: Powers and Functions
- Zila Parishad: Powers and Functions

### **Unit III: Urban Local Government: Structure and Functions.**

- Municipal Corporation: Structure and Role.
- Municipal Council: Composition and Functions.
- Nagar Panchayat: Structure and Functions.

- National Urban Renewal Mission: Problems and Challenges.

#### **Unit IV: Rural and Urban Governance: Themes and Issues.**

- Personnel Administration: Role and Functions of Panchayat Secretary.
- Power and Functions of Block Development Officer.
- State-Local Relationship: Administrative and Financial.
- Role of State Finance Commission & Sources of Finance.
- State Election Commission: Composition, Functions and Role.

#### **Course Learning Outcome:**

After studying this lesson, you will be able to:

- Appreciate that the local government has an important role to play both in the rural as well as urban areas; describe the salient features of the 73rd and 74th amendments of the Constitution; describe the organization and functions of the local bodies (Urban and Rural); identify the financial resources of local bodies; explain the functions of local bodies; and evaluate the performance of Panchayati Raj institutions as instruments of democratic decentralization (grassroots democracy).

#### ***List of Readings:***

1. B.D.S. Bhadouria and V.P. Dubey Panchayati Raj and Rural Development (New Delhi: Commonwealth Publishers, 1989).
2. S.L. Kaushik Leadership in Urban Government in India (Allahabad: KitabMahal, 1986).
3. Charanjeev Singh and MeenuKaushik Urban Poverty and Its Alleviation Programmes (Chandigarh: APH, 2005).



4. S.N. Mishra New Panchayati Raj in Action (New Delhi: Mittal Publication, 1996).
5. S.R. Maheshwari Local Government in India (Agra: Lakshmi Narain Aggarwal, 2003).
6. S.N. Mishra Panchayati Raj Bureaucracy and Rural Development (New Delhi: IIPA, 1986).
7. T.N. Chaturvedi and Abhijit Datta Local Government (New Delhi: IIPA, 1984).
8. S.N. Mathur Nyaya Panchayats as Instruments of Justice (New Delhi: ISS. 1997).

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

# RESEARCH METHODS AND TECHNIQUES

Course CodeMPA-304:

## **Course Objective:**

The course plan aims to provide exposure to the fundamentals of various research techniques and methods. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

## **Unit I: Social Research**

- Concept, types and importance of research
- Problems of Objectivity
- Relationship Between Theory and Research
- Ethical issues and Concerns

## **Unit II: Basic Elements of Social Research**

- Formulating a Research Problem-- assumptions & characteristics
- Hypotheses-- Meaning, Importance, Types and Formulation
- Sampling-- Meaning, & Factors influencing sampling
- Types of Sampling methods

## **Unit III: Tools of Data Collection**

- Meaning and Nature of data—Primary & Secondary
- Methods of Data Collection- Experimental, Observational, Case study, Survey method—  
Interview & questionnaire
- Qualitative & Quantitative Data/research
- Research Design: Meaning and Types of Research Designs

## Unit IV: Test Construction & Measurement

- Testing—standardization and objectivity

- Reliability, Validity & Norms
- Steps in test development
- Measures of Central Tendency: Mean, Median and Mode & Standard Deviation

***Suggested Readings:***

1. A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. BharatiBhawan: Patana.
2. Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
3. Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
4. Blalock, Hubert M. (1979), Social Statistics. New York:
5. Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
6. Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
7. Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
8. Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
9. Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
10. Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York:Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
11. Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.:New Delhi.
12. Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice

Hall.

## **SEMESTER- IV**

**Course Name: MANAGEMENT OF PUBLIC ENTERPRISES**

**Course Code:MPA-401**

**Course Credit Hr:4**

**Total Contact Hour:160**

### **Course Objective:**

Studying this paper should enable the students to understand the meaning, rationale and contribution of public enterprises. The concept and management of public enterprises in general describe the difference between public sector and private sector and state the features, merits and limitations of Departmental Undertakings, Public Corporations and Government Companies.

### **Course Description:**

This course examines the growing trend toward market-based public service delivery systems. Public administrators in many levels of government are being challenged to become more entrepreneurial in their management of public enterprises. Additionally, contracting with private firms and adapting e-Commerce processes to provide public services is becoming the norm, rather than the exception. The course examines these trends and provides the student with the needed competencies and knowledge related to contract management, marketing, customer service, quality management, organizational measurement and other critical factors.

## **Course Content:**

### **Unit I:**

#### **Public Enterprise:**

- Concept and Meaning, Objectives, Characteristics.
- Significance; Public & Private Enterprise.
- Evolution of Public Enterprises.
- Role of Public Enterprises in Developing Countries.

### **Unit II:**

#### **Forms of Public Enterprises:**

- Departmental Undertakings, Public Corporation, Government Company & Others.
- Governing Board – Types.
- Powers, Functions & Role.
- Department of Public Enterprise: Powers & Functions.
- Financial Management of Pes.

### **Unit III:**

#### **Personnel Management:**

- Recruitment, Training, Promotion & Remuneration.
- Workers Participation in Management.
- Control over Public Enterprises: Parliamentary.
- Ministerial & Audit.

## **Unit IV:**

### **Issue Areas in Public Enterprises: Accountability & Autonomy.**

- Memorandum of understanding.
- Privatization & Disinvestment.
- Concept of Navaratna: Mergers & Acquisitions.
- Profitability & Performance.

### **Course Learning Outcome:**

- The course thus facilitates understanding of the growth models of Public Sector Enterprises of India and their contributions to the economy. Using the examples of Indian companies from both public and private sectors, the role of CSR and sustainability in good governance will be elucidated. The programme will have talks by top management personnel of successful Indian Corporates and visit to some of the units. The course will provide interaction with policy makers and chamber of commerce representatives to explore engagements.

### ***List of Readings:***

1. Hoshiar Singh & Mohinder Singh – Public Enterprises in India – A Plea for Reforms, New Delhi: Sterling Publishers, 1990.
2. Laxmi Narain: Principles and Practice of Public Enterprises Management, New Delhi: S.Chand & Co.
3. Mohinder Singh (ed.): Some Aspects of Public Enterprises in India – a Plea for Reforms, New Delhi: Uppal Publishing House, 1993.
4. Prahlad Kumar Basu: Public Enterprises: Policy Performance and Professionalism,



New Delhi, Allied 1982.

5. Prof. Laxmi Narayan, Public Enterprise Management and Privatisation; S.Chand Publications.
6. P.K.Jain, Seema Gupta & Surendra Yadav, Public sector Enterprises in India: The Impact of Disinvestment and Self Obligation on Financial Performance; Springer Publication.
7. S.N Nana Gowda, Management of Public Enterprise in India; Rao and Raghvan Publisher.

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Course Name: ISSUES IN PUBLIC ADMINISTRATION**

**Course Code**MPA-402

**Course Credit Hour:**4

**Total Contact Hr:**160

### **Course Objective:**

The paper is designed to acquaint the students about the basic issues of Public Administration of today and as well as emerging issues particularly Good Governance, Consumer Protection Act, Human Rights etc.

### **Course Description:**

- To understand the concept of Responsive Administration; Civil Society, Citizen's participation in Development Administration.
- To appreciate the concept of Good Governance & e-Governance, Citizens Charter, Transparency in Governance, Human Rights and Police Administration in welfare State.
- To comprehend the changing paradigms of Public Administration; Consumer interest, Citizens grievances, PIL & Judicial Activism etc.
- To acquaint with the issues like PDS, MDG, Rural Health, Gender & Women Empowerment, Sustainable Development etc. in Public Administration;

## **Course Content:**

### **Unit I:**

#### **Responsive Administration:**

- Administrative Ethics.
- Civil Society.
- Citizens Participation in Development Administration.
- Non-governmental Organizations as the Non-State Actor in Public Administration.

### **Unit II:**

#### **Good Governance and E-Governance:**

- Concept, Citizen Charter.
- Public Private Partnership.
- Transparency and Right to Information Act (RTI).
- Public Administration: Pre and Post Liberalization.
- Human Rights and Police Administration.

### **Unit III:**

#### **Consumer Interests and Protection: Redressal of Citizen Grievances.**

- Administrative Reforms.
- Lok Adalats: Mechanism.
- Public Interest Litigation: Meaning and its Features.
- Judicial Activism: Meaning and Features.

## Unit IV:

### Public Distribution System:

- Millennium Development Goals.
- Rural Health Services and Policies of Government.
- Gender Issues and Women Empowerment: Legal Aspects.
- Sustainable Development.
- India's Administration Culture.

### Course Learning Outcome:

Students will be able to:

- Demonstrate that Good governance should basically aim at providing an environment in society where every person can have an equal opportunity to allow his genius to flourish, to promote a good quality of life based on the recognition of dignity, decency, equality, equity, social justice and freedom of all individuals and simultaneously promote order and stability.
- Explain the concept of responsiveness.
- Describe the important mechanisms of bringing about responsiveness in public systems management.
- Discuss the relationship between responsiveness and accountability; and • Throw light on the significance of public-private partnerships towards improving responsiveness in public systems management.

***List of Readings:***

1. Chanda, Ashok. 1968. Indian Administration; G. Allen and Unwin: London.
2. Chaturvedi, T.N. 1980. Secrecy in Government, IIPA, New Delhi.
3. Administrative Reforms Commission (1968) Report on the Machinery Government of India and its Procedures of Work.
4. Tandon, Rajesh and Mohanty, Ranjita (Eds.) 2003, Civil Society and Governance Issues and Problems, Sage, New Delhi.

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

## **Course Name: INTERNATIONAL ADMINISTRATION**

**Course Code:MPA-403**

**Course Credit Hour:4**

**Total Contact Hr:160**

### **Course Objective:**

The paper is designed to acquaint the students both with the theoretical and practical aspects including the origin, objectives, historical legacy and the role of International Administration in the global framework. A focused study of various institutions and agencies related to international administration includes functions and role of WTO, IMF, SAARC, ASEAN, UNESCO, UNICEF, ILO, WHO, UNDP besides covering the United Nations, its Secretariat and main aspects of Globalization and Global Governance.

### **Course Description:**

International administration is a specialty in the wider administration world that focuses on distinctive character and changing influence of various organizations in the service delivery as well making of policies. International Administration introduces students to the key roles, functions, activities, and obligations of executives and professionals in public and nonprofit organizations, in different parts and in developing and international contexts. This course focuses on the role of bureaucracies both in the contemporary world as well as in its historic context. The course is comparative and international in its approach but includes discussion on democracy, governance and public service. Other themes include ways in which administrators interact with their political environment and influence the policy making process.

## Course Content:

### Unit I:

#### International Administration:

- Origin, Objectives.
- Role of United Nations: Historical Legacy and Evaluation.
- United Nations: Organization,
- Purpose of the United Nations
- Objectives United Nations.
- Functions and Role United Nations.

### Unit II:

#### International Institutions:

- Functions, Role and Problems of WTO (World Trade Organization).
- World Bank (WB).
- International Monetary Fund (IMF).
- Regional Institutions: Functions,
- Role and Problems of SAARC and ASEAN.





## **UNIT-III**

### **UN Secretariat:**

- Organization, Functions and Working. Future of the United Nations.
- Success and Failure of the United Nations,
- Reforms of the United Nations.
- Globalization and Global Governance: Objectives and Features

## **Unit IV:**

### **Machinery to Settle International Disputes:**

- Mediation, Arbitration, Negotiation.
- Role of International Court of Justice.
- Organs and Specialized Agencies of the United Nations: Function,
- Programs and Role with special reference to UNESCO, UNICEF, ILO, WHO, UNDP.

### **Course Learning Outcome:**

- International Public Administration" is an area of research that studies the administrative bodies of international organizations. Its mission is to understand international organizations' internal working patterns and routines, and to explore their role in international policy-making. International Public administration has a special status in the developing countries. Many of these countries, after independence from the colonial rule have stressed upon speedy socio economic development. Obviously, these

countries have to rely on government for speedy development. The latter requires a public administration to be organized and effectively operated for increasing productivity quickly. Likewise, social welfare activities have to be effectively executed.

***List of Readings:***

1. S.L. Goel International Administration, Sterling Publishers, New Delhi, 1976.
2. K. P. Saksena Reforming the United Nation: The Challenge of Relevance (New Delhi Sage, 1993)
3. V. Cable Globalization and Global Governance (London: Royal Institute of International Affairs, 1999)
4. C. V. Narsimhan The United Nations: An inside View (Vikas 1988).

Assessment Methods:(Internal Assessment =40% + Final Exam = 60%)

Assessment 1	05%
Assessment 2	05%
Assessment 3(Mid Exam)	20%
Assessment 3	05%
Assessment 4	05%
Total Internal Assessment	40%

-

## **MPA-404: DISSERTATION AND VIVA VOCE**

### **Course Objective:**

This course provides practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project.

The Dissertation should include the following –

- Title of Dissertation
- Introduction
- Problems of Research
- Objectives of Research
- Tentative Chapter Division
- Suggested readings

### **Source Material and References**

Presenting your own ideas in a Dissertation is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given

proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

### **Length and Format**

Length is not important; 40 to 60 pages of 1.5 spaced text is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

### **Marks/Grading**

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will

make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Project look and sound professional.

### **Evaluation of Dissertation**

Sl. No.

#### **Evaluated by Criteria:**

##### **1. Institution**

- Quality
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfillment
- Data collection ability in the field (if any)
- Scope of Implementation.

**Marks-60**

##### **2. Board of Examiners**

Viva-voce Examination

**Marks-40**

##### **3. Total 100**



**NOIDA INTERNATIONAL UNIVERSITY**

**DEPARTMENT OF HISTORY**

**POSTGRADUATE PROGRAMME**

**MASTER OF ARTS IN HISTORY**

**(CHOICE BASED CREDIT SYSTEM)**



**(Academic year 2018-2019)**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **M. A. HISTORY PROGRAMME DETAILS**

### **Introduction**

The objective of this programme is to prepare the students with a new vision to all the Under Graduate courses of History. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for the all Post Graduate programme in History to be adopted by different universities.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen student's experiences as they engage themselves in the program of their choice. The Under-Graduate Program will prepare the students for academia and also prepare them to use this knowledge for employment.

The given program elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The program also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. The program prepares students for sustainability and lifelong learning. This also tries to change the perception towards studying History.

The of M.A. History (Honors) Program offers students access to recent historiography in the field organized in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary program providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving.

It is designed to bring out the best intellect of the student and also allow the student to keep pace with the contemporary development.

### **Learning Outcome based Curriculum Framework**

This course is designed to break the stereotypes of History learning and create interest amongst students to study History. This program is organized to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental

knowledge in the discipline of history and in the study of the History of India and the World. The program is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just knowledge and skills in history and contemporary history but also a vital skill in other disciplines as well. The M.A. History Program course is keeping in mind that specialization in History is the key to access cognate skills from all specialization namely in Indian History and an over view of the world history.

### **Nature and Extent of the Programme**

The M.A. History Programme has grown in the number of courses that it offers, the number of options available to students, the type of pedagogy that we impart and evaluative interactions with our students. The expansion in our courses reflects the new discipline of history where its association with the state and hegemonic power structures are no longer the major subjects of instruction. While we are still interested in state formations the enlarged understanding of politics to fields of power relations has meant that social, cultural, literary, religion, art and architectural fields are present with varying degrees of emphasis in these and all courses. Our courses are organised chronologically and thematically. This has the advantage of looking at aspects of human experience through new chronologies, opening up the historiographical space to questions that are epistemological and challenging to the ways in which the discipline of history has been conceptualised over time.

To underline this aspect of training, students are required to take Three compulsory papers and one optional paper in both the semesters in first year. There will be One compulsory and Three Optional paper in both the semesters during second year. It eases all students into the larger conceptual milieu of the discipline – the major historiographical interventions in the discipline. Different segments of the course introduces students to specific methodologies and their variations, like Marxism or the Annales; particular rubrics chart out developments within the discipline in fields like economic, archaeological or intellectual history; other rubrics highlight specific kinds of historiographical interventions of import like the study of early Modernity's or history and literature. The second course sums up the second year of MA instruction by leading students through some of the major historians writing on Ancient, Medieval and Modern History. Many of these readings might have been partially referenced in the Elective courses; in

this course it is the historian's methodological intent, their research and arguments that is the subject of study. The readings are divided thematically and a range of readings on Indian History are taught keeping in mind the research interests of students. We see this course as a final completion of the Masters programme. Scheduled for the fourth semester it removes ambiguities, provides the summa of scholarship that a Post Graduate student must possess at graduation.

### **Post Graduate Attributes**

On completion of their Post Graduate courses students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, comprehensive knowledge of the historiographical debates on the study of different aspects of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of the M.A. History Programme are the following:

- 1) Ability to track the critical genealogies of historiographical interventions that shaped the discipline of History from the earliest times up to the present.
- 2) Ability to compare and differentiate significant patterns of human experience across time and between different cultures and societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Ability to understand teleology and anachronism and the ways in which they can hamper historical analysis
- 6) Greater ability to distinguish between that which is historical -- time-place-context driven, hence changeable and challengeable -- from that which is not.
- 7) Recognise the different registers within language systems and sources and understand the significance of their presence in literary, art and audio materials.
- 8) Possess the ability to understand that history and power are cognates and hence the silences in sources are just as revelatory as the documented evidence.
- 9) Display sensitivity to gender and social inequities as well as acquaintance with the historical

trajectories of these issues

10) Possess greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values

11) Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.

12) Ability to assume responsible public roles and where they can apply the above mentioned analytical abilities in other non-familiar contexts.

13) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.

14) Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.

15) Know the dangers of plagiarism.

## **SCHEME, SYLLABUS AND COURSES OF READING**

- The duration of the course leading to the Degree of Master of Arts (M.A.) in History shall be of Four Semesters.
- In first year, there shall be two semesters consisting of four papers each semester.
- In the second or final year there will be two semesters consisting of theory papers and one Dissertation/Viva-Voce for all students in final/fourth semester.
- External and internal examiners will evaluate Dissertation/Viva-Voce jointly.
- The M.A. (History) is divided into two parts as under. Each part will consist of two semesters.
- 1<sup>st</sup> Year- There will be Three Compulsory papers and one Optional Paper in both the Semesters.
- 2<sup>nd</sup> Year: There will be One Compulsory paper and Three Optional Paper in both the Semesters.

**In Syllabus the Alphabets used denote optional papers:**

**A= Ancient Indian History, B= Medieval Indian History, C= Modern Indian History**

Part-I	First Year	Semester I	Semester II
Part-II	Second Year	Semester III	Semester IV

The schedule of Papers prescribed for various semesters shall be as follows:

Papers	Marks		Total Marks	Credits
	External Assessment	Internal Assessment	100	4 (each Course)
	60	40		

<b>Part I : Semester I</b>	<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Total Marks</b>	<b>Credit</b>
MAH-101: Principles of History	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
MAH-102: Contemporary World (Part-I: From Mid-19 <sup>th</sup> Century to 1945)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
MAH-103: Indian Nationalism (up to 1916).	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
MAH-104 : Optional Paper A. Early Settlements, State and Governance in Ancient India B. Political History and State Formation in Medieval India (12 <sup>th</sup> to Mid-16 <sup>th</sup> CE) C. Modern Indian Political thought & Prominent Thinkers	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>



<b>Part I : Semester II</b>				
MAH-201 : Ecology and Environment in History	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
MAH-202: Contemporary World (Part-II : 1945-2003)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
MAH-203: Indian National Movement (1916-1947)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
MAH-204 : Optional Paper  A. Political Ideas and Institutions in Ancient India  B. Political History of Medieval India: Mid-16 <sup>th</sup> to 18 <sup>th</sup> CE  C. India Since Independence	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
<b>Part II : Semester III</b>				
MAH-301  A. Society, Culture and Religion in Ancient India  B. Society, Culture and Religion in Medieval India  C. Society Culture and Intellectual Developments in Colonial India	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
MAH-302 :  Economic Life and Institutions in Ancient India  A. Aspects of Economic Life in Medieval	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>

India B. Colonial Economy of Modern India				
MAH-303:  Ancient Indian Historiography and Sources  A. Medieval Indian Historiography and Sources  B. Historiography of Modern India	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
MAH-304: Research methods and Techniques	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
<b>Part II : Semester IV</b>				
MAH-401 :  A. Maritime History of India: Overseas Trade from pre-Christian era to the end of 13 <sup>th</sup> century  B. Maritime History of India (1500-1800): Overseas Trade and European Trading Companies  C. History of Indian Diaspora	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
MAH-402:  A. .Science, Technology and Medicine in Ancient India  B. Science, Technology and Medicine in Medieval India  C. Science, Technology and Medicine in Colonial India	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>

MAH-403 :	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
A. Gender and Women Studies in Ancient India				
B. Gender and Women Studies in Medieval India				
C. Gender and Women Studies in Colonial India				
MAH-404 : Dissertation and Viva Voce	<b>60</b>	<b>40</b>	<b>100</b>	<b>6</b>

**Total Credits: 66**

**Grand Total 1600**

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# **DETAILED SYLLABUS**

## **SEMESTER-I**

### **Principles of History**

**Course Code:** MAH 101

**Course Name:** Principles of History

**Course Credit:** 4hrs

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

This paper seeks to provide the students a fairly good understanding about the historical roots of History and its philosophies. It also covers various types of history like social, political, economic, urban psychology. A historical fact is something that has been established by historical research. Thus knowledge of history obtained by other means, such as personal memory, is not historical knowledge. Historical knowledge is only obtained by a process of investigation.

#### **Course Description:**

The knowledge of the mind is historical; it is only the past that explains the present. In this sense all philosophy, all inquiry into the mind, and into human institutions, is a part of history. Not everything in the past is history, because not everything in the past is of interest to the historian. This course tells about the various aspects of history. Where different notion like objectivity, Public, Oral history provided new horizons.

#### **Course Contents:**

##### **Unit I     What is History:** Meaning, Scope, Definition and Subject matter

- The Role of Individual and society in Historical Development.
- Sources of History – Literary sources
- Archaeological Sources

- Secular Sources

**Unit II Varieties of History:** Social, Political, Economic, Agrarian, Urban Psychological & Art; Autonomy of History.

- **Concepts in History:** Public History, Community History, Oral History, Myths,
- Legends and Folklores.
- **Periodization in History and Notion of Time:** Platitudes. Cliche, Historical
- Semantics.

**Unit III Philosophy of History**

- Objectivity, Determinism, Relativism,
- **Historicism, Causation, Generalization,**
- **Historical Inevitability,**
- Contingency in History.

**Unit IV Interrelation between History and cognate fields;**

- **Interrelation between History and Auxiliary Sciences – Philology and Linguistics;**
- **Palaeography and Diplomatic;**
- **Epigraphy. Numismatics, Sigillography and Sphragistics; Art and Scientific**
- Characteristic of Historical Study.

**Course Learning Outcomes**

- To familiarize student about the Principles of History.
- To develop an understanding of the various aspects' history and its various theories

of modernism and post modernism.

- To acquaint students with the Periodization in History and Notion of Time.
- To make students value the current theories like Objectivity, Determinism, Relativism, Historicism, Causation, Generalization, Historical Inevitability, Chance and Contingency in History.

**Text Books:**

- Ferdinand Braudel, on History, Translated by Sarah Mathew, 1980, University of Chicago Press Chicago.
- Robert N. Burns & Hugh Raymen-Pickeed, (edited), Philosophies of History, 2000, Oxford.
- E.H. Carr, What is History, 2001, Palgrave, Basingstoke.

**Reference Books:**

- Arthur Marwick, The Nature of History, 1989, Macmillan, London. Tr. By Lal Bahadur Verma in Hindi.
- Michael Standford, The Companion to the Study of History, 1996, Blackwell, Oxford.
- J. Gardiner, What is History Today, 1988, Macmillan, London.
- R.G. Coliingwood, The Idea of History, 1988, Oxford University Press, Madras.
- Appleby, Telling the Truth about History, 1994, Norton, New York.
- Marc Bloch, The Historian's Craft, 1954, Norton, MUP, Manchester
- E.L.E. Roy Ladurie, The Territory of Historian, 1979, Harvester Press Britain.
- Satish K. Bajaj, Recent Trends in History, 1988, Anmol Publication.
- E. Shreedharan, A Text Book of Historiography: 500 BC to AD 2000, Orient Longman, New Delhi, 2000
- E. Shreedharan, A Manual of Historical Research Methodology, 2007, Center for South Indian Studies, Trivandram.
- B. Sheik Ali, History: Its Theory and Method, 1993, Macmillan India, Madras.
- Marnie Hughes- Warrington, Fifty key Thinkers on History, Routledge, 2007.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER-I

### Contemporary World Part-I (From Mid 19<sup>th</sup> Century to 1945)

**Course Code:** MAH102

**Course Name:** Contemporary World Part-I (From Mid 19<sup>th</sup> Century to 1945)

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

The course objective is to apprise students about the dynamics of world history and how it has taken shape of the modern world.

#### **Course Description:**

The course explores the concepts of political ideologies like Liberalism and capitalism. It also explores various theories of imperialism with case studies. It also explores the two world wars and their impact on the whole world while discussing the emergence of the United Nations. It further discusses the African history, its colonization and decolonization of the world.

#### **Course Contents:**

##### **Unit I      Legacy of the 19<sup>th</sup> Century:**

- Liberalism and Nationalism, Growth of Capitalism,
- Structural changes of European economy
- **Imperialism:** Theories, Lenin & Hobson: Concept of New Imperialism.
- A short survey of the growth of capitalism & imperialism in U.K, Germany & Japan

##### **Unit II      World between the two Wars:**

- Russian revolution and the Emergence of Socialist Economy,
- Collective Security and League of Nations: Conception, Members and its failure
- The Great Depression- Origin, Impact,



- The New Deal, Emergence of U.S., Economy, Liberal Ideas Socialist Movements, Conservative Nationalism.

### **Unit III Ideologies of Fascism & Nazism:**

- Case Study of Italy and Germany.
- Rise of Militarism in Japan.
- Second World War & the New Political Order: From European to Global
- War: Origin, Nature and its results.
- The United Nations.- Emergence and impact.

### **Unit IV Nationalist Movements in Afro-Asian Nation:**

- Genesis and Growth
- Impact of Afro-Asian Nation
- Forms of resisting Colonialism from 1900,
- Decolonization: Causes and nature.

### **Course Learning Outcomes**

- To have an understanding on the modern world history
- To have an understanding of political ideologies and theories
- To have an understanding of new imperialism and rise of militarism in Japan.
- To critically analyze and understand the origin and impact of two world wars
- To understand the colonization in Africa and Decolonization in the world.

### **Text Books:**

- Norman Lowe, Mastering Modern World History, Palgrave Macmillan, fifth edition, 2013
- E. Hobsbawm, Age of Extremes: The Short Twentieth Century, London, 1999.

### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

**Reference Books:**

- AJP Taylor, The struggle for Mastery in Europe, 1848-1919, 1954.
- AJP Taylor, The Origins of Second World War, 1961.
- G Barraclough, An Introduction to contemporary History, London, 1964.
- D.C. Watt F. Spencer and N. Brown, A History of World in the Twentieth Century, London, 1967.
- A Ulam , The Bolsheviks, 1968.
- R. Henig, Verailles and after, 1919-33, London, 1984.
- M.Mazower, Dark Continent: Europe's Twentieth Century, London, 1999.

## SEMESTER-I

### Indian Nationalism up to 1916

**Course Code:** MAH 103

**Course Name:** Indian Nationalism up to 1916

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations of early phases of nationalist politics in India. The course addresses themes in the early history of Indian nationalism, including the response of the Indian intelligentsia to social and political reforms, the role of print and standardisation of language in the formation of nationalist collectives, the issue of gender, and the Swadeshi movement. A search for nationalist identity, quest for improvement in socio-economic status, a share in political power and ultimately destruction of the inequalities are the motives to be discussed. The course also attempts to explain intersectionalities through which students can comprehend what nationalism means for common people in their everyday lives.

#### Course Description:

This course tells about the various aspects of Indian nationalism. It also meant a change in people understands of who they were, and what defined their identity and sense of belonging. New symbols and icons, new songs and ideas forged new links and redefined the boundaries of communities. In most countries the making of this new national identity was a long process.

#### Course Contents:

##### Unit I      **Historiography of Indian Nationalism**

- Conceptual problems
- Sources and methods to study nationalism
- **What is nation?**

- Debate over nationalism

## **Unit II Imperial Imperatives**

- Ideas, attitudes and policies of the rulers
- Patterns of change under colonialism and Indian responses
- Indian intelligentsia; intellectual cross-currents
- Print, press, societies, associations and socio-political reforms

## **Unit III Politics of Nationalism and the Early Congress**

- Religious Communities
- Traditionalist and Modern Politics and Identities
- Muslim league
- Language, conflicts and riots

## **Unit IV Nationalism, Gender, Culture and Politics**

- The Swadeshi Movement and its Aftermath
- Tagore's Nationalism
- Gandhi's Hind Swaraj

## **Course Learning Outcomes**

At the end of the course, students would:

- Reflect upon sources, methods and approaches to the study of nationalism.
- Chart the ways in which South Asian nationalism has been understood by anthropologists, sociologists and other social scientists from the beginning of the British rule up to the present era of global integration.
- On completing this course, students will have an understanding of some of the key trends that defined Indian history during formative period of the national movement.
- Understand ways in which Indians responded to colonialism and learn about a variety of nationalisms emerged in response to British rule.

- The assignments in reading and writing will help in the development of rigorous conceptualization and written expression about the vision of Indian nationalism.

#### **Text Books:**

- Tara Chand, History of Freedom Movement in India
- Percival Spear, Oxford History of India
- Bayly, C.A. (1998). The Origins of Indian Nationality: Patriotism and Ethical Government in the Making of Modern India, Delhi, Cambridge University Press, pp. 135, 98-113 (Chapter 1, Chapter 4).

#### **Reference Books:**

- Loomba, Ania. (2015). Colonialism/Postcolonialism, new ed., London, pp.154-end.
- Smith, Anthony D.(1998). Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism, London: Routledge, Introduction, chapter 1 and Conclusion.
- Anderson, Benedict. (1991). Imagined Communities: Reflections on the Origin and Spread of Nationalism, London, Verso, ch. 1-3, till page 113.
- Balakrishnan, Gopal. (1999). Mapping the Nation, London: Verso.
- Gallagher, J. A. et al, (Eds.). (1973). "Locality, Province and Nation:Essays on Indian Politics 1870 to 1940", Modern Asian Studies, Chapters 1-5.
- Goswami, Manu. (2004). Producing India: from colonial economy to national space, Chicago: University of Chicago, (Introduction, ch. 1, ch. 8 and Conclusion).
- Chatterjee, Partha. (1995). The Nation and its Fragments: Colonial and Postcolonial Histories, Delhi: Oxford University Press, (Chapters 1 – 5).
- Chatterjee, Partha. (2011). "The Nation in Heterogeneous Time" IESHR, vol. 38. no.4, pp. 399 -- 418.
- Ray, Rajat Kanta. (2003). The Felt Community: Commonality and Mentality before the Emergence of Indian Nationalism, Delhi: Oxford University Press, Chapters 1-2.
- Sarkar, Sumit. (2008). "Nationalism and Poverty: Discourses of Development and Culture in 20th Century India", Third World Quarterly, Vol. 29, No. 3, pp 429 – 445.
- Bayly, C.A.(2012). Recovering Liberties: Indian Thought in the Age of Liberalism and Empire, Cambridge: Cambridge University Press.
- Mantena, Karuna. (2010). Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism, Princeton: Princeton University Press.
- Sinha, Mrinalini. (1995). Colonial Masculinity: The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century, Manchester: Manchester University

Press.

- Metcalf, Thomas R.(1998).Ideologies of the Raj, Cambridge: Cambridge University Press.
- Mehta, Uday Singh. (1999). Liberalism and Empire: A Study in Nineteenth Century British Liberal Thought, Chicago: University of Chicago Press.
- Chandra, Bipan. (1996). 'Economic Nationalism' in The Rise and Growth of Economic Nationalism in India, Delhi: People's Publishing House, pp. 736-759.
- Goswami, Manu. (2004).Producing India: From Colonial Economy to National Space, Chicago: University of Chicago, chapter 8.
- Chandravarkar, Rajnarayan. (1998).Imperial Power and Popular Politics: Class, Resistance and the State in India c. 1850-1950, Cambridge: Cambridge University Press, Chapter 8.
- Johnson, Gordon. (2005).Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress, 1880 to 1915, Cambridge: Cambridge University Press.
- McLane, J. R. (1977).Indian Nationalism and the Early Congress, Princeton: University Press.
- Mehrotra, S.R.(1971).Emergence of Indian National Congress, Delhi: Oxford University Press.
- Adcock, C. S. (2010). "Sacred Cows and Secular History: Cow Protection Debates in Colonial North India", Comparative Studies of South Asia, Africa and the Middle East, Vol.30, No. 2, pp. 297-311.
- Amin, Shahid. (2015).Conquest and Community: The Afterlife of Warrior Saint Ghazi Miyan, New Delhi: Orient Blackswan. Freitag,
- Sandria B. (Ed.). (1989). Collective Action and Community: Public Arenas and the Emergence of Communalism in North India, Berkeley: University of California Press, (Chapters by Lutgendorf , King and Nita Kumar).
- Freitag, Sandria B. (October 1980). "Sacred Symbol as Mobilizing Ideology: The North Indian Search for a Hindu Community", Comparative Studies in Society and History, Vol. 22, No. 4, pp. 597-625.
- Gupta, Charu. (2001). 'The Icon of Mother in Late Colonial North India: Bharat Mata, Matri Bhasha, and Gau Mata', Economic and Political Weekly, Vol. 36, No. 45, pp. 4233-4277.
- Hardy, Peter. (1972). The Muslims of British India, Cambridge: Cambridge University Press.
- Jalal, Ayesha. (2002). "Negotiating Colonial Modernity and Cultural Difference: Indian Muslim Conceptions of Community and Nation, 1878-1914" in Leila Tarazi Fawaz and C.A. Bayly ed., Modernity and Culture: From the Mediterranean to the Indian Ocean, New York: Columbia University Press, pp. 230-260.
- Metcalf, Barbara Daly. (1982).Islamic Revival in British India: Deoband, 1860–1920, Princeton: Princeton University Press, Introduction, Chapters 1-3, 5-8.
- Pandey, Gyanendra. (1999).Colonial Construction of Communalism in North India, Delhi: Oxford University Press.
- Parel Antohy. (1969). 'The Political Symbolism of the Cow in India,' Journal of Commonwealth Political Studies ,vol. 7, no.11, pp. 179–203.

- Veer, Peter van dar. (1996).Religious Nationalism: Hindus and Muslims in India, Berkeley, University of California Press, pp. 154- 176.
- Sarkar, Tanika. (2001).Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism, Delhi: Permanent Black, Chapters 1-3,6-7,Seventh chapter Imp.
- Sinha, Mrinalini. (1995).Colonial Masculinity:The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century, Manchester: University Press.
- Davis, Nira uval. (1997).“Theorizing Gender and Nation”, Gender and Nation, New York: Thousand Oaks.
- Chatterjee, Partha. (2010).Empire and Nation: Essential Writings, 1985-2005, Delhi: Oxford University Press; Chapter 6, pp. 116-135.
- McGinn, Padma Anagol. (November 1992). “The Age of Consent Act (1891) Reconsidered: Women's Perspectives and Participation in the Child-Marriage Controversy in India’ South Asia Research, Vol.12, pp. 100-118.
- Jones, Reece. (2006). ‘Whose Homeland? Territoriality and Religious Nationalism in Bengal’, South Asia Research, Vol. 26, No.2, pp. 115–131.
- Sarkar, Sumit. (2010). The Swadeshi Movement in Bengal,1903-1908, new ed. Delhi: Oxford University Press.
- Ludden, David. (2011). ‘Spatial Inequity and National Territory: Remapping 1905 in Bengal and Assam’, Modern Asian Studies, vol. 45, pp.1-43.
- Gandhi, M. K. The Hind Swaraj, Various editions: Parel (ed.), and T. Surhud, S. Sharma (ed.), etc.
- Nandy, Ashish. (2004). ‘The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of Self, Bonfire of Creeds: The Essential Ashis Nandy , New Delhi: Oxford University Press, pp. 153-233.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **SEMESTER-I**

### **Early Settlements, State and Governance in Ancient India**

**Course Code:** MAH104A

**Course Name:** Early Settlements, State and Governance in Ancient India

**Course Credit Hours:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

The course will seek to provide the students with an analytical overview of the developments in ancient India. It aims at developing a critical understanding of the development of the Indian society in the ancient times and how geographical conditions affected it. The enlightened student community would, hence, be able to contribute towards a better present and future.

#### **Course Description:**

The course intends to explore the geographical and political divisions of the Indian subcontinent in respect with learning history. It will analyse the various theories proposed by the historians regarding the origin of humankind and its evolution through studying stone ages, rise of agriculture and the first urbanization through Indus valley civilization. The course further explores the rise of technology and metals and how it changed the human behaviour and settlements. It also attempts to understand the Vedic and Later Vedic age and the changing social fabric in Indian subcontinent. The course concludes with exploring the rise of urban centres in India and spread of Buddhism and Jainism as a reaction to the evils in society. It also explores the rise of empires like Mauryas and Guptas in North India and Regional kingdoms in South India.



## Course Contents:

### Unit I      **Reconstructing Ancient Indian History**

- Sources- Archaeology, Literature, Epigraphy and Numismatics
- Concepts of Prehistory, Proto-history and History.
- Stone Age – Hunter & Gatherers – Paleolithic and Mesolithic Age
- Pastoralism and Early Farming Communities—Neolithic and Chalcolithic Village Cultures

### Unit II      **Bronze Age and Iron Age Cultures: First Urbanization**

- Harappan Civilization: Origin, distribution, Morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira),
- Craft production, trade and commerce, religious beliefs and practices
- Art, Architecture and Script
- Vedic Society – Polity, Economy, role of Vedas in Indian history.
- Early Iron Age – Disposal of Dead, Megalithic Culture, Economic Development and Social Stratification- *Varnashram: Jati*

### Unit III      **Janpads and Mahajanpads, Second Urbanization and Early Empires**

- Territorial States: Monarchical and Republican: Characteristics of Ancient Republics, their Constitution Ganrajya Republics in Buddhist Literature.
- Religious Movements: Jainism, Buddhism, Ajivikas and other Sects
- New Urban Centres and changing social relations.
- Nandas & Mauryas – Bindusara, ChandraGupta Maurya, Ashoka- Polity, nature and extent of Centralization, Foreign Relations, Social and Economic Conditions, Military Organization, Art and Architecture, Ashokan Edicts, Dhamma, Scripts,
- Decline of Mauryan Empire.

## Unit IV Post-Mauryan Developments, Gupta, Vardhans, Vakatakas , Chalukyas and Pallava

- Sungas and Kanvas: Indo-Greeks and Saka-Pallavas-
- Satvahanas and Western Kshatrapas: Pushyamitra Shunga, Gautamiputra Satakarni, Conflict between the Satvahas and the Western Kshatrapas, Foreign invasions Indo-Greeks. State Formation in Central India and Deccan - land grants, Trade and guilds, Indo-Roman Trade, Coins and Currency
- Kushanas – Kanishka- Kushana Administration, Society, religion, art and architecture – Gandhara and Mathura School, of Art – Amravati, Trade and Cultural Interaction, Spread of Mahayan Buddhism, Trade-routes including silk and spice routes, Coins and Currency.
- Sangam Age
- Guptas - Chandragupta I, Samundragupta, Ramgupta, Chandragupta II, Gupta Administration, The Invasion of Hunas. Political consolidation, land grants, expansion of agriculture, Art and architecture-sculpture, coins and currency
- Vardhanas- Age of Harshavardhana, Vakatakas and other dynasties of peninsular India: land Grants and administration and social conditions, Chalukyas and Pallavas: Extent of empire, administration and social conditions.

### Course Learning Outcomes

- To get an understanding of the relationship between geography and history with the help of maps and illustration in order to understand the political and physical divisions of the Indian subcontinent.
- To understand case-study approach in exploring the various theories given by the historians sources of history.
- To develop a critical thinking approach in understanding the incidents of the ancient past and start of first civilization in the world.
- To understand the evolution of human kind from Stone Age to urban centres through maps and illustrations.

- To understand the south Indian history and explore it's literary as well as archaeological importance.

**Text Books:**

- A.S. Altekar State and Government in Ancient India (English and Hindi)
- R.S. Sharma, India's Ancient Past
- Ancient India - An Introductory Outline D.N. Jha
- History of India, Vol. I RomilaThapar
- Ancient India, R.C. Majumdar

**Reference Books:**

- K.P. Jayaswal Hindu Polity
- U.N. Ghosal A History of Indian Political Ideas.
- R.S.Sharma Aspects of Political Ideas and Institutions in Ancient India.
- D.R. Bhandarkar Some Aspects of Ancient Hindu Polity.
- N.C. Bandhopadhyay Development of Hindu Political Ideas Shanti Parva of Mahabharat.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

art & architecture and script

art & architecture and script

## **SEMESTER-I**

### **Political History and State Formation in Medieval India (12<sup>th</sup> to Mid-16<sup>th</sup> CE)**

**Course Code:** MAH104B

**Course Name:** Political History and State Formation in Medieval India (12<sup>th</sup> to Mid-16<sup>th</sup> CE)

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

This course seeks to familiarize the student with the major themes and debates in Indian History during 12<sup>th</sup> to Mid-16<sup>th</sup> century. By undertaking an in-depth study of the problems and the different answers proposed, it is hoped that the student will be equipped to solve similar issues in this and other period(s) of Indian history with logic and knowledge.

#### **Course Description:**

The course intends to explore the medieval Indian history from the time of Turkish invasions, to the Rajput dynasties in 10-11<sup>th</sup> century till the rise and decline of the Vijaynagar-Bahmani kingdoms in south India. The course is structured to give an overview of the political expansion and legitimisation of Delhi sultanate in India from 1206-1526. It also covers critically examine the “Iqta” system initiated by Iltutmish, theories of kingship by Balban and Allauddin Khilji while studying the market and economic reforms taken by them. The course concludes by exploring the south Indian kingdoms like Vijaynagar and Bahmani kingdoms, their contribution in art and culture and their relevance in consolidating south India as a supreme power.

#### **Course Content:**

##### **Unit I      Early Medieval Polities in the 11<sup>th</sup> Century**

- **The Rajput States in Western and Central India: An Overview**
- Political condition of North India in 11<sup>th</sup> Century
- Tripartite Struggle
- **The Regional States in Peninsular India: An Overview**

## **Unit II Delhi Sultanate (1206-1526) - Political Expansion and Consolidation**

- Sources of study of Delhi Sultanate
- Territorial Expansion and consolidation
- Theory of kingship of Slave rulers, Khaljis and Tughlaqs.
- Changing composition of Nobility under the Delhi sultans.
- **Concessions and special Privilege to the nobility under Firoz Shah Tughlaq, Hereditary claims.**

## **Unit III Delhi Sultanate (1206-1526)- Political and Agrarian Policies**

- Central, Provincial and Local Administration of Delhi Sultanate
- Relationship of Ulema and Sufis with the state,
- Role of state for Benevolence and Development.
- **Revenue administration** of Slave rulers, Khiljis and Tughlaqs: Iqta System
- **Economic measures** of Alauddin Khalji, Muhammad Bin Tughlaq and Firoz Shah Tughlaq, Irdari.

## **Unit IV The Regional Powers in South India**

- Sources of study of Medieval South Indian History
- Emergence and growth of Vijaynagar Empire (1336-1565)
- Vijaynagar and Bahmani Kingdoms – Relationship
- Disintegration of Vijaynagar Empire.

### **Course Learning Outcomes**

- To get an understanding of the early Rajput kingdoms and the reasons of their decline in India.
- To understand the historiography and sources to know about the medieval Indian history.
- To understand the Turkish invasions and the rise of Delhi Sultanate in India.
- To develop a critical thinking approach in understanding the rise of various rulers under Delhi Sultanate and know their contribution in administration, economic reforms and agrarian reforms.
- To understand the theories of kingship and political legitimization in Delhi Sultanate.
- To understand the rise and growth of Vijaynagar and Bahmani kingdoms in south India during medieval times.

### **Text Books:**

- Medieval India - Volume I Satish Chandra ,Medival India - Volume II Satish Chandra
- The Agrarian System of Mughal India 1556-1707 IrfanHabib
- A History of South India - K. A. NilakantaShastri

### **Reference Books:**

- Chandra, Satish, Essays in Medieval Indian Economic 1-istory, New Delhi. 1987.
- Chandra, Satish, Medieval India. Society. Jagirdari Crisis and Village. Translated in Hindi by Madhu Trivedi entitled Madhyakalin Bharat Sultanate se Mugal tak.
- Chandra, Satish, Medieval India: Society, the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies, The Rajputs and The Deccan, New Delhi 1993.
- Das. K. R.. Raja Todarmal, Calcutta, 1925. 11
- Habib, Irfan, 'The Price Regulations of Aluddin Khalji-A Defence of Zia Barani', IESI-IR. 21,4, 1984.

- Habib, Irfan, Atlas of the Mughal Empire, New Delhi, 1982.
- Habib, Irfan. The Cambridge Economic History of India-Volume 1: 1200-I 750.
- Hahib. Muhammad. and K. A. Nizami. The conipre lensive History of India. Vol. V. The Delhi Sultanate AD 1206-1526). Peoples Publishing House. I3omhav. 1970.
- Habib, Mahammad, Politics and Society during the Early Medieval Period, edited by LA. Nizami. Delhi.
- Hasan. S. Nurnl. Thouglns on the Agrarian Relations in Mughal India. Delhi. 1973
- Khan. A.R., Chieftains in the Mughal Empire during the reign of Akbar. Simla. 1977.
- Khosla. R.P., Mughal Kinship and Nobility. Allahabad. 1934.
- Lal. K.S.. History of Khalijis. New Delhi. 1980.
- Moreland, W.H., From Akbar to Aurangzeb: A Study in Economy History, London 1923.
- Habib. Muhammad, Afsar Begum, Political Theory of Delhi Sultanate.
- Pandey, A.B., Society and Government in Medieval India, Central Book Depot. Allhabad, 1965.
- Prasad, Beni, History of jahangir, Allhabad. 1976.
- Qanungo, KR., Dara Shikoh, Calcutta, 1935.
- S.13.P. Nigam, Nobility under Sultans of Delhi (1206-1398), Delhi, 1968.

#### Online Links for Study and Reference Materials:

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **SEMESTER-I**

### **Modern Indian Political Thought and Prominent Thinkers**

**Course Code:** MAH 104C

**Course Name:** Modern Indian Political Thought and Prominent Thinkers

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

Indian political thought constitutes one of the most significant components of undergraduate and postgraduate curriculum in political science and modern Indian history in almost all the universities in India. However, the majority of writings on the subject by Indian authors appear to suffer from a fundamental flaw in the sense that these writings are shorn of a context-driven conceptualisation of the major strands of the thoughts of the thinkers.

#### **Course Description:**

There are broadly two specific ways in which social and political thought in India can be conceptualised. On the one hand, there is a relatively easier way of articulating the thought in a chronological format. This is a format in which the ideas are explained in a sequence underplaying the importance of the context in defining the ideas in a particular mould. Those Supporting this type of conceptualisation tend to focus more on the ideas per se and less on what lay behind them.

#### **Course Contents:**

##### **Unit I      Traditional Indian Thought and the Encounter with the West.**

- Emergence and impact of new social and religious ideas and movements:
- Raja Ram Mohan Roy, and the Brahmo Samaj: Swami Dayanand Saraswati and
- Arya Samaj: Swami Dayanand Saraswati and the Arya Samaj:



- Swami Vivekanand.

**Unit II Ideas of National and Social Regeneration:**

- Bankim Chandra Chatterji
- Jyotiba Phule
- Bal Gangadhar
- Tilak; Sri Aurobindo
- B.R. Ambedkar

**Unit III Impact of Liberal and Socialist Thought:**

- Rabindranath Tagore;
- Madan Mohan Malaviya;
- Jawaharlal Nehru; Subhash
- Chandra Bose.

**Unit IV Particularistic Ideologies:**

- V.D. Savarkar,
- K.B. Hegdewar,
- M.S. Golwalkar,
- Sir Syed Ahmad Khan,
- Mohammad Iqbal,
- Mohammad Ali Jinnah.

**Course Learning Outcomes**

- To familiarize student about the traditional Indian thought and the encounter with the West.
- To develop an understanding of the various aspects and facts of modern social reformers like Jotiba Phule, Narayan Guru etc.
- To acquaint students with the various streams of ideologies of the time. Conservatives

V.D. Savarkar and Golwalkar trying to shape new social and political sphere.

- To make students value the current monumental, cultural and literary heritage of India which has been conceptualised and created by our Modern Indian political thought and prominent thinkers.

**Text Books:**

- Political Thought in Modern India, Thomas Pantham & Kenneth L. deutsch (Editors), Sage Publications, New Delhi, 1986.
- Indian Political Thinking in the Twentieth Century: From Naoroji to Nehru- An Introductory Survey, A Appadorai, Oxford University Press, 1971.

**Reference Books:**

- Modern Indian Political Thought , Sabjar Ghose, Allied Publishers, Delhi, 1973.
- Modern Indian Political Thought, V.P. Verma, Laxmi Narain Agrawal, Agra, 1974. (Also in Hindi Translation)
- Indian's Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose.
- Mahatma Gandhi, Rabindra Bath Tagore, D.G. Dalton. Academic press, Delhi, 1982.
- Indian Politics from dadbhai Naoroji to Ghandhi: A Study of Political Ideas of Modern India, K.P. Karunakaran, Gitanjali, New Delhi, 1975.
- Makers of Modern India: Ramchandra Guha.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## SEMESTER-II

### Ecology and Environment in History

**Course Code:** MAH201

**Course Name:** History of Early India: 400 BCE to 1200 CE

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### Course Objectives:

The objective of this paper is to apprise students about the importance and status of environment in Indian History. It aims to make students more vigilant about the sustainability and learn from the best practices and mistakes about environment in past.

#### Course Description:

The Course explores the concept of ecology and environment and how they depend on each other. It covers the concept of nature or prakriti in ancient India and discusses its importance as shown in ancient literature. It also covers the status of environment and resource exploitation during medieval age and surveys the various work done on environment and pollution check in British and Contemporary India.

#### Course Contents:

##### Unit I: Ecology and Environment

- Definition and Concept of Ecology, Scope of Ecology, Ecology-Science or Art and its relationship with other subjects.
- **Environment:** What is Environment, Component of Environment, **Living and Non-living components, Management and conservation of living and non-living resources of environment for sustainable development, Environmental degradation and its impact on present and future generations.**
- **Environmental care and sustainability:** Science and Ethics

Unit II: **Environmental Conservation**

- Meaning, Concept and Significance.
- The Concept of “Nature” in our Spiritual Traditions.
- Ethics of environmental awareness
- Sources of Biodiversity Conservation in Ancient Culture.
- Environmental Conservation and Preservation as mentioned in literature of India.

Unit III: **Environment consciousness in India: Ancient, Medieval and Modern Times**

- Indus valley civilization: Planned urbanization, drainage system, waste management, worship of different components of nature, prakriti and Purush.
- Vedic Period: Environmental Consciousness
- Maurya and Post-Maurya period: Forest and Wild Life Management in small scale industries based on natural resources in Ancient India.
- Medieval India: Exploration and use of natural resources for economic development in early Medieval India.
- Sultanate and Mughal period: Industries based on natural resources Over exploitation and ecological destabilization during later Mughal period. Over exploitation of natural resources.

Unit IV **Environmental issues in Colonial and Independent India.**

- **Colonial India:** Establishment of industries based on Indian natural resources Forestland wild life management.
- **Issues:** Carbon Footprints, De-Forestation, Ozone-Layer depletion, Over-Population, Urbanisation, Water Resource Management
- Steps taken by government and citizens for environmental protection.
- Future of Environmental protection and intervention of United Nations

### **Course Outcomes:**

- Understanding of ecology and environment and how it affects human life.
- Understanding of importance of nature in Indian history.
- Learning the good practices taking place regarding environment through history

### **Text Books:**

- Environmental Issues in India Mahesh Rangrajand (ed), Pearson Longman New Delhi, 2007
- Environmentalism, Politics Ecology, & Development, Pravin N Seth, Rawat Publications, New Delhi, 1997

### **Reference Books:**

- This Fissured Land Vadhav Gadgir, Ram Chandra Guha, Oxford, New Delhi, 2006
- Nature, Culture, Imperialism David Arnold & R. ruha (des) Oxford University Press.
- Ecology and Environment P.D. Sharma, Rastogi Publications, Meerut, 1990
- Exploration in Environmental History Samuel P. Hays, Pittsburg USA 1998.
- Paryavaran ki Rajniti (Hindi) Lata Joshi, Anamika Publishers & Distributors, 2001.
- Paryavaran Sanskriti, Pradushan Pt. Nityanand Mishra, Almora Book Depot.
- Evam Sanrakshan (Hindi)
- Indian Environmental Politics O.P. Dwivedi, Macmillan London 1997.
- Programming & Stewardship
- Environmental Policies in 3<sup>rd</sup> World, Dwivedi & Dharendra K. Vajpey (eds), Greenwood Press

### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)
- [www.jagranjosh.com](http://www.jagranjosh.com)

- [www.britannica.com](http://www.britannica.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER-II

### Contemporary World Part-II (1945-2003)

**Course Code:** MAH 202

**Course Name:** Contemporary World Part-II (1945-2003)

**Course Credit :**4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

World War second divided into two blocs. One with America and other is Russia. Asia also involved in world politics facing Korean War, Vietnam, non-aligned movement. To aware students to Indo-Pakistan relation and Middle East conflict.

#### **Course Description:**

This course covers Cold War, Post Second World War Europe, Marshall Plan, Cuba and USA's Role in Latin America, Korean War, Concept of Globalization, and US Aggression on Iraq and Third World's Perspective on Contemporary World.

#### **Course Contents:**

##### **Unit-I Economic Consequences of Second World War**

- Cold War- Salient Features and its Impact, cold War and Bipolarism in World Politics: Background competing Ideologies, Treaties, Tension and Rivalries.
- Post Second World War Europe: Marshall Plan
- Truman Doctrine, Marshall Plan: Formation of Eastern Bloc and Warsaw pact
- American Foreign Policy since 1945
- Cuba and USA's Role in Latin America.

## **Unit-II Asia in World Politics**

- Korean War: Background, American Intervention and on of conflict
- Vietnam War: Causes and Impact
- Emergence of Third World: Historical Background and developments.
- Non Aligned Movement: Features, Conferences, Limitations
- Middle East: Birth of Israel, The issue of Palestine, Oil Diplomacy, Iranian Revolution of 1979, Iraq-Kuwait Conflict, The Gulf War
- Indo-Pakistan Relation: Kashmir Issue, Bangladesh War and Shimla Agreement.

## **Unit-III Age of Progress**

- Economic and Social Aspects: Industry, Agriculture,
- Science and Technology,
- Communication and Information
- Civil Rights Movement: Apartheid, Feminism

## **Unit-IV Disintegration of the Socialist Bloc and End of Cold War,**

- Genesis and Process of Disintegration: Glasnost and Perestroika,
- Impact of Disintegration on society and Politics: Emergence of Unipolar World.
- Concept of Globalization: Historical Context, Instruments.
- US Aggression on Iraq: Background, Nature and Impact
- International Terrorism: It's Impact on World Politics.
- Third World's Perspective on Contemporary World.



## Course Learning Outcomes

- To make students well aware of the new conditions emerged after Cold War.
- To apply a case–study approach in understanding the various theories given by historians .
- To foster all– round growth and development of the students .
- To organize the skills of students in preparing them for further specializations and competitive exams .
- To develop a critical thinking approach in understanding the incidents of past and interpreting them according to the knowledge acquired in the course .
- To understand the role of studying history for a better future.
- To undertake projects fulfilling the research gaps and come out with new areas of historical findings in methodical way .

### Text Books:

- Norman Lowe, Mastering Modern World History, Palgrave Macmillan, fifth edition, 2013.
- Eric Hobsbawm, The History of the World, 1996.

### Reference Books:

- Keith Robbins, The World Since 1945, 1998.
- N Gracbner , Cold War Diplomacy, 1945-1960, Pricenton, 1962.
- W. La Feber, America, Russia and the Cold War, 1967.
- R. Mayne, The Recovery of Europe, 1945-1973, revised at, 1973.

### Online Links for Study and Reference Materials:

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

**SEMESTER-II**

## **Indian National Movement (1916-1947)**

**Course Code:** MAH 203

**Course Name:** Indian National Movement (1916-1947)

**Course Credit:** 4

**Total Contact Hours:** 60hrs

### **Course Objectives:**

This course focuses on select themes in the study of Indian national movement from the early 20<sup>th</sup> century to Independence. The course lays emphasis both on reading primary sources, as well as understanding important secondary literature on these themes. In addition to scholarly material, students will be exposed to films, literature and visual material. Students will be required to engage with the thoughts and ideas of important nationalist figures as well as with the histories of nationalism “from below.” How was Indian nationalism experienced, appropriated and articulated by non-elite groups in society? The course will also emphasize the use of non-official archives – particularly the oral and the visual- used by historians to study this period.

### **Course Description:**

This course covers Character of Gandhian Nationalism, Jalliwala Bagh, Rowlatt Act. Khilafat Movement, Non-Cooperation Movement (1920-22), Swaraj Party, U.P. Kisan Sabha, Mopila Revolt, Bardoli Satyagraha, Peasant Politics and Indian National Congress. : Circumstances and Historical factors behind the partition of India, Role of Muslim League 1961 to 1947 and Congress, Communalism and Politics of Partition.

### **Course Contents:**

#### **Unit I Rise of Gandhi**

- Character of Gandhian Nationalism,
- Jalliwala Bagh, Rowlatt Act. Khilafat Movement,
- Non-Cooperation Movement (1920-22), Swaraj Party,

- Civil Disobedience Movement - Two phase (1930-31, 1932-34), Gandhi Irwin Pact (1931),
- Individual Satyagrah (1940), Quit India Movement (1942).

## Unit II

- **Govt. of India Act of 1935;** Election of 1937 and Election of 1946.
- **Second World War and India's March towards Freedom:** The August Offer (1940).  
The Cripps Mission (1942), The Wavell Plan (1945)
- The Cabinet Mission Plan (1947), Atlee's Announcement (1947), Mountbatten Plan (1947)
- The Indian Independence Act, (1947) Transfer of Power

## Unit III Peasant and communists Movements

- U.P. Kisan Sabha, Mopila Revolt, Bardoli Satyagraha, Peasant Politics and Indian National Congress.
- The rise and growth of Leftist Movement: The activities of communists and Socialists; the Congress Socialist Party and other Left Parties
- Subhash Chandra Bose and Indian National Congress, Forward Block, Activities of Subhash Chandra Bose outside India
- Indian National Army

## Unit IV Partition: accountability, violence and displacement

- Circumstances and Historical factors behind the partition of India,
- Role of Muslim League
- Congress, Communalism and Politics of Partition
- Women experiences

## **Course Learning Outcomes**

- To familiarize student about the nationalism in modern Indian history.
- To develop an understanding of the various aspects and facts of Indian nationalism. Rise of middle class after Second World War.
- To acquaint students with new horizons developed during the period. Rise of extremism that shaped new politics.
- To make students aware of Nationalism, Communalism during the partition of 1947 that changed the demography of the land.

## **Text Books:**

- Mushirul Hasan Communal and the pan-Islamic Trends in Colonial India, Delhi.
- Bipan Chandra , Indian National Movements A long Term Dynamics, New Delhi, 1986
- Bipan Chandra, Nationalism and Colonialism in Modern India.

## **Reference Books:**

- Bipan Chandra, India's Struggle for Independence, New Delhi, 2016
- B.R. Nandu, Gandhi and his Critics Delhi, 1985
- Patabhi Sitaramaya, History of Indian National Congress (Vol. II).
- S.R. Choudhary, Leftist Movement in India
- R. C. Majumdar, History of the freedom Movement (Voll. III)
- Tara Chand, History of Freedom Movement in India (Vol. IV)
- Philips and Wain Wright, The Partition of India
- Rafiq Zakaria, The Rise of Muslims in Indian Politics.

- Bipan Chandra India's Struggle for Independence and Modern India.
- Amalesh Tripathi The Extremist Challenge.
- Sumit Sarkar Modern India
- B.L. Grover A Documentary study of British Policy towards Indian Nationalism.
- A.R. Desai Social Background of Indian Nationalism.
- A. R. Desai Peasant Struggle in India.
- M.K. Gandhi, Hind Swaraj and Other Writing, Edited by A.J. Parel, Cambridge University Press, Cambridge.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER-II

### Political Ideas and Institutions in Ancient India

**Course Code:** MAH204A

**Course Name:** Political Ideas and Institutions in Ancient India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### Course Objectives:

The course aims to cover the political ideas and institutions in ancient India which became important places of assemblies and thought exchange. The course also aims at apprising students of various ways of income and expenditure and other forms legal aspects.

#### Course Description:

The course explores the various political institutions in ancient India like Sabha, Samiti and Vidhata. It also explores the Indian literature and other sources providing information on the same. The ceremonial history and administrative rights are also covered.

#### Course Contents:

##### Unit-I: Sources of Political history

- Sources: Indian Political thought represented in Indian literature
- Origin and Functions of State
- Various theories on Origin of State
- Significance of States and Political Orders

##### Unit-II: Political institutions

- *Sabha, Samiti and Vidhata.*
- *Saptanga* Theory of State
- Mandal Theory by Kautilya
- Judiciary, Court-Procedure and Punishment

### **Unit-III: Ceremonial history**

- Ratnins in Ancient India
- Coronation Ceremony
- The kingship and Nature of Monarchy,
- *Dandaniti* and Checks on Royal Power

### **Unit-IV: Financial institutions**

- Nature and Scope of Financial Institutions in Ancient India
- Income and Expenditure
- Tax and Revenue System
- Republican Polity

### **Course Outcomes:**

- Understanding on various political institutions on ancient India
- Understanding of the Indian literature and other sources providing information on the same.
- Understanding of the ceremonial history and administrative rights are also covered.

### **Text Books:**

- R.S.Sharma Aspects of Political Ideas and Institutions in Ancient India.
- D.R. Bhandarkar Some Aspects of Ancient Hindu Polity.
- Altekar, A.S. State and Government in Ancient India, Delhi, 1958

### **Reference Books:**

- Dikshitar, V.R.R. Hindu Administrative Institutions, Madras, 1929
- A History of Indian Political Ideas, London , 1959
- Jayaswal, K.P Hindu Polity, Banglore, 1967.
- Prasad, Beni Theory of State in Ancient India, Allahabad, 1968



- Prasad, Beni State in Ancient India, Allahabad, 1974

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER-II

### Political History of Medieval India: Mid-16<sup>th</sup> to 18<sup>th</sup> CE

**Course Code:** MAH204B

**Course Name:** Political History of Medieval India: Mid-16<sup>th</sup> to 18<sup>th</sup> CE

**Course Credit Hours:** 4

**Total Contact Hours:** 60hrs

#### Course Objectives:

This course seeks to familiarize the student with the major themes and debates in Indian History during Mid-16<sup>th</sup> to 18<sup>th</sup> CE. By undertaking an in-depth study of the problems and the different answers proposed, it is hoped that the student will be equipped to solve similar issues in this and other period(s) of Indian history with logic and knowledge.

#### Course Description:

The course intends to explore the medieval Indian history from the Mid-16<sup>th</sup> to 18<sup>th</sup> CE. The course is structured to give an overview of the political expansion and legitimization of the Mughal Empire in India and its various administrative policies. It also covers critically examine the various revenue and land reforms carried by the Mughal emperors.

#### Course Content

##### Unit I           **The Mughal Empire**

- Sources for the study of Mughal Empire
- Babur's conquest of Northern India
- Lodi Empire, Theory of Kingship, Afghan Despotism, First Battle of Panipat and Establishment of Mughal Empire, Humayun's Difficulties.
- Mughal Theory of Kingship

##### Unit II           **The Mughal Empire- Political Centralization and Legitimacy**

- Emergence of Shershah and his administration.
- Nature of State – Administrative Centralization under Akbar- Provincial and Local Administration of Mughals

- Composition of Nobility under the Mughals, Central, Religious policies of Mughal emperors
- State Formation and role of Religion.
- Land Revenue Administration under Sher Shah and Akbar, Different aspects of Mansab and Jagir system
- War of Succession, Aurangzeb's Rajput and Deccan Policies,
- Disintegration of Mughal Empire and its various theories.

### **Unit III The Regional Powers**

- Rise of Marathas- Administration, socio-cultural conditions
- Maratha State under Shivaji and Peshwas
- Nature of Rajput Polity under Mughals
- Matrimonial Alliance between Mughals and Rajputs

### **Unit IV Rebellions and Rise of Independent Kingdoms**

- Establishment of Mughal *subas* as independent kingdoms: Awadh, Bengal and Hyderabad.
- Rise of Independent kingdoms: Rohillas, Jats, Marathas and Sikhs.
- The crisis in agrarian and jagir systems: Agrarian Revolts of the late 17<sup>th</sup> and the early 18<sup>th</sup> CE
- The Rajput Revolt of 1679

#### **Course Outcomes:**

- Understanding of the medieval Indian history from the Mid-16<sup>th</sup> to 18<sup>th</sup> CE.
- Learning an overview of the political expansion and legitimization of the Mughal Empire in India and its various administrative policies.
- Understanding and critically examine the various revenue and land reforms carried by the Mughal emperors.

#### **Text Books:**

- Medieval India - Volume I Satish Chandra ,Medival India - Volume II Satish Chandra
- The Agrarian System of Mughal India 1556-1707 IrfanHabib
- A History of South India - K. A. NilakantaShastri

## Reference Books:

- Ahdul, Aziz, The Manasabdari System and he Mughal Army. Delhi. 1972.
- Afzal Hussain, Nobility under Akbar and Jahangir, A Stud)' of Family Group, New Delhi. 1999.
- Ali. M. Athar, Mughal Nobility under Aurangzeb, Bombay. 1966, reprint. 1970.
- Ali. M, Ather, The Appartus of Empire, Aligarh, 1985.
- C'handra, Satish, Essays in Medieval Indian Economic l-history, New Delhi. 1987.
- Chandra, Satish, Medieval India. Society. Jagirdari Crisis and Village. Translated in Hindi by Madhu Trivedi entitled Madhyakalin Bharat Sultanate se Mugal tak.
- Chandra, Satish, Medieval India: Society, the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies, The Rajputs and The Deccan, New Delhi 1993.
- Chandra, Satish, Parties and Politics at the Mughal Court. 1707-1740, New Delhi 1979.
- Das. K. R.. Raja Todarmal, Calcutta, 1925. 11
- Habib, Irfan, Atlas of the Mughal Empire, New Delhi, 1982.
- Habib. Irfan. The Agrarian System of Mughal India 1556-1707. First published in 1963 by Asia Publishing House, Second, extensively revised, edition published in 1999 by Oxford University Press.
- Habib, Irfan. The Cambridge Economic History of India-Volume 1: 1200-I 750.
- Hahib. Muhammad. and K. A. Nizami. The conipre lensive History of India. Vol. V. The Delhi Sultanate AD 1206-1526). Peoples Publishing House. I3omhav. 1970.
- Habib, Mahammad, Politics and Society during the Early Medieval Period, edited by LA. Nizami. Delhi.
- Hasan. S. Nurnl. Thoughtns on the Agrarian Relations in Mughal India. Delhi. 1973
- L.H. Qureshi. Administration of the Mughals.
- Khan. A.R., Chieftains in the Mughal Empire during the reign of Akbar. Simla. 1977.
- Khosla. R.P., Mughal Kinship and Nobility. Allahabad. 1934.
- Lal. K.S.. History of Khalijis. New Delhi. 1980.

- Moreland, W.H., From Akbar to Aurangzeb: A Study in Economy History, London 1923.
- Moreland. W.H., India at the Death of Akbar: An Economic Study, London, 1920.
- Pandey, A.B., Society and Government in Medieval India, Central Book Depot. Allhabad, 1965.
- Pant. Chandra, Nurjahan and Her Family, Allahabad, 1979
- Prasad, Beni, History of jahangir, Allhabad. 1976.
- Qanungo, KR., Dara Shikoh, Calcutta, 1935.
- Qureshi. I. II., The Administration of the Mughal Empire Karanchi. 1966.
- Saksena, B.P., History of Shanjahan of Delhi, Allhabad, 1962.
- Saran, Pramatma. The Provincial Government ofthe Mughals, 1526-1658, Bombay 1973.
- Sarkar. J,N., Fall of the Mughal Empire 4 vols. Calcutta, 1964 12
- Tarachand, Society and State in Medieval India. Faridabad, 1961.
- Tipathi, R.P., Rise and Fall of the Mughal Empire, Allhabad, 1974.
- Tipathi, R.P., Some Aspects of Muslim Administration, Allhabad, 1974.
- Usha Rani Bansal, Sultanate Kaleen Sarkar Tahta Prshashnik Vyavtha (Hindi)
- W. H. Moreland, Agrarian System of Moslem India.
- Yadav, B.N.S., Society and Culture in Northern Inida in the 12th Century, Allhabad. 1973.
- Sinha, SN., Subah of Allahabad under The Great Mughals JMI, 1974,
- Siddiqu, I. H., Some Aspects of Afghan Despotism in India, Aligarh. 1969.
- Shama, SR, Mughal Government and Administration, Bombay, 1951

#### **Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## **SEMESTER-II**

### **India Since Independence**

**Course Code:** MAH 204 C

**Course Name:** India Since Independence

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

India since Independence' gives a succinct analysis of the various obstacles and challenges India had to face and overcome in her past, and her proudest and most successful moments in the century until independence. The book narrates how the Constitution was drafted, and the development of economic and political agenda heavily influenced by Nehru. It also provides an insight into the fundamentals of foreign policies and an in-depth analysis of the different reforms in the Indian economy since 1991. The author scrutinizes various aspects like the problems in Punjab, the predominant practices of untouchability, and party politics in the Centre and states.

#### **Course Description:**

This course covers Consolidation of Independence. Integration of princely states. Secularism and national integration. General Elections, emergence of national and regional parties. Nature of Indian foreign policy Non alignment, movement. India's nuclear policy, India in South Asia, Indo- Pak, Indo- China relations and emergence of Bangladesh, SAARC.

#### **Course Contents:**

##### **Unit-I            Partition & Independence.**

- Consolidation of Independence
- Integration of princely states

- Secularism and national integration
- Framing of the Constitution
- Debates on economic alternatives— planning Green Revolution.  
Industrial development
- New Economic policy 1991
- Globalization

## **Unit-II Debates on political alternative**

- General Elections
- Emergence of national and regional parties
- Emergency of 1975 and consequences of coalition politics
- Independent India and ramifications

## **Unit-III Competing Ideologies of Independent India**

- Nationalism Communalism, Socialism, Communism, Regionalism
- Dalit movement
- Feminist movements
- Civil Rights movements
- Liberalism

## **Unit-IV India and the World**

- Nature of Indian foreign policy Non alignment movement
- India's nuclear policy
- India in South Asia



- Indo- Pak, Indo- China relations
- Emergence of Bangladesh,
- SAARC

### **Course Learning Outcomes**

- To familiarize student about the nationalism in modern Indian history.
- To develop an understanding of the various aspects and facts of Indian nationalism. Rise of middle class after Second World War.
- To acquaint students with new horizons developed during the period. Rise of extremism that shaped new politics.
- To make students aware of Nationalism, Communalism during the partition of 1947 that changed the demography of the land.

### **Text Books:**

- Mushirul Hasan Communal and the pan-Islamic Trends in Colonial India, Delhi.
- Bipan Chandra , Indian National Movements A long Term Dynamics, New Delhi, 1986
- Bipan Chandra Nationalism and Colonialism in Modern India.

### **Reference Books:**

- Bipan Chandra, India's Struggle for Independence, New Delhi, 2016
- B.R. Nandu, Gandhi and his Critics Delhi, 1985
- Patabhi Sitaramaya, History of Indian National Congress (Vol. II).
- S.R. Choudhary, Leftist Movement in India
- R. C. Majumdar, History of the freedom Movement (Voll. III)

- Tara Chand, History of Freedom Movement in India (Vol. IV)
- Philips and Wain Wright, The Partition of India
- Rafiq Zakaria, The Rise of Muslims in Indian Politics.
- Bipan Chandra India's Struggle for Independence and Modern India.
- Amalsh Tripathi The Extremist Challenge.
- Sumit Sarkar Modern India
- B.L. Grover A Documentary study of British Policy towards Indian Nationalism.
- A.R. Desai Social Background of Indian Nationalism.
- A. R. Desai Peasant Struggle in India.
- M.K. Gandhi, Hind Swaraj and Other Writing, Edited by A.J. Parel, Cambridge University Press, Cambridge.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER-III

### Society, Culture and Religion in Ancient India

**Course Code:** MAH301A

**Course Name:** Society, Culture and Religion in Ancient India

**Course Credit Hours:** 5hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

To enable students to understand the Social and Economic developments in the Ancient India and to know what cultural changes took place and how Indians faced the challenges. This will help student to understand the evolution of society and religion in India in a better way.

#### **Course Description:**

The Course intends to cover the socio-economic conditions during ancient India. This covers the topics like role of women in society and status of education. It also explores the various socio-cultural changes that came from harappan age to Vedic age and thereafter in the empire age. It also covers the art and architecture in ancient India.

#### **Course Contents:**

##### **Unit I Sources for the study of Indian Society**

- Structure of Society-Varna system,
- Origin and growth of caste, Ashram, Purusharthas, Sanskaras,
- Position of Shudras
- **Slavery System**

##### **Unit II Position of Women in Ancient Society.**

- **Education system in Ancient India**
- **Centre of Education in Ancient India, Gurukulas and Agrahars**

- Role of Women in Ancient Indian Society
- Famous Women in Ancient India

### **Unit III Religion and Values in Ancient India**

- Vedic Religion – Origin and Values
- Rise of Jainism and Buddhism.
- Pauranic Religion – Origin and Concept
- Rise and growth of Vaishnavism, Shaivism, Shaktism.

### **Unit IV Ancient Art and Architecture**

- Proto-historic Architecture- Vedic Architecture, Harappan Architecture and town planning
- Mauryan Architecture: Royal Architecture mentioned by Megasthenese, Mauryan Pillars and Caves
- Rock Cut Architecture: Buddhist Viharas and Chaityas, Jain and Brahmanical Rock-cut Architecture
- Stupa Architecture: Origin & Main Components of Stupa - Sanchi stupa, Bharhut, Amravati, Dhameka,(Sarnath), Dharmarajika(Taxila)

### **Course Outcomes:**

- Understanding of the socio-economic conditions during ancient India.
- Examining the role of women in society and status of education
- Understanding of the various socio-cultural changes that came from harappan age to Vedic age and thereafter
- Understanding the art and architecture in ancient India.

### **Text Books:**

- A.L. Basham Cultural History of India. 1975. Bombay
- A.L. Basham ,The Wonder that was India, 1954, New York
- P.N. Prabhu Hindu Social Organization, 1972. Bombay
- D.R. Bhandarkar Ancient History of India 1977, Delhi

### Reference Books:

- U.N. Ghoshal Studies in Indian History and Culture, 1975, Bombay
  - L. Rai Kshatriya Samaj Ka Aithhasik Anushulam, 1993, Varanasi
- 
- Agrawala, Vasudeva. S Indian Art, Varanasi, 1965.
  - Brown, Percy Indian Architecture (Buddhist and Hindu Period), Bombay 1971.
  - Dehejia, Vidya Early Buddhist Rock Temples: A Chronological Study, London, 1972.
  - The Art of Ancient India (Buddhist, Hindu, Jain), Tokyo, 1985.
  - Buddhist Monuments, Calcutta, 1980. Chapter: II

### Online Links for Study and Reference Materials:

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **SEMESTER-III**

### **Society, Culture and Religion in Medieval India**

**Course Code:** MAH301B

**Course Name:** Society, Culture and Religion in Medieval India

**Course Credit :** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

To enable students to understand the Social and Economic developments in the Medieval India and to know what cultural changes took place and how Indians faced the challenges. This will help student to understand the evolution of society and religion in India in a better way.

#### **Course Description:**

The Course intends to cover the socio-economic conditions during Medieval India. This covers the topics like role of slaves and women in society and status of education. It also explores the various socio-cultural changes that came from Sultanate to Mughal age and thereafter. It also covers the art and architecture in medieval India.

#### **Course Contents:**

##### **Unit I                      Indian society in Early Thirteen Century.**

- Hindu-Muslim relations under the Delhi Sultanate and Mughals
- Position of Ulema
- Relations with Ulemas and Kingship
- Women and Slaves.

##### **Unit II                      Spiritual Movements and rise of various Sects**

- Bhakti Movement. Ramanand, Kabir, Nanak, Chaitanya, , Tulsidas Gyaneshwar and Tukaram.

- Sufism- definition and growth sufi-silsilas, Chisti; Suhrawadi, Qadri and Naqsbandi and Firdausia
- Relationship and differences between Bhaktism and Sufism
- Legacy of Bhaktism and Sufism

### Unit III

#### Education and Literature in Medieval India

- Impact of Hinduism and Islam on each Other
- Interaction between Bhakti and Sufi Saints and Yogic Traditions.
- Education and Literature, Persian, Hindu/Urdu, Sanskrit, Bengali, Marathi.
- Legacy of Medieval Literature

### Unit IV

#### Art and Architecture in Medieval India

- Main Features of Art & Architecture under Rajputs
- Art and Architecture under Delhi Sultanate
- Art and Architecture under Mughals.
- Mughals and Rajput Paintings.

#### Course Outcomes:

- Understanding of the socio-economic conditions during medieval India.
- Examining the role of slaves and women in society and status of education
- Understanding of the various socio-cultural changes that came from sultanate age to Mughal age and thereafter
- Understanding the art and architecture in medieval India.

#### Text Books:

- Basham, A.L., Cultural History of India, (ed.) OUP, New Delhi, 1975, Chapter XVII, 'The Muslim ruling Dynasties'.
- Basham, A.L., The Wonder that Was India.
- Brown, Percy, Indian painting under the Mughals, Oxford, 1924.

#### Reference Books:

- Ahmad, Aziz, Studies in Islamic Culture in the Indian Environment, Oxford, 1964.

- Ashraf. K.M. Life and Conditions of the People of Hindustan (1200-1350). 2<sup>nd</sup> Edition, Munshiram Manoharlal, New Delhi, 1970.
- Banerjee, Ani Chandra, The State and Society in Northern India, 1206-1526, K.P. Bagchi and company, Calcutta, 1982.
- Brown, Percy, Indian Architecture (Islamic Period), Bopmbay, 1981.
- Chandra, Satish, medieveal India: Society the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies. The Rajputs and The Deccan, New Delhi,
- Chatterjee, S.K., Language and Literature of Modern India. Calcutta, 1963.
- Eaton, Richard M. The Rise of Islan and the Bengal Frontier, 1204-1760.
- comparative Studies on Muslim Societies, 17. Berkeley: University of California Press, 1993.
- Habib, Muhammad, and K.A. Nizami,
- Nizami, the Comprehensive History of India, vol. v., the Delhi
- Sultanate (AD 1206-1526), Peoples Publishing House, Bombay, 1970.
- Habib, Muhammad Politics and Society during the Early Medieval Period. edited
- by K.A. Nizami, Delhi.
- Hussain, Yusuf, Glimpses of Medieval Indian Culture. Asia Publishing House
- Bombay, 1970.
- Karim, A., Society and Cu;lture in Medieval India, Calcutta, 1969.
- Koch, Ebba, Mughal Architectures: An Outline of its History and
- Development 526-1858), Munich, 1991.
- Nath R., Some Aspects of Mughat Architecture, Delhi, 1976.
- Rashid, A., Society and Culture in Medieval India (1206-1556), Firma K.J.
- Mukhopadhyay, Calcutta. 1969.
- Rizvi. Saiyd Athar Abbas.
- A History of sufism in India, 2 vol., Delhi Munshiram Manoharlal
- Publishers Pvt. Ltd., 1978.
- Srivastava. A.L.,
- Medieval Indian Culture, shiva Lal Agarwal and Company. Agra
- 1940.
- Tarachand, Influence of Islam on Indian Culture. Allhabad, 1943.



**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER-III

### Society Culture and Intellectual Developments in Colonial India

**Course Code:** MAH301C

**Course Name:** Society Culture and Intellectual Developments in Colonial India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### Course Objectives:

To enable students to understand the Social and Economic developments in the British India and to know what cultural changes took place and how Indians faced the challenges. This will help student to understand the Independent India better.

#### Course Description:

The Course intends to cover the socio-economic conditions during 18-19<sup>th</sup> century India. This period is generally called as colonial period or the British India. Lot of intellectual movements started during this time and lot of concepts like British orientalism and Indian Intelligentsia is still a topic of great research in Indian history. There were many changes in the economic scenario like commercialization of agriculture, and theories like Drain of Wealth which are discussed in detail. The growth of western education is dealt in detail. The course also discusses the rise of new literary forms in India and various socio-religious reforms and acts like Sati Abolition and Widow Remarriage. There were many Religious Revivalism reforms which are also explored.

#### Course Contents:

##### Unit I European Encounter with Indian Society

- India at the time of British Conquest: Social & Cultural Contours
- Social Condition in India at the eve of British Conquest
- Understanding India: Orientalists, Evangelists and Utilitarians
- Legacy of Orientalists, Evangelists and Utilitarians

##### Unit II Debates on Education and its Social Implications

- Debates on Education Pertaining to Purpose, Language, Content,
- Reach

- Education Enterprise: State, Missionaries, Local Efforts
- Indian Intelligentsia and their Contributions
- Ideas and Initiatives: The Young Bengal Movement, Brahmo Samaj, Prarthna Samaj, Arya Samaj, Rama Krishna Mission, Aligarh Movement, Parsi and Sikh reform movements
- Social Reform Movements: Scope and Limitations

### Unit III Issues of Identities: Caste, Class, Gender, Religion

- Caste: Community Consciousness and Caste Associations: Jyotiba Phule and Satyashodhak Samaj; Narayan Guru and Sri Narayana Dharma Paripalan Yogam
- Ambedkar and formation of Depressed Class Associations
- Class: Rise of Middle Class and its impact on Nationalism & Social Change
- Gender: Women's Question in 19<sup>th</sup> Century: Debates in the context of Sati. Widow Remarriage, Age of Consent
- Religion: Religious Revivalist Movements: Wahhabi, Deoband & Arya Samaj.

### Unit IV Era of Associations, Press and Cultural Trends & Architecture

- Rise & Impact of Indigenous English and Vernacular Press (With special reference to Hindi and Urdu Press)
- Press Acts in Colonial India
- Formation of Language and Literary Associations (With special reference to Bengali, Hindi & Urdu Literary Associations)
- Colonial Art and Architecture in India.

### Course Learning Outcomes

- An in-depth understanding of the socio-economic condition during 18-19<sup>th</sup> century in India.

- Understanding of the concepts like British orientalism and Indian Intelligentsia
- Deep understanding of the rise of western education in India.
- Critical understanding of the economic scenario like commercialization of agriculture, and theories like Drain of Wealth.
- Understanding of the rise of new literary forms in India and various socio-religious reforms and acts like Sati Abolition and Widow Remarriage.

### **Text Books:**

- Modern India (Macmillan) SumitSarkar
- India's struggle for independence - Bipin Chandra
- Modern India – SumitSarkar
- Makers of Modern India- Ranchandra Guha

### **Reference Books:**

- Amiya Bagchi, Social and religious reform: the Hindus of British India. OUP, 2003.
- Amrit Rai , A House Divided: the Origins & Development of Hindu- Urdu, Delhi.
- Anil Seal The Emergence of Indian Nationalism. Cup, 1968.
- Barbra D Metcalf Islamic Revial In British India: Deoband 1860-1900. Princeton University Press, 1982.
- B.B. Mishra The Indian Middle Classes: Their Growth in Modern times Rept OUP 1983.
- C.A.Bayly Empire & information intelligence Gathering & social communication in India 1780-1870. CUP. 1999.
- Charles H. Heimsath, Indian Nationalism and Hindu reform. Princeton 1964.
- Christopher King One Language. Two scripts: the Hindi Movement in 19<sup>th</sup> Century North India OUP India 1999.3
- David Kopf British Orientalism and the Bengal Renaissance, Calcutta. 1969.
- Eric Stokes The English Utilitarians & India. OUP. 1959.
- Geraldine Forbes Women in Modern India. Cambridge University press. 1996.
- Gauri Vishwanathan
- Masks of Conquest: Literary Study and British rule in India. New York. 1989.

- Kenneth W. Jones Socio- Religious Reform Movements in British India, Cambridge U Press 1994.
- K.N. Panikkar Culture, Ideology and Hegemony: Intellectuals & Social Consciousness in Colonial India, Tulika, 1995.
- ..... Colonialism, Culture and Resistance, OUP, 2008
- K. Sangari & S Vaid Recasting Women: Essays in Colonial History, Kali for Women, 1989.
- M.A. Laird Missionaries & Education in Bengal. Clarendon Press. Oxford. 1972.
- Nadir Ali Khan History of Urdu Journalism 1822-1857. Delhi, Idarah-i-Adabiyat-i-Dilli, 1991.
- Partha Chatterjee The Nation & its Fragments: colonial and post colonial H. Istories. Oup. 1995.
- Ravinder Kumar Essays in the social history of modern India.. OUP, 1983.
- Ralph Russell The pursuit of Urdu literature: A select history. Zed Books, 1992

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **SEMESTER-III**

### **Economic Life and Institutions in Ancient India**

**Course Code:** MAH302A

**Course Name:** Economic Life and Institutions in Ancient India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

The paper is aimed to acquaint the students with details of economic history of India. It is proposed to cover various aspects of economic ideas and economic life in ancient India. History stands as a beacon of hope when some nation is overcast with dark clouds. This Paper is extremely necessary for completing the political and social sciences which are still in the making. History supplements them by a study of the development of these phenomena in time.

#### **Course Description:**

The course explores the details of economic history of India. It is proposed to cover various aspects of economic ideas and economic life in ancient India. To have an understanding of the economic life in ancient India including transportation and understand the various mode of exchange and import and export duties. It also attempts to explore the various administrative measures and checks and balances in ancient India.

#### **Course Content:**

##### **Unit-1: Ancient Indian Institutions**

- Sources to know about economic history of Ancient India
- Agriculture
- Industries
- Craftsmen and labour force

### **Unit-I: Trade and Transport of Ancient India**

- Modes of Transport and *Sarhvah*
- Trade-routes
- Important Trading Centres
- Rise of Ports

### **Unit-III: Economic Life and Trade**

- Trade and Commerce – Inland Trade, Maritime Trade
- Import and Export
- Economic progress in Mauryan Period
- Economic progress in Gupta and Post-Gupta Period

### **Unit-IV: Monetary Activities**

- Corporate Activities-guilds
- Development of Textiles and Handicrafts
- Feudal Economic System
- Credit, Currency and Banking System

### **Course Outcomes:**

- To have an understanding of the economic life in ancient India.
- To understand the various mode of exchange and import and export duties
- To understand the various administrative measures and checks and balances in ancient India.

### **Text Books:**

- Majumdar, R.C. Corporate Life in Ancient India, Calcutta, 1922
- Majumdar, R.C.(Ed.) Comprehensive History of India, Vol. III, Pt. II. Bombay, 1973
- Sarthavaha, Patna, 1953.
- Trade and Trade Routes in Ancient India, Delhi, 1977

### **Reference Books:**

- Buch, M.A. Economic Life in Ancient India, Allahabad, 1979

- Gopal, Lallanji Economic Life in Northern India (700 to 1200 A.D.), Delhi 1965
- Maity, S.K. Economic Life in North India in the Gupta Period, Calcutta. 1970
- Saletore, R.N. Early Indian Economic History. Bombay 1973
- Srivastava, Balram, Trade and economics in ancient India
- Contribution to the history of revenue system U.N. Ghosal
- Agrarian system in ancient India U.N.Ghosal
- Studies in early Indian economic history of early India R.S. Sharma
- Revenue system in post Mourya and Gupta times D.N. Jha
- Bhartiya Vyapar ka Itihaas (Hindi) K.D. Bajpeyee
- Economic history of northern India P. Niyogi
- Trade and economics in ancient India Balram srivastava
- Economic history of ancient India S.K. Das

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**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60



## **SEMESTER-III**

### **Aspects of Economic Life in Medieval India**

**Course Code:** MAH302B

**Course Name:** Economic Life and Institutions in Ancient India

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

The paper is aimed to acquaint the students with details of economic history of Medieval India. This Paper is extremely necessary for completing the political and social aspects of medieval age which would supplement the study of the development of these phenomena in current times.

#### **Course Description**

The course explores the details of economic history of medieval India. It is proposed to cover various aspects of economic ideas and economic life in medieval India and develop and understanding of the ways of transportation and understand the various mode of exchange and import and export duties. It also attempts to explore the various administrative measures and checks and balances in medieval India.

#### **Course Content:**

##### **Unit- I Indian Economy and Society on the Eve of Ghori's Conquest:**

Nature of Indian Feudalism: Sub-infeudation; Serfdom, Extraction of Surplus in Kind, Force Labour (Vishti).

Decline of Trade, Paucity of Coins, Urban Decay.

##### **Unit- II- Economy under Delhi Sultanate: Means and Methods of Cultivation**

and Irrigation; Agricultural Production, Allauddin Khalji's Economic

Measures.

**Revenue Assignment during the Sultanate Period:** Evolution of *Iqta* System under Delhi Sultanate; *Wajh* assignments, *Khalisa*; *Iqta* holders and Revenue Grants. Position of Peasants and Changing Nature of Indian Villages.

**Unit- III- Economy under Mughal Empire:** Mansab and Jagir, Jagir, Transfer and their Consequences.

Zamindar: Right to Land and relations with Peasants and State; Land Revenue; Size and Methods of Assessment and Collection.

**Unit-IV Growth of Commerce and Crafts:** Long Distance Trade and Trade between Town and Country. Technological Changes: textile, Crafts, Karkhanasa, Seri Culture, Geared Water Lift.

**Money and Credit:** The Sarrafs, Bill of Exchange, Insurance, Banking. Interest Rates etc

**Course Outcomes:**

- To have an understanding of the economic life in medieval India.
- To understand the various mode of exchange and import and export duties
- To understand the various administrative measures and checks and balances in ancient India.
- To understand various agrarian and market reforms under sultanate and Mughal age.

**Text Books:**

- Medieval India - Volume I Satish Chandra ,Medival India - Volume II Satish Chandra
- The Agrarian System of Mughal India 1556-1707 IrfanHabib
- Abdul, Aziz, The mansabdari system and the Mughal Army, Delhi, 1972.
- Ali, M. Athar, Mughal Nobility under Aurangzeb, Bombay, 1966, reprint, 1970.

**Reference Books:**

- Asharf, K.M., Life and conditions of the people of Hindustan (1200-1550), Reprint, Delhi, 1969

- Banerjee, Anil Chandra, The state and society in Northern India, 1206-1526, K.P. Bagchi and Company, Calcutta, 1982.
- Chablani, H.L., Economic condition of India during the 16<sup>th</sup> century, Delhi, 1929.
- Chandra, Satish, Essays in Medieval Indian economic history, New Delhi, 1987.
- Chandra, Satish, Medieval India: Society, the jagirdari Crisis and the village, Delhi, 1981.
- Chandra, Satish, Parties and Politics at the Mughal Court, 1707-1740, New Delhi, 1979.
- Chandra, Satish; J.S. Grewal and Irfan Habib, Akbar and His Age: A Symposium, Social Scientist, vol. 20, No. 9/10. Sep-Oct., 1992.
- Chaudhary, Tapan Ray and Irfan Habib, A Cambridge Economic History of India, vol. I Cambridge University Press, 1982.
- Farooqui, A.K.M., Roads and communication in Mughal India, Delhi, 1977.
- Gopal, L., The Economic Life of Northern India, Varanasi, 1965.
- Habib, Irfan (Ed.) Medieval India-I: Researches in the History of India 1200-1750, Delhi, 1992.
- Habib, Irfan 'The Price Regulations of Alauddin Khalji- A Defence of Zia Barani, IESHR, 21, 4, 1984.
- Habib, Irfan The Agrarian System of Mughal India 1556-1707. First published in 1963 by Asia Publishing House. Second, extensively revised, edition published in 1999 by Oxford University Press.

- Habib, Irfan The economic history of medieval india: A survey Tulika Books, 2001.
  - Byres, T.j., and Harbans Mukhia, (Ed.) Feudalism and non-European societies, London, 1986.
  - Khan, A.R., Chieftains in the mughal empire during the reign of Akbar, Shimla, 1977.
  - Kumar Dharma, (Ed.) The Cambridge Economic history, of India, 1757-1970. vol.II. Cambridge, 1982.
  - Moosvi, Shiree, The economy of the mughal empire, OUP, New Delhi, 1987.
  - Moreland, W.H., Agrarian system of moslem India, Cambridge, 1929.
  - Moreland, W.H., from akbar to Aurangzeb: A study in economic history, London, 1923.
  - Moreland, W.H. India at the death of Akbar: An economic study, London, 1920.
  - Naquvi, H.K., Urban centres and Industries upper india 1552-1803. Bombay, 1960.
  - Nonaji, D.R., Slavery in Medieval India, University of Bombay, 1933.
  - Qureshi, I.H., The administration of the Mughal Empire, Karanchi, 1966.
  - Richards, Joh, F., (ed.) The imperial monetary system of Mughal India, Delhi, 1987.
  - Sharma, R.S., Indian Feudalism, 300-1200, Calcutta, 1965.
  - Siddiqui, N.A., Land Revenue administration under the Mughals, 1700-1750, Bombay, 1970.
  - Tripathi, R.P., Some aspects of Muslim administration, Allahabad, 1986.
  - Yadav, B.N.S., society and culture in north India in the Twelfth century, Allahabad, 1973.
-

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## **SEMESTER-III**

### **Colonial Economy of Modern India**

**Course Code:** MAH 302 C

**Course Name:** Colonial Economy of Modern India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

This course studies some of the most significant aspects of the Indian economy under British rule from the mid-18th to the mid-19th century. It introduces students to fundamental economic changes that were brought about by colonialism during this period in the world of agriculture, weaving, trade and finance, labour and law.

#### **Course Description:**

The economic system formulated by the British to draw upon the natural resources of the Indian Subcontinent. Learn more in: Exploring Landscapes in Regional Convergence: Environment and Sustainable Development in South Asia. This course covers Indian Economy in the middle of 18th Century, Permanent, Mahalawari, Raiyatawri, Malguzari and Talukdri revenue settlements and their socio-economic consequences, agriculture policy, Irrigation system, famines and consequences and Famine commissions. Drain of Wealth during the first half of 19th Century.

#### **Course Contents:**

##### **Unit I Economic history/Economic method**

- Smith and Marx, Hayek and Polanyi
- The Industrial Revolution - The Indian sub-continent in The Great Divergence Debate
- The Long 18th Century: Trade and Conquest, Maritime laws and Maritime Trade

- History and the Nature of the East India Company – Oceanic Trade Across the Indian Ocean and Regional Formations

## **Unit II      Sovereignty, Land Revenue and Property**

- “Proprietary right” - The Permanent Settlement
- Baramahal – Mirasidars
- Jagir - The Raiyatwari and Other Settlements
- The “Tribal” Question – Western and Central India - Jangal Mahals – “North East Frontier

## **Unit III    Colonial Financial, Monetary and Economic Policy: Determinants.**

- Commercialization of agriculture; Drain of Wealth during the first half of 19<sup>th</sup> Century.
- Changing Patterns of External Trade-Britain, India and the World Trade
- Indian Economy between the Great Wars: Tariff protection and The Great Depression
- Approaching the Study of Poverty and Famines; Currency, Banking and Finance

## **Unit IV      Economic history and    Caste**

- Issue of Political Resistance
- Issue of addresses Caste
- Tribal issues
- Recent literature on the position of the Indian subcontinent in the global economy of the 18th century.



## Course Learning Outcomes

- To familiarize student about the history Colonial Economy of Modern India.
- To develop an understanding of the various aspects and facts of colonial economy and its social impact.
- To acquaint students with the various incidents happened during the early 20<sup>th</sup> century in colonial India.
- To make students economic developments of British administration.

## Text Books:

- Kumar, Dharma. Ed. (1983). Cambridge Economic History of India Vol. II, Cambridge, University Press.
- Habib, Irfan. (1985). “Studying a Colonial Economy without Perceiving Colonialism”, MAS. Vol. 19, 3.
- Guha, Sumit. (2015). Beyond Caste, Identity and Power in South Asia, Leiden, Brill,

## Reference Books:

- Hayek, Fredrick. (1994). Road to Serfdom, Chicago: University of Chicago Press [Chapters 3 – 7]
- Polanyi, Karl (1963) The Great Transformation, Boston: Beacon Press
- Parthasarathi, Prasannan. (2011). Why Europe Grew Rich and Asia Did Not, Cambridge: Cambridge University Press [Chapters 1-4]
- Perlin, Frank. (1983). “Proto-Industrialization and Pre-colonial South Asia” Past and Present No. 98
- Gupta, A.D. (2001). The World of the Indian Ocean Merchant, New Delhi: Oxford University Press, [Part I]
- Prakash, Om. (2004). Bullion for Goods, New Delhi, Manohar [Selections]

- Chaudhuri, Sushil. (1996). *From Prosperity to Decline*, New Delhi: Manohar.
- Arasaratnam, S. (1980). "Weavers, Merchants and Company: The Handloom Industry in Southeastern India 1750-1790", IESHR, Vol. 17, 3.
- Wink, Andre. (1986). *Land and Sovereignty in India*, Cambridge, Cambridge University Press.
- Guha, Ranajit . (1963). *A Rule of Property in Bengal: An Essay on the Idea of Permanent Settlement*, Paris: Mouton.
- Stokes, Eric. (1959). *English Utilitarians and India*, Oxford: Clarendon Press
- Stein, Burton. (1990). *Thomas Munro: The Origins of the Colonial State and his Vision of Empire*, New York: Oxford University Press.
- Stein, Burton. (Ed.). (1992). *The Making of agrarian policy in British India 1770-1900*, Delhi: Oxford University Press.
- Siddiqi, Asiya. (1973). *Agrarian change in a Northern Indian State: Uttar Pradesh, 1819-1833*, Oxford: Clarendon Press.
- Misra, Sanghamitra. (2018). "The Sovereignty of Political-Economy", IESHR, Vol. 55, 3
- Gadgil, Madhav and Ramachandra Guha. (1993). *This Fissured Land*, Delhi: Oxford University Press.
- Chaudhury, B.B. (1964). *Growth of Commercial Agriculture in Bengal 1757-1900*, Calcutta, Indian Studies Past and Present
- Amin, Shahid and Marcel van der Linden. (Eds.) (1997). "Peripheral Labour", in *Studies in the History of Partial Proleterianization*, Cambridge: Cambridge University Press. Anderson, Clare. (2003) "The Execution of Rughobursing: The Political Economy of Convict Transportation and Penal Labour in Early Colonial Mauritius". *Studies in History*, 19 (2), pp. 185-197.
- Richards, J. F. (1981) "The Indian Empire and Peasant Production of Opium in the Nineteenth Century." *Modern Asian Studies*, Vol. 15, no.1, pp: 59-82.
- Shahid Amin. (1982). "Small peasant commodity production and rural indebtedness: The culture of sugarcane in Eastern UP, c. 1880-1920" in *Subaltern Studies*, Vol.1, pp 39-87.

- Neeladri Bhattacharya,(2018) *The Great Agrarian Conquest :Colonial Reshaping of a Rural World*. Ranikhet, Permanent Black, Chapters 1, 9and 10.
- Roy, Tirthankar. (1993). *Artisans and Industrialization: Indian Weaving in the Twentieth Century*. Delhi: Oxford University Press. Introduction, Chapter 1, 3, 5 and 8.
- Guha, Sumit. (1989). "The Handloom Industry of Central India: 1825-1950." *The Indian Economic & Social History Review*. Vol. 26, No. 3: 297-318.
- Chakrabarty, Dipesh. (2000). *Rethinking Working-class History: Bengal, 1890 to 1940*. Princeton, NJ: Princeton University Press. Introduction.
- Bagchi, Amiya Kumar. (2000). *Private Investment in India 1900-1939*. London: Routledge, Chapter 1, 2, 7 and 14.
- Chatterji, Basudev. (1992). *Trade, Tariffs, and Empire: Lancashire and British Policy in India, 1919-1939*. Delhi: Oxford Univ. Press. Chapter 1, 2, 4, and 8.
- Balachandran , G , *John ullion’s Empire: ritain’s Gold Pro lem and India et een the Wars* ,London, Routledge, Chapters 1, 2, 4 and 7.
- Stokes, Eric. (1986). *Peasant Armed*, Oxford: Clarendon. Guha, Ranajit .(1983). *Elementary Aspects of Peasant Insurgency*, Delhi: Oxford University Press.
- Kaviraj, Narahari. (1972). *A Peasant Uprising in Bengal, 1783*, Delhi: Peoples Publishing House. Wilson, Jon (2005). “A Thousand Countries to go to” *Past and Present*, 189, pp. 81-109
- Mukhopadhyay, Bhaskar. (1995). “Orientalism, Genealogy and the Writing of History: The Idea of Resistance to Silk Filature in Eighteenth Century Bengal” *Studies in History* Vol. 11, 2.
- Washbrook, David. (1993). “Land and Labour in Late 18th century South India” in Peter Robb (Ed.). *Dalit Movements and Meanings of Labour in India* Delhi: Oxford University Press.
- Irschick, Eugene. (1982). “Peasant Survival Strategies and Rehearsals for rebellion in Eighteenth Century South India” *Peasant Studies*, 9, no. 4., pp. 215-41
- Viswanathan, Rupa. (2015). *The Pariah Problem*, Delhi, Navayana Publishers, [Chapters 1,2]

- Chaudhuri, B.B. Ed. (2004) Tribes, Forests and Social Formation in Indian History, Manohar, Delhi [Selections]

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER-III

### Ancient Indian Historiography and Sources

**Course Code:** MAH303A

**Course Name:** Ancient Indian Historiography and Sources

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

To orient students with the development of the sources of Ancient Indian History. This is also to enable students to understand the importance of archaeological and literary sources to reconstruct the ancient Indian history.

#### **Course Description:**

The course explores to understand the various ways history has been written and interpreted for ancient Indian themes. The different schools of historiography have been discussed. It also explores the richness and significance of archaeological and literary sources in studying ancient Indian history.

#### **Unit I Introduction to Historiography**

- Different Schools of Historiography
- Historians and Historiography
- Recent Trends in Historiography
- Nature of Source material for the reconstruction of Ancient Indian
- History

#### **Unit II Literary Sources**

**Epics**-Ramayan & Mahabhart and Puranas  
Relevance of Epics  
Other Literary Sources  
**Significance of Literary sources**

### **Unit III Archaeological Sources:**

- Ashok's edict-rock and Pillar Inscriptions
- Allahabad Pillar Inscription.
- Junagarh inscription of Rudradaman
- Bhitari Inscriptions of Skandgupta.
- South Indian Inscriptions

### **Unit IV Coinage and Seals**

- Indo-Greeks
- Gupta, Kushans and Satvahnas.
- **Foreign Account:** Account of Megasthenese. Fa-hiean Hieun-Tsang.
- Alberuni
- South Indian Numismatics

### **Course Outcomes:**

- To understand the various ways history has been written and interpreted for ancient Indian themes.
- To study different schools of historiography
- To richness and significance of archaeological and literary sources in studying ancient Indian history.
- To understand the importance of coins and inscriptions as important source of ancient Indian history

### **Text Books:**

- D D Kosham Indian Numismatics.
- P L gupta, Coins.
- J Allen, Catalogue of coins in the British Museum.
- Satya Shrava, The Kushana Numismatics.
- Percy Gardner, A history of Indian Coinage

### **Reference Books:**

- Kanailal Hazra Buddhism in India as Described by the Chinese Pilgrims.
- Beal, Samuel Buddhist records of the Western World.
- J W McCrindle Ancient Indian as described by Megasthenes and Arrian.
- E Hultzsch Corpus inscriptionum indicarum vol.I.
- V V Mirashi Inscriptions of the Satavahanas and western Kshatrapas.

- J F Fleet Corpus inscriptionum Indicarum, Vol.3.
- T V Mahalingam Inscription of the Pallavas.
- M. S. Vatsa, Excavations at Harappa.
- Sir Mortimer Wheeler The Indus civilization.
- S R Rao Excavation of Dwarka.

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **Medieval Indian Historiography and Sources**

**Course Code:** MAH 303B

**Course Name:** Medieval Indian Historiography and Sources

**Course Credit:** 4

**Total Contact Hours:** 60hrs

### **Course Objective:**

To orient students with the development of the Medieval Indian Historiography and sources and various debates regarding it. This is also to highlight the importance of foreign accounts and court writers in medieval India.

### **Unit I Introduction to Historiography**

- Different Schools of Historiography
- Problem of Medieval Indian Historiography
- Impact of Arab and Persian Traditions
- Development of Indo-Persian Historiography

### **Unit II Broad Trends in the Writings**

- Ziauddin Baranasi (Tarikh-Firozshahi and Fatwa- i-Jahandari)
- Hasan Nizami (Taj-ul-Maasir)
- Minhaj-us-Siraj (Tabaqat-i-Akbari) and their approach to History.

### **Unit III**

- Amir Khusrau (Qiran-us-Sadain, Tarikh-i-Alai and Khazain-ul-futuh)
- Yahya Bin Ahmad Sirhindi (Tarikh-i-Mubarak Shahi) as a Historian of Sultanate
- Sufi Literature as a Source of History Writing



#### Unit IV Autobiography as a Source of History

- Tuzuki-i-Babari and Tuzuki-i-Jahangiri
- Abul Fazl's Approach to History- Akbar nama and Abdul Qadir Badauni's
- Mantakhab-ut-Tawarikh as a Source of History
- Brief Survey of Historians of Shah Jahan and Aurangzeb's Reign

(Muntakhab-ub-Lubab), Abdul Hamid Lahori (Padshah Nama), Bhimsen (Nuskha-i-Dilkusha) and Shah Nawab Khan (Maasir-i-Alamgiri)

- Travellers accounts as Sources of History: Ibn-i-Batuta Manucci, Bernier, Travenier.

#### Reading List

- Banerjee, Shefali, Madhdhyugin Itihaskar Awam Itihas Lekhan, Varanasi.
- Barani, Ziauddin, Fatwa-i-Jahandari, translated by Muhammad Habit and affar
- Umar Salem Khan under the title: The political theory of the Delhi sultanate, Kitab
- Mahal, Allahabad.
- Barani, Ziauddin Tarikh-i-Firoz Shahi, Calcutta, 1860-62.
- Bhardwaj, Pravesh, Barat ke Itihaskar, Varanasi, 2005.
- Bhimsen, Nuskha-i-Dilkusha, Eng. Tr. By J.N. Sarkar, Archives Dept. Maharashtra.
- C.H. Philips,.....Historians of India. Pakistan and Ceylon, OUP, London 1961.
- E.Sreedhraran.....A Text book of Historiography 500 B.C. to 2000 A.d. Orient Longman, 2005.
- Elliot and Dawson (ed.) History of India as told by its own historians, VIII vols, London, 1866-1877, Reprint by low price edition, New Delhi. Khusaru, Amir Qiran-us-Sadain, Ed. Muhammad Ismail, Aligarh, 1918.
- Khusaru, Amir, Tarikh-i-Alai or Khajan-ul-Futuh, Madras 1931.
- Khusaru, Amir, tughlaqnama, ed, Syed Hashim Faridabadi, Aurangabad, 1033HA.
- Lahori, Abdul Hamid, Padshahnamah, Ed. By M Kabiruddin and M.A. Rahman, 2 vols., Calcutta, 1862-72.
- Lunia. B.N., some historians of Medieval India, Agra, 1969.

- Mukhia, Harbans, *Historian and Historiography during the Reign of Akbar*, Delhi, 1976.
- Nizami, Hasan, *Taj-ul-Maasi*, Tr. S.H. Askari, Patna.
- Nizami, K.A., *On history and historians of Medieval India*, Delhi, 1983.
- Rizvi, S.A.A., *Religion and intellectual history of the Muslims in Akbar's reign with special reference to Abul Fazl (1555-1606)*, New Delhi, 1975.
- Rizvi, Saiyd Athar Abbas. *A history of Sufism in India*. 2 vols., Delhi: Munshiram manoharlal Publishers Pvt. Ltd. 1978.
- Sarkar, Jahgdish Narain, *history of history writing in medieval india: contemporary historians*, Calcutta, 1977.
- Schimmel, Annemarie *Islam in the Indian subcontinent*, handbuchder Orientalistik IV.3. Leden: E.J. Brill, 1980.
- Sharma, Tej Ram, *The Concept of History*, Varanasi, 1987.
- Sharma, Tej Ram, *Historiography: A history of historical writings*, New Delhi, 2005.
- Singh, Pradyumna, *Muslim rule in India: Assessment of some modern historians*, Varanasi, 1987.
- Siraj, Minhaj-us-Siraj, *Tabaqat-i-Nasiri*, ed. William Lees and m. Raverty, 1873-81.
- Sirhindi, Yahya Bin Ahmad, *Tarikh-i- Mubarak Shahi*, Ed.M. Hidayat Husain, Calcutta, 1931.
- Srivastava, S.K., *Sir Jadunath Sarkar: the historian at work new delhi*, 1989.
- Tarachand, *influence of Islam on Indian culture*, Allahabad, 1943.
- Tarachand, *Society and society and state in medieval India*, Faridabad, 1961.
- Taverinier, J.B., *Travels India Translated from the original French edition of 1676*

## **SEMESTER-III**

### **Historiography of Modern India**

**Course Code:** MAH 303 C

**Course Name:** Historiography of Modern India

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

A conceptual investigation into the nature of historiography and historical practice, this course takes as its point of departure a debate that has emerged within modern Indian historiography on the nature of the historical enterprise and its relationship with modernity. The two key threads to be pursued are (1) historical practice via the questions around epistemology and narrative; differences and continuities between the pre-modern and the modern, and (2) Historical practice and its relationship to collective and personal agency, and the constitution of 'political' consciousness. Arguments from different historical traditions will be analysed to address these problems. To orient students with the development of the Modern Indian Historiography and sources and various debates regarding it. This is also to highlight the importance of different views of historians in establishing the historical facts and be able to analyse the origin of current political scenario in India.

#### **Course Description:**

The historiography of India refers to the studies, sources, critical methods and interpretations used by scholars to develop a history of India. In recent decades there have been four main schools of historiography in how historians study India: Cambridge, Nationalist, Marxist, and subaltern. Modern historiography raises the question of race and gender. Women representation in the contemporary historiography.

## **Course Contents:**

### **Unit I Introduction to Historiography**

- Positivist Tradition, Auguste Comte and the Positivist Philosophy, Empiricist Tradition, Rankean Tradition, Positivist / Empiricist View of History
- Marx's Developing Ideas, Marx and Contemporary History, Classical Marxism and its Tradition
- The Annales School of historiography, Social and Intellectual Context, Foundation of the Annales
- New Trends in Historiography

### **Unit II Different schools of Historiography**

- Colonial Historiography
- Nationalist Approach
- Communalist Trends
- Marxist Approach
- The Cambridge School
- Post modernism

### **Unit III Approaches and Themes in Indian Historiography**

- Economic History
- Peasantry and Working Classes
- Caste and Tribe
- Religion and Culture

### **Unit IV Gender and Race in Historiography**

- Narration of Power
- Women in modern historiography

- Concept of Race
- Indian ideas of Race

### **Course Learning Outcomes**

- To familiarize student about the history of historiographical trend of modern India.
- To develop an understanding of the various aspects and facts of our modern thinkers and intellectuals.
- To acquaint students with the various Historical Writings on Economic History of Colonial India
- To make students value the current monumental, cultural and literary heritage of India which has been conceptualised and created by Liberal Utilitarians, Administrative Historians etc.

### **Text Books:**

- R.C. Majumdar (1970). *Historiography in Modern India: 18th and 19th Centuries*, Heras institute of history and culture. Mumbai.
- Eric Stokes. (1959). *The English Utilitarian and India*, Oxford.
- S.P. Sen (ed.) (1973). *Historians and Historiography in Modern India*. Calcutta.

### **Reference Books:**

- Koselleck, Reinhart. (2002). *The Practice of Conceptual History*, Stanford: Stanford University Press, [Chapters 4,10,13]
- Arendt, Hannah. (2006). "The Concept of History" in Hannah Arendt, *Between Past and Future*, New York: Penguin.
- Les Back and John Solomon (eds.), (2000). *Theories of Race and Racism: A Reader* (London and New York, Routledge.
- Franz Boas, (1874). *The Mind of Primitive Man*, (New York, The Macmillan C Charles Darwin, *The Descent of Man* (London, John Murray, 1890, second edition.

- A.H. Keane. (1908) *The World's Peoples: A Popular Account of Their Bodily and Mental Characters, Beliefs, Traditions, Political and Social Institutions*, London, Hutchinson and Co.,.
- Kenan Malik. (1996) *The Meaning of Race: Race, History and Culture in Western Society* London, Macmillan.
- Meena Radhakrishna, 'Colonialism, Evolutionism and Anthropology – A Critique of the History of Ideas 1850-1930', *Research in progress papers, History and Society*, Third series Number XIX, NMML, New Delhi, June, 1997.
- Nancy Stepan. (1989) *The Idea of Race in Science*, London, Macmillan.
- Deshpande, G.P. Ed. (2012). *Selected Writings of Jyotitao Pule* New York: Leftword Books.
- Ambedkar, B. R. (1989). *Who Were the Shudras*. V. Moon, (Ed.). *Dr Babasaheb Ambedkar: Writings and Speeches*, Vol VII, Bombay: Education Dept, Govt. of Maharashtra.
- Ambedkar, B.R. (1989). "Buddhist Revolution and Counter Revolution" V. Moon, (Ed.). *Dr Babasaheb Ambedkar: Writings and Speeches* Vol. III, Bombay: Education Dept, Govt of Maharashtra.
- Savarkar, V. D. (1969). *Essentials of Hindutva* Veer Savarkar Prakashan Nehru, Jawaharlal. (2004). *Discovery of India*, Delhi: Penguin [Selections]
- Benjamin, Walter. (1969). "Theses on the Philosophy of History" in *Walter Benjamin, Illuminations* New York: Schocken.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **SEMESTER-III**

### **RESEARCH METHODS AND TECHNIQUES**

**Course code: MAH304**

**Course Name: RESEARCH METHODOLOGY**

**Credits: 4**

**Total Contact Hours: 60 hrs.**

#### **Course Objective:**

- The course plan aims to provide exposure to the fundamentals of various research techniques and methods.
- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.
- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

#### **Course Description:**

This course is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. It will give students a general introduction to postgraduate research, its methodologies, its challenges and its organisation. Students will be introduced to a range of research tools and will be equipped to plan and organise their research design, as well as to communicate their findings. After giving basic introduction in under graduation, it gives advanced and in-depth knowledge about the applicability of research techniques to conduct real research.

### **Course Content:**

#### **Unit 1: Social Research**

- Concept, types and importance of research
- Problems of Objectivity
- Relationship Between Theory and Research
- Ethical issues and Concerns

#### **Unit 2: Basic Elements of Social Research**

- Formulating a Research Problem-- assumptions & characteristics
- Hypotheses-- Meaning, Importance, Types and Formulation
- Sampling-- Meaning, & Factors influencing sampling
- Types of Sampling methods

#### **Unit 3: Tools of Data Collection**

- Meaning and Nature of data—Primary & Secondary
- Methods of Data Collection- Experimental, Observational, Case study, Survey method—  
Interview & questionnaire
- Qualitative & Quantitative Data/research



- **Research Design: Meaning and Types of Research Designs**

#### **Unit 4: Test Construction & Measurement**

- **Testing—standardization and objectivity**
- **Reliability, Validity & Norms**
- **Steps in test development**
- **Measures of Central Tendency: Mean, Median and Mode & Standard Deviation**

#### **Course Learning Outcomes (CLO's):**

- CLO1. To sensitize the students towards the concept and pedagogy of social science research.
- CLO2. To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.
- CLO3. To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis the method of writing a scientific research document.
- CLO4. To equip the students for formulating and conducting a relevant research

#### ***Suggested Readings:***

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.

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

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

## SEMESTER IV

### **Maritime History of India: Overseas Trade from pre-Christian era to the end of 13<sup>th</sup> century**

**Course Code:** MAH401A

**Course Name:** Maritime History of India: Overseas Trade from pre-Christian era to the end of 13<sup>th</sup> century

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

To orient students with the development of maritime trade and overseas trade activities of Ancient Indian History. This is also to enable students to understand the importance of this trade and the developments related to it.

#### **Course Description:**

The course explores to understand the development of maritime trade and overseas trade activities of Ancient Indian History. The trading activities of Maritime trade between Rome and India-Scrabtrade between East Asia China and Trading. It further explores the trade activities of Satvahas and Cholas which is still considered as one of the mightiest in the world. It concludes with discussing the spice trade and how it changed the history of the world.

#### **Course Content:**

##### **Unit I Maritime Trade between Rome and India**

- **Sea trade between East Asia China**
- Trading emporia kavariputtanama- hinam-Arikar kovalum-Cragnanor
- Trade under the early Pandyas-Roman Coins found in Coastal.

##### **Unit II Indian trade under the Satvahanas**

- **The Kalingas-the pallavas and the port of Mahabalipuram**

- The kakatiyas and the port of Motupall. Common Composition of trade. Trade in Luxuries.
- Early medieval trading of Ayyavols and Nanadehi.
- Rise of the islam and medieval trade of the Arabs. Horse trade under the Pandyas at Kay.
- Arab trade with China.

### **Unit III Rise of the Cholas and Sea Trade**

- Cholas and the development of the port of Negapattinam
- Chola Ambassador missions to China
- International trade and diplomacy—Rise of Kozhikode, Kollam and Kochi.
- Legacy of Chola Sea Trade

### **Unit IV Trade in spices**

- Trade in Cottons and silk Textiles
- Import of porcelain and silk, merchant communities- the Chettis, the Marakkayan
- The Arab, the Chinese in the Arabian Sea and the Bay of Bengal
- Navigation and Shipbuilding, Comparison between Ancient trade and medieval trade.

### **Course Outcomes:**

- An understanding of the development of maritime trade and overseas trade activities of Ancient Indian History.
- An in depth knowledge of the trading activities of Maritime trade between Rome and India-Arab trade between East Asia China and Trading.

- Understanding the trade activities of Satvahas and Cholas which is still considered as one of the mightiest in the world.
- Knowledge of the spice trade and how it changed the history of the world.

**Text Books:**

- The Ancient Sea Trade: Rome & India Vimala Begley. Wisconsin. 1991
- Studies in Maritime History . K.S. Mathur. 1983.
- Trade and trade Routes in Ancient. M. Chandra. New Delhi, 1977.

**Reference Books:**

- Trade. Ideology and Urbanization. South India: 300BC-AI) 1000. Champak Lakshmi. Delhi. 1999
- Socio—Economic History of Northern India. B.P. Majumdar. 1960
- Contributions to the Economic History of Northern India, Puspa Niyogi. 1962.
- Trade and Urban Centres in Earl Medieval India, Chattopadhyaya. 1947.
- Trade and Traders in Early Medieval India. Ranbir Chakarbarti43

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## SEMESTER IV

### Maritime History of India (1500-1800): Overseas Trade and European Trading Companies

**Course Code:** MAH401B

**Course Name:** Maritime History of India (1500-1800): Overseas Trade and European Trading Companies

**Course Credit :** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

To orient students with the development of maritime trade and overseas trade activities of medieval and colonial Indian History. This is also to enable students to understand the importance of this trade and the developments related to it and how it changed the world altogether.

#### **Course Description:**

The course explores to understand the development of maritime trade and overseas trade activities of medieval and colonial India. The trading activities of Maritime trade by various European trading companies and how it changed the whole world order. It concludes with mentioning of the various trade wars and the Battle of Plassey and Buxar.

#### **Course Contents:**

**Unit I**      **Indian Ocean trade in 16<sup>th</sup> century:** Coming of European Powers in India: An of the Portuguese. Dutch. English. French and the Dunes. Ascendancy of the Dutch and Decline of Portuguese.

**Unit II**      **Growth of Dutch and English Commerce in India:** Establishment of Factories at Coromondal Coast— Gujrat. Bengal and Malabar, Communities of Trade.

**Unit III** Relation between Indian States and European Companies. Mughals. Bijapur. Golkunda. Mathura Das and the Malabar State. Indian Merchants of the Coast: Gujarat. Bijapur. Kanara. Malabar Coroniandal and Benual.

Ports on the Indian Coastline-Rise of Port Town of Madras, Pond Cherri, Calcutta. Bombay, Goa. Cochin and Surat.

**Unit IV** Various Wars and the Impact on Trade: Anglo French rivalry: Nawabs of Carnatic, Hyderabad and their Relations with the European Companies; BATTLE OF PLASSEY AND BUXAR.

**Course Outcomes:**

- Deep understanding of the development of maritime trade and overseas trade activities of medieval and colonial India.
- An in-depth knowledge about the trading activities of Maritime trade by various European trading companies and how it changed the whole world order.
- Critical understanding of the various trade wars and the Battle of Plassey and Buxar.

**Text Books:**

- Chaudhari K N The trading world of Asia and the English East India Company (1660—1760), Cambridge university Press. 1978
- Dasgupta A India and Indian ocean (1500-1800). Delhi Oxford University Press. 1987 M N Pearson (Eds)
- Dasgupta A India And Indian Ocean World: Trade Politics. New Delhi: oxford University Press. 2004

**Reference Books:**

- Books Arasaratnam's Merchants. Companies and commerce on the Coromondal Coast ( 1650-1740). Delhi 1986

- Furber. Holdern. Maritimes India New Delhi Oxford. 2004 Arasaratnam Sinappan & Kenneth Pearson (Eds) Person M N Merchants and Rulers in Gujrat, Los Angles. 197644
- Prakash M.N, The Dutch East India Company and the Economy of Bengal (1630-1720), New Delhi, Oxford University press, 1988
- Ocean Trade (1500-1800). New Delhi: Manohar Publications, 2004

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60



## SEMESTER IV

### History of Indian Diaspora

**Course Code:** MAH 401 C

**Course Name:** History of Indian Diaspora

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

Indians living overseas constitute one of the world's largest, most dynamic and oldest Diaspora communities. They constitute a series of migrations spanning several decades and centuries. With each wave, a new class of Indians has moved abroad in pursuit of academic, trade and professional opportunities. The history of the Indian Diaspora is closely linked to India's trade links and can be traced back nearly four millennia, when the Indus Valley Civilization traded with ancient Mesopotamia and Egypt. Small merchant communities in these regions were the precursors of the modern Indian Diaspora.

#### **Course Description:**

The historiography of India refers to the studies, sources, critical methods and interpretations used by scholars to develop a history of Indian Diaspora. The Causes of Indian emigration during colonial period. Indian emigration .In plantation colonies of Mauritius, West Indies, Malaysia, Africa and Fiji holds impactful presence.

#### **Course Contents:**

##### **Unit I**

- The concept, origin, evolution and its contemporary relevance
- diaspora and their nature
- **Kangani System**

- Indenture system

## Unit II

- Indians abroad in the days of remote antiquity
- Early Indian migration: Ceylo Southeast Asia West Asia and Central Asia
- Indian Ocean trading system migration of Indian merchants, laborers and craftsmen to Southeast Asia, Africa and West Asia.

## Unit III

- The Causes of Indian emigration during colonial period. Indian emigration plantation colonies: Mauritius, West Indies. Malaysia, Africa and Fiji.
- Indian migration to Cananda and U.S.A. in late 19th and early 20<sup>th</sup>
- Migration of Indian Professionals to U.S.A. U.K., Canada. Australia and other countries: migration to the Gulf countries.

## Unit IV

- Indian diaspora in host society with specific reference to their social status: gender
- Race and ethnicity; economic, business and professional vis—à-vis other ethnic Communities. Political participation. religious, cultural and economic activities
- Intergenerational divide. Indian diaspora and homeland: cultural, intellectual, Religious, economic and political connections; influence on domestic and foreign Policy
- India's policy towards her diaspora: brain drain vs. brain gain.

## Course Learning Outcomes

- To familiarize student about the concept, origin, evolution and its contemporary relevance of diaspora and their nature.
- To develop an understanding of the various aspects and facts of colonial diaspora and its

social impact.

- To acquaint students with causes of Indian emigration during colonial period.
- To make students aware of gender race and ethnicity, economic, business and professional aspects of diaspora.

#### **Text Books:**

- Jayaram. N. (ed). The Indian Diaspora: Dynamics of Migration. Sage Publications. New Delhi. 2004.
- Parekh. Bhikhu. Gurharpal Singh and Steven Vertovec (eds). Culture and economy in the Indian diaspora London. Routledge. 2003.
- Cohen. Robin. Global Diaspora: An Introduction. UCL Press. London. 1997.

#### **Reference Books:**

- Arora. G.S. Indian Emigration. Puja Publishers, New Delhi. 1991.
- Ballantyne. Tony. Between Colonialism and Diaspora: Shikh Cultural formation in an imperial World, Permanent Black. Delhi. 2007.
- Bhikhu Parekh, Gurharpal Singh and Steven Vertovec (eds). Culture and economy in the Indian Diaspora. London. routledge. 2003.46
- Birbalsingh, Frank. From pillar to post: the Indo-Caribbean diaspora. TSAR. Toronto 1997.
- Bisnauth. Dale. settlement of Indians I Guyana 1890-1930. Peepal Tree. Leeds. 2000.

- Brinsley Samaroo and Ann Marie Bissessar (eds). The Construction of an Indo-Caribbean Diaspora. The University of the West Indies School of Continuing Studies. St. Augustine. Trinidad and Tobago. 2004.
- Lal, Brij V., On the other side of Midnight: A Fijian Journey. National Book Trust, New Delhi, 2005.
- Mahapatra. prabhu P.. 'The Politics of Representation in the Indian Labour Diaspora: West Indies. 1880-1920',. VA' Gin National Labour Institute Research Series Studies. no. 48. 2003.
- Mangar. Tora C., 'The Arrival of Indian Guyana'. Horizons. 2006/2007.
- Mangru. Basdeo. Benevolent Neutrality'. Indian Government Policy and Labour Migration to British Guiana 1854.1884. Hansib Publishing Ltd. Herfordshire. 1987.
- Mohan. Pegg. Jahajin. Harper Collins. New Delhi. 2007.
- Vertovec. Steven. Hindu Trinidad Religion. ethnicity and Socio-Economic Change. Macmillan Caribbean, London. 1992.
- Verovec, (eds.) South Asians Overseas: Migration and Ethnicity. Cambridge:
- Bhat. C.S.( 1997) Methodological Approaches in the study of Indian Diaspora.
- Cohen. Robin. (1996) Diasporas and the Nation- Suite: From Victims to Challenges, International Affair. Vol. 72. No.3
- Helweg. Arthur. Wand Helweg. Usha. M (1990) An Immigrant Success Story: east. Indian in American, Philadelphia: University of Pennsylvania Press: 1990.
- Jain. Prakash. C. (1989) Emigration and Settlement of Indians Abroad, Sociological Bulletin. Vol. 38. No. 1 Jayaram, N. (1997) The Study of Indian Diaspora: A Multidisciplinary Agenda.
- Kondapi. C. (1951) Indians Overseas 1938-1949. New Delhi: India Council of World Affairs Kurian, George and Srivasatava. Ram. P. (eds.) Overseas Indians: A Study in Adaptation. New Delhi: Vikas Publishing House Pvt. Ltd.

### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## MAH-402 A

### Science, Technology and Medicine in Ancient India

#### Unit I Science and Technology - Introduction

- Meaning, Scope and important. Interaction of Science,
- Technology and Society of History on Science, Technology in India.
- Origin and Development of Technology in Prehistoric Period.
- Beginning of Agriculture and its impact on the growth of Science and Technology.

#### Unit II Science and Technology during Vedic and Later Vedic times.

- Importance of Science and Technology
- Important Texts
- Important Achievements

#### Unit III An outline of development of concepts of Science and Technology

##### Doctrine of five elements

Theory of atomism and attributes of matter in Ancient India

Daily Life and Science in Vedic Times

Science and Technology in Mauryan and Gupta Times

#### Unit IV Major development in the History of Science and Technology (1CE-1200CE)

- Aryabhata,
- Asvaghosa,
- Bhaskaravharya, Susrata,
- Charaka, Kapil, Kulatrangu

#### Reading List

- H.D. Sankalia Pre History and Proto history of India and Pakistan.
- D. P.Chattopadhyay (ed.) Science, Philosophy and Culture: Multidisciplinary
- Explorations (all Vol.)
- Saroja Shale and Johannes (ed.) Bronkherist: Bharirhari, Philosopher and
- Grammarian
- Madhav M Deshpande & Peter I-look (ed.)

- Indian Linguistic Studies.
- Karl II Potter (ed. ) Encyclopedia of Indian Philosophies. Vol VI.
- Vijneshu Mohan Harappan Civilization Homogeneity & Heterogeneity.
- S Kalyanaramam Indian Alchemy.
- Devraj Channa (Tr.) The Classical Doctrine of India Medicine.
- E V Suhharayappa (ed.) Medicine & Life Science in India.
- L P Pandey History of Ancient Indian Sciences.
- Basu Parijat K Some Aspects of India's Philosophical & Scientific Heritage
- Ananda K Coomarswamy The Indian Craftsman.

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **SEMESTER IV**

### **Science, Technology and Medicine in Medieval India**

**Course Code:** MAH 402 B

**Course Name:** Science, Technology and Medicine in Medieval India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

As the periodization of history is controversial, there might be a difference of opinion regarding the date when the ancient period of the history of India ends and the medieval one begins but the period under consideration is actually the late ancient and early-medieval. Prithviraj lost the second battle of Tarain in 1192 A.D. and this is considered a turning point in the history of India as it led to the conquest of northern India by the Turko-Afghans between 1192 and 1206 A.D.

#### **Course Description:**

Arab-centred civilisation was its willingness to examine and understand the classical scientific and philosophical traditions of the Greeks in the context of its new and vigorous culture. This was possible because of the written documents which reached the Arabs with the spread of the Roman Empire. Besides, they also had a strong feeling of being the heirs of the ancients. They traced the store of knowledge step by step back to the original Greek works.

#### **Course Contents:**



## **Unit I Concept of Rationality**

- Scientific Ideas in Arab World and India
- Indian Integration with Arab thought and its Reception in India.
- Intersection of medicines from Arab and India

## **Unit II New Development in Technology**

- Elements of Arab Technology legacy in Medieval India
- Impact of Arabian Development with special reference to Persian wheel
- Gunpowder, Textiles and Building Technology
- Industrial Development

## **Unit III Rise of Medicine and Technology**

Development of Medical knowledge

Interaction between Unani and Ayurveda

Contribution of Al-Razi, Ibn-Sina

Alchemy in Medieval India.

## **Unit IV An Overview of main contributions of Arab and Indians towards the development of Science.**

- Arab contribution to geography and its impacts on the understanding of physical world.
- Development of physical sciences and astronomy and mathematics in medieval India.
- Overview of the Innovations and Developments in Agricultural Techniques and Sciences in Medieval India.

- Jesuits and other missionaries as Interlocutors of Science in 17th & 18th Centuries.
- State of Science Technology and medicine on the Eve of British Conquest.

### **Course Learning Outcomes**

- To familiarize student about the concept, origin, evolution medieval science, technology and medicine.
- To develop an understanding of the various aspects and facts of scientific ideas in Arab World and India.
- To acquaint students with medical knowledge and Interaction between Unani and Ayurveda.
- To make students aware of Science in 17th & 18th Centuries. State of Science Technology and medicine on the Eve of British Conquest.

### **Text Books:**

- The Indian response to European technology and culture (ad. 1498-1707) by: Ahsan. Jan Qaisar; OUP New Delhi 1982.
- Islam and science- religious orthodoxy and the battle for rationality by: I. Hood. Bhov Pervez; Zed Books. London 1991.

### **Reference Books:**

- Homo faber: technology and culture in India, China and the West. 1500-1972 by: Claude Alphonso Alvares; The Hague: Marinus Nijhoff Publishers. 1980.
- Fathullah Shirazi- a sixteenth century Indian scientist by: M.A. Alvi and A. Rahman; Insa. New Delhi 1968.
- Jahangir- the naturalist by: M.A. Alvi and A. Rahman; Insa. New Delhi 1968.
- A concise history of science in India by: D.M. Bose; B.V. Subbarayappa and S.N. Sen; Insa. New Delhi- 1971.
- The social function of science. by: J.D. Barnal. London 1939.

- Indian science and technology in the eighteenth century by: dharmpal: new delhi 1971.
- History of chemistry in anicient and medieval india (ed. by p. ray) by: p.c. ray. calcutta 1986.
- Science in medieval islam: an illustrated introducion by: howards turner: austin: university of taxas press. 1997.
- Science and medicine in islam: a collection of essays (collected studies seris (s330). by: franz rosenthal: variorum 1 991.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER IV

### Science, Technology and Medicine in Colonial India

**Course Code:** MAH 402 C

**Course Name:** Science, Technology and Medicine in Colonial India

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

The Course objective is to familiarize student about the origin and evolution of science, technology and medicine in Colonial India. It would also familiarize students to the interaction of indigenous medical system of India with the colonial system and the merging of both in due course of time. The course intends to discuss various contributions of Indian scientists and technocrats in Indian national movement and advancement of science in contemporary world.

#### **Course Description:**

The advent of British medical system with colonialism brought permanent and significant changes in Indian science, medicine and technology. The course describes the importance of science and public relationship and importance of science and technology in public life. It describes the concept of open science and its contribution in contemporary world. The course is structured from explaining the condition of science and technology at the eve on British conquest with the various innovations in science and medicine during Colonial period. It also covers to discuss about the famous scientists and technology experts in colonial India.

#### **Course Content:**

##### **Unit I Introduction to Science—society Relationship:**

- The Raison d'être for a social History of Science with special Emphasis on India Science and Empire: theoretical Perspective
- The role and place of Science, Technology and Medicine (STM) in the colonial process
- Science and colonizing explorations

- East west medical encounter: colonizing the body.

## **Unit II State of Science and Technology on the eve of British conquest:**

- East India Company and scientific Exploration
- Early European surveyors' botanists and doctors under the company's service
- Surveys of India - Trigonometrical, Botanical Geological, Archaeological.
- Legacy of Colonial Science

## **Unit III Growth of Techno-Scientific Institutions:**

- Debates about scientific and technical education
- Establishment of engineering and medical colleges and institutes
- Teaching of sciences universities
- Growth of education in agricultural sciences in India

## **Indian Cultural Response to Western Science and New Scientific knowledge:**

- Engagements, Interactions and predicaments; science and emergent Indian nationalism
- Relationship with Colonial Science
- Swadeshi Movement and its Impact on Science
- Technology and entrepreneurship
- Trends and Contexts of Revivalism and Revitalization of Indian systems of medicine: Unani, Ayurveda and Siddha.

## **Unit IV Science and the advocacy of self-reliance**

- Writings of Mahendra Lal Sarkar, P.N. Bose, P.C. Ray, and J.C. Bose
- Contentions and Complementarities in their views A cursory appraisal of the debates on the role of Science and Technology in the Industrial regeneration of India
- The idea of planning; Scientists and Technocrats as planners.

## **Course Learning Outcomes**

- The students should know the about the origin and evolution of science, technology and medicine in Colonial India.

- It would also familiarize students to the interaction of indigenous medical system of India with the colonial system and the merging of both in due course of time.
- The course would familiarize students with various contributions of Indian scientists and technocrats in Indian national movement and advancement of science in contemporary world.

### **Text Books:**

- Arnold. David. 1993, Colonizing the body: State medicine and Epidemic Diseases in Nineteenth—Century India, New Delhi; Oxford University Press.22
- Arnold. David. 2000. Science. Technology and Medicine in Colonial India. The New Cambridge History of India. vol. 111, pt. 5. Cambridge; Cambridge University Press.
- Arnold. David, 2005. Aupniveshik Bharat mein Vijnan. Prandvogiki aur Aaurvijnan. Anuvadak Shalendra, Bharat ka Naya Cambridge Itihas vol. III.5. New Delhi: Vani Prakashan. [Hindi]
- Biswas, Arun Kumar. 1969, Science in India. Calcutta: Firma KLM.
- Sangvan. Satpal. 1991 - Science. Technology and Colonisation An Indian Experience 1757-1857 Anamika Prakashan.
- Sarkar. Sumit. 1973 Swadeshi Movement in bengal 1903-1908, New Delhi People s Publishing House.
- Sen. Dibakar and Ajay Kumar Chakrobaorty (eds.) 1986.J.C Bose Speaks. Calcutta: Puthipatra.
- Sen Gupta. J. P. C. Ray. New Delhi: National Book Trust. India.

### **Reference Books:**

- Bahar. Zaheer. 1996. The Science of Empire: Scientific knowledge. Civilization and Colonial Rule in India. New York; State University of New York Press.
- Bagal. Jogesh Chandra. 1955. Pramatha Nath Bose. Published on behalf of the P.N. Bose Centenary Committee, 1958 by Sushama Sen. M.P., Lok Sabha. New Delhi.

- Basu, Aparna. 1982. Essays in the History of Indian Education. New Delhi; Concept Publishing Company.
- Basu. S .N. 1970. .Jagdish Chandra Bose. New Delhi: National Book Trust.
- Basu. SN.. 1970. Jagdish Chandra Bose, Anuvadak Sumangal Prakash. New Delhi; National Book Trust, India. [Hindi]
- Bernal. J.D.. 1969, Science in History Vol.1; The Emergence of Science. London; CA. Watts and Co. Ltd.. 1969.
- Bernal J.D., 1954. Science in History Vol.2: The Scientific and Industrial Revolutions Harmondsworth Middlesex England Penguin Books.
- Bernal, J.D.. 1969. Science in History Vol.3: The Natural Science in Our Times. Harmondsworth Middlesex England Penguin Books.
- Bernal. .J.D., I 954. Science in History Vol.4: The Social Sciences: Conclusion. Harmondsworth Middlesex England Penguin Books..
- Bernal, J.D., 2000, Vigyan Ki Samajik Buniiki. Anuvadak Chandrahushian, New Delhi: Granth Shilpi, [Hindi]
- Biswas. Arun Kumar, 2001. Father Eugene Lafont of St. Xavief's College Kolkata and the Contemporary Science Movement. Kolkata: The Asiatic Society.
- Chakraharti, Debarhrata. 2006. Acharva Prafulla Chandra Ray (1868-1944): The Quest for National Science and Swadeshi Enterprise. Kolkata: Readers Service.
- Chakarabarti, Pratik, 2004, Western Science in Modern India: Metropokitan Methods. Colonial Praeties. Delhi: Permanent Black,
- Chatterjee. Santimav and Enaskshi Chattejee. 1976. Saivendra Nath Bose. New Delhi: National Book Trust, India.23
- Chattejee. Santimay and Enakshi Chaterjee. 1984. 1997. Meghand Saha. New Delhi National Book Trust India.
- Das Gupata, Jyoti Bhushan (ed.) 2007. History of Science. Philosophy and Culture in Indian Civilization. Vol. XV. part 1— Science, Technology. Imperiaslism and War. PHISPC: Centre for Studies in Civilizations, New Delhi: Person Longman.

- Das Gupata. Uma (ed.) 2007. History of Science, Philosophy and Culture in Indian Civilization. vol. XV, part 4 Science. Colonialism and Nationalism c. 1820 to c. 1940. PHISPC: Centre for Studies in Civilizations. New Delhi.
- Deshmukh Chinatmani. 2003, Homi Jehangir Bhabha (National Biography), New Delhi: National Book Trust. India.
- Habib. S. Irfan and Dhruv Raina (ed) 2007, Social History of Science in colonial India. New Delhi: Oxford University Press.
- Gupta. A.P. Das. 1973, Asutosh Mukherjee. New Delhi: National Book Trust.
- Krishna. V. V.. 1993. 5.5. Bhatnagar on Science, Technology and Development 1938-54. New Delhi: Wiley Eastern Limited.
- Kumar Deepak (ed.) 1991, Science and Empire: Essays In Indian Context (1700-1947) (1st Pub. By NISTADS in 1991.
- Kumur Deepak, 1995 Science and the Raj 1857-1905, Delhi: Oxford University Press.
- Kumar, Deepak, 1998, Vigyan aur Bharat mein Angregzi Raj (1857-1905). Anuvadak Chandrabhushan, New Delhi: Granth Shilpi. (Hindi).
- Kumar, Deepak (ed.) 2001, Disease and Medicine in India. New Delhi:
- Tulika Publication.
- Kumur Deepak 1995 Science and R. Macleod (eds.) 2003, Pradhyogiki aur Bharat mein Angrezi Raj, Anuvadak Ashok Kumar, New Delhi: Granth Shipi. [Hindi].
- Lourduswamy. .J., 2004. Science and National Consciousness in Bengal 1870-1930. New Delhi. Chennai: Orient Longman.
- Macleod Roy and Deepak Kumar (eds.) 1995. Technology and the Raj: Western Technology and Technical Transfers to India 1700—1947, New Delhi: Sage Publications.24
- Nandy. Ashis. 1995. Defiance and Conformity i Science: The world of Jagadis Chandr Bose'. in Alternative Science: Creativity and Authenticity in Two India Scientist, 1980: 2nd edn.: Delhi: Oxford University Press, pp. 17-87.
- Qaisar. Ahsan Jha. 1982. The Indian Response to European Technology and Culture (A.D. 1498-1707). Delhi: Oxford University Press.



- Raina. Dhruv and S. Irfan Habib. 2004. Domesticating Modern Science A Social History of Science and Culture in Colonial India. New Delhi: Tulika Publication.
- Raina. Dhruv. 2003 Image and Contexts: The Historiographies of Science and Modernity in India. Oxford: Oxford University Press.
- Raj. Kapil. 2006. Relocating Modern Science: Circulation and the Constriction of Scientific Knowledge in South Asia and Europe. Seventeenth to Nineteenth Centuries. Delhi: Permanent Black.
- Ray. Pirvadaranan (ed) 1956. History of Chemistry in Ancient and Medieval India incorporating the History of Hindu Chemistry by Acharva Prafulla Chandra Ray. Calcutta: Indian Chemical Society.
- Ray. P.C.. 1958. Autobiography of a Bengal Chemist, With foreword by Shri. Jawaharlal Nehru. Calcutta: Orient Book Company.
- Shreer. Mahendra Lal. 1994. 'On the Desirability of a National Institution for the Cultivation of the Sciences the Natives of India'. Published as a supplement in Indian Journal of History of Science. vol. 29. no.1. Jan.— Mar.. pp. 51-546.
- Swainathan. M. S. 2007. 'Scientific Agriculture in India: Its Growth and Food Security'. in B. V. Suhbarayappa (ed). Science and India Past and Present. Mumbai: Popular Prakashan and Nehru Centre. pp. 378—408.

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## SEMESTER IV

### Gender and Women Studies in Ancient India

**Course Code:** MAH 403 A

**Course Name:** Gender and Women Studies in Ancient India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objective:**

The course objective is to apprise students with the role of gender in ancient India. The course is also intended to convey to what extent the concept of gender has enriched our understanding of history. It would help students in understanding the concepts like *Stridhana* and other issues related to legal rights on women in ancient India.

#### **Course Description:**

This course covers a chronological span up to circa 1300 and seeks to introduce students to the diverse issues and perspectives in women's history, drawing upon textual, epigraphic, and where possible, archaeological evidence. It covers all concepts of gender from the point of views of Brahmanical, Buddhist, Jain, Tantric and Bhakti traditions. It also explains the various contributions and interactions of women in public sphere in ancient times.

#### **Course Contents:**

##### **Unit-I: Historiography**

- Women's issue as analysed in different historiographical discourses
- Colonial, Nationalist, Marxist and recent trends
- The intersection of gender with class, caste, generation spatial and cultural context.

- Legacy of Gender discussions in Ancient India

### **Unit-II: The structures of patriarchy and the spaces**

- The concept and working of matriliney – Anthropological and Sociological perspectives in historical reconstructions.
- The female principle, Women in different religious traditions
- Brahmanical, Buddhist, Jain, Tantric and Bhakti Aspects in Gender
- Women ascetics, Socio-religious movements and women in Virashaiva and Srivaishnava Communities.

### **Unit-III: The socio-sexual constructions of womanhood**

- Different forms of marriage
- Family and households
- Women and property--the concept of *stridhana*
- Extent to which women are themselves perceived as property.

### **Unit-IV: Status and Voice of Gender**

- Is there a 'female voice'? This question will be examined in the contexts of both literary and inscriptional sources.
- Women in the Public sphere— rulers, patrons and livelihood earners.

### **Course Learning Outcomes:**

- The course would familiarize students with the role of gender in ancient India.
- The students should be able to understand and relate the concept of gender and its role in understanding of history.
- The course should make students understand the concepts like *Stridhana* and other issues related to legal rights on women in ancient India.
- They should be familiar now with the various contributions and interactions of women in public sphere in ancient times.

### **Text Books:**

- Agarwal, Bina, *A Field of One's Own: Gender and Land Rights in South Asia*, CUP, 1994.
- Altekar, A.S., *The Position of Women in Hindu Civilisation*, second revised edition, chs. 8, 9.
- Bhattacharji, Sukumari, *Women and Society in Ancient India*, 1994
- Jaiswal, Suvira, "Women in early India: Problems and Perspectives", *Proceedings of the Indian History Congress*, 1981, pp. 54-60.
- Tharu, Susie and K. Lalita (eds), *Women Writing in India: 600 B.C. to the present*, Delhi, 1993.
- Tyagi, A.K., *Women Workers in Ancient India*, New Delhi, 1994.

### **Reference Books:**

- Aparna Basu and A .Taneja [eds] *Breaking out of Invisibility; Women in Indian History*,2002
- Atre, Shubhangana, *The Archetypal Mother*, 1987.
- Barai, Kumudini, *Role of women in the History of Orissa; From the earliest times to 1568A.D.*,1994
- Bhattacharyya,N.N. *The Indian Mother Goddess*. 3Revised edition.1999
- Blackstone, Katharine R., *Women in the Footsteps of the Buddha: Struggle for Liberation in the Theri*
- *Gathas*, 1998.
- Carroll, B.A. (ed), *Liberating Women's History: Theoretical and Critical Essays*, 1976.
- *Centuries*, Manohar, 2009.
- Chakravarty, Uma and Kumkum Roy, "In search of our past: A review of the limitations and possibilities
- of the historiography of women in early India", *EPW*, 23(18), April 30, 1988.

- Chakravarty, Uma, “Beyond the Altekarian paradigm: Towards the new understanding of gender relations in early Indian history”, *Social Scientist*, 16(8), August 1988.
- Chakravarty, Uma, *Everyday Lives, Everyday Histories; Beyond the Kings and Brahmanas of Ancient India*, 2006
- Chakravarty,U ‘Whatever happened to the Vedic Dasi?: Orientalism,Nationalism and Script from the Past’ in Sangari and Vaid [eds] *Recasting Women*,1989
- Chitgopekar Nilima (ed), *Invoking Goddesses: Gender Politics in Indian Religion*, 2002
- Dehejia, Vidya [ed], *Representing The Body: Gender Issues in Indian Art*
- Ehrenfels,O.R, *The Mother Right in India*.1941
- Elamkulam P.N. Kunjan Pillai , ‘Matriliny in Kerala’ in *Studies in Kerela History*, 1969
- Godelier, Maurice, “The Origin of Male Domination”, *New Left Review*, 127, May-June 1981.*Godesses*, OUP, 2002.
- Hildebeitel, A. and K. Erndl (eds), *Is the Goddess a Feminist: The Politics of South Asian*
- Hirschon, Renee, *Women and Property: Women as Property*, 1984.
- Jaini, Padmanabh, *Gender and Salvation*, 1992.
- Joan Wallach Scott, *Gender and Politics of History*, 1986, Ch,1.2
- Kapadia, K.M., *Marriage and Family in India*, third revised edition, 1967.
- Karve, Irawati, *Kinship Organization in India*, second revised edition, 1965.
- Kosambi, D.D., *Myth and Reality*, 1962.
- Moore, Henrietta, *Feminism and Anthropology*, 1988.
- Nath, Vijay, *The Puranic World: Environment, Gender, Ritual and Myth*, 2008
- Orr, Leslie, *Donors Devotees and Daughters of the God*, 2000
- Pintchman, Tracy, *The Rise of the Goddess in the Hindu Tradition*, Delhi, 1997.
- Ramaswamy, Vijaya, *Divinity and Deviance: Women in Virashaivism*, OUP, Delhi, 1996.
- Ramaswamy, Vijaya, *Walking Naked: Women, Society, and Spirituality in South India*, 1997.

- Rangachari, Devika, *Invisible Women, Visible Histories.: Society ,Gender And Polity in North India*.2009
- Rosaldo and Lamphere (eds), *Women, Culture and Society*, 1974.
- Roy, Kumkum (ed), *Women in Early Indian Societies*, Manohar, 1999.
- Roy, Kumkum, 'The King's household: Structures and Spaces in the Shastric Tradition' *EPW*
- 17[43]1992
- Roy.K.*The emergence of Monarchy in north India 8-4 centuries B.C*,1994
- Sanday, *Female Power and Male Dominance: On the Origins Of Sexual Inequality*,Cup,1981
- Shah, Kirit K., *Problem of Identity: Women in Early Indian Inscriptions*, OUP, 2001
- Shah, Shalini, *Love, Eroticism and Female Sexuality in the Classical Sanskrit Literature 7-13th*
- Shah, Shalini, Poetesses in the Classical Sanskrit Literature: 7th-13th Centuries, *Indian Journal of*
- Shah, Shalini, *The Making of Womanhood: Gender Relations in the Mahabharata*,1995
- Sharma, R.S., *Light on Early Indian Society and Economy*, 1966.
- Shaw, Miranda, *Passionate Enlightenment*, 1994.
- Talbot, Cynthia, *Pre-Colonial India in Practice: Society, Religion and Identity in Medieval Andhra*, OUP, New York, 2001.
- Tyagi, Jaya, *Engendering the Early Household*, Orient Longman, Delhi, 2008. Wright Rita(ed), *Gender and Archaeology*,1996

#### **Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)
- [www.historydiscussion.com](http://www.historydiscussion.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## SEMESTER IV

### Gender and Women Studies in Medieval India

**Course Code:** MAH 403 B

**Course Name:** Gender and Women Studies in Medieval India

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objective:**

The course objective is to familiarize the students to the status and role of women in medieval India. It also intends to discuss the various imperial women during the Mughal times that were instrumental in managing the polity and economy of the medieval times. It would also intend to discuss the concepts of Harem, purdah and matrimonial alliances in medieval India.

The course objective also intends to study the various literary works done on gender by medieval thought leaders and poets.

#### **Course Description:**

The course considers the Sultanate period and Mughal court within a gendered framework, and studies the norms of masculinity and manliness during medieval times. It encourages the student to explore the agency of imperial women, and their participation in Mughal sovereignty. Mughal women are studied as authentic political agents, whose involvement was crucial to the rule structure. The course also makes an effort to examine the lives of ordinary women, and their relations with the state and the society

#### **Course Content:**

##### **Unit-I Sovereignty and the 'domestic' Domain:**

- Women's Agency in Turko-Mongol Tradition
- Imperial women and the establishment of Mughal rule
- **Harem and Sovereignty**



- **Structure of Harems in Mughal Times**

## **Unit-II Imperial women**

- Mughal marriages with Rajput women
- Nur Jahan's involvement in court politics
- **Jahanara's participation in trade and politics.**
- **Manliness in Mughal court culture: body and emotions; norms of masculinity; love, eros and devotion in mystical thought.**

## **Unit –III Women and Gender in everyday life:**

- Gender relations in the household
- Women and the Laws
- **Women in Economic activities**
- Crimes against women
- Marginalized women: prostitutes and entertainers.

## **Unit-IV Gender Relations in the 18th Century**

- **Family and Gender in Biographical Writings;**
- Sexuality in Medical Treatises
- Women's desires in *rekhti* and *riiti* texts
- Gender Relations in Quli Khan's work.

## **Course Learning Outcomes:**

- The course would familiarize the students with the status and role of women in medieval India.
- It would also familiarize students with the concept of Harem, purdah and matrimonial alliances in medieval India.
- It would help them understand the various imperial women during the Mughal times that were instrumental in managing the polity and economy of the medieval times.
- The course enlightens students on various literary works done on gender by medieval thought leaders and poets.

- The course would also familiarize students with the understanding of gender, sexuality and manliness in medieval India.

### **Text Books:**

- Ruby Lal, *Domesticity and Power in the Early Mughal World* (Cambridge, 2005)
- Harbans Mukhia, *The Mughals* (Delhi: 2009)
- Farhat Hasan, *State and Locality in Mughal India: Power Relations in Western India, c. 1572-1730* (Cambridge, 2005), chapter V.
- Leila Ahmed, *Women and Gender in Islam: Historical Roots of a Modern Debate* (Yale University Press, 1992)
- Ruby Lal, 'Historicizing the *harem*: The Challenge of a Princess's Memoir', *Feminist Studies*, 30, 3 (Fall/winter 2004)
- Leslie P. Pierce, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*(New York: 1993)

### **Reference Books:**

- Gavin Hambly (ed.), *Women, Patronage and Self-representation in Islamic Societies* (Albany: 2000)
- Afsaneh Najmabadi, *Women with Moustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity* (Berkeley, 2005)
- Rosalind O'Hanlon, 'Manliness and Imperial Service in Mughal North India', *JESHO*, 42 (February 1999), 47-93
- Rosalind O'Hanlon, 'Kingdom, Household and Body: History, Gender and Imperial Service under Akbar', *MAS*, 41, 5 (2007), 887-922
- Farhat Hasan, 'Norms and Emotions in the *Ardhakathanaka*', in Vijaya Ramaswamy (ed.), *Biography as History* (Delhi, 2009)

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)
- [www.historydiscussion.com](http://www.historydiscussion.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## **SEMESTER IV**

### **Gender and Women Studies in Colonial India**

**Course Code:** MAH 403 C

**Course Name:** Gender and Women Studies in Colonial India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

This course focuses on gender questions in modern India, spanning from the colonial period to the present. The course is thematic in nature and moves back and forth chronologically. It examines a wide range of questions and debates on social reforms, women's education, their participation in national movements, their role in the economy, their relationship to popular cultures, questions of sexualities and masculinities, the development of women's organisations and movements, and the problematic dichotomies pre-supposed between the private and the public.

#### **Course Description:**

Gender and Women Studies in Colonial India cover deep aspect of women issues. Origin of feminism which empower women to raise their issues in every aspect of life. Along with deals Caste and Gender. Dalit Feminism. Law and Women's Rights: Dowry, Female Infanticide, Rape, Personal Law and Land Rights.

#### **Course Contents:**

##### **Unit-I**

- Women and Social Reform Movements in Colonial India.
- Women, Nationalism (including Gandhi)
- Communalism (including Partition and Hindu Right)

## **Unit-II**

- **Women in Private/Public Sphere: Domesticity and Middle Class**
- Popular and Print Culture and Women.
- Patriarchy
- Imagining Masculinities and Sexualities

## **Unit-III**

- Caste and Gender
- Dalit Feminism
- Law and Women's Rights
- Dowry, Female Infanticide
- Rape, Personal Laws
- Land Rights

## **Unit-IV**

- Agency and Activism: Women's Movements and Voices
- Women movement after Independence
- Women in post modern world

## **Course Learning Outcomes**

- To familiarize student about wide range of questions and debates on social reforms, women's education etc.
- To develop an understanding of questions of sexualities and masculinities, the development of women's organizations and movements, and the problematic dichotomies pre-supposed between the private and the public.
- To acquaint students with Popular Culture and Women.
- To make students aware of Law and Women's Rights: Dowry, Female Infanticide, Rape, Personal Laws, Land Rights.

**Text Books:**

- Gupta, Charu, *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India* (Permanent Black, Delhi, 2001).
- Chowdhry, Prem, *The Veiled Women: Shifting Gender Equations in Rural Haryana* (Oxford University Press, Delhi, 1994)
- Minault, Gail, *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India* (OUP, Delhi, 1998).

**Reference Books:**

- Forbes, Geraldine, *Women in Modern India* (Cambridge University Press, Cambridge, 1996).
- Kumar, Radha, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990* (Delhi, 1993)
- Malhotra, Anshu, *Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab* (Oxford University Press, Delhi, 2002).
- Rao, Anupama (ed.), *Gender and Caste* (Kali for Women, Delhi, 2003)
- Sangari, Kumkum and Sudesh Vaid (eds), *Recasting Women: Essays in Colonial History* (Kali for Women, Delhi, 1989)
- Sarkar, Tanika & Urvashi Butalia (eds), *Women and the Hindu Right: A Collection of Essays* (Kali for Women, Delhi, 1995)
- Sarkar, Tanika, *Hindu Wife Hindu Nation* (Permanent Black, Delhi, 2001)

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## **SEMESTER IV**

### **Dissertation and Viva voce**

**Course Code: MAH 404**

**Course Name: Dissertation and Viva voce**

**Course Credit: 6**

**Total Contact Hours: 60hrs**

#### **Course Objective:**

This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project.

The Dissertation should include the following –

1. **Title of Dissertation**
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division
6. Suggested readings

### **Source Material and References**

Presenting your own ideas in a Dissertation is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.



## **Length and Format**

Length is not important; 40 to 60 pages of 1.5 spaced text is a good target. The title, author, course, and date should be typed onto a cover sheet.. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

## **Marks/Grading**

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your dissertation look and sound professional.

## **Evaluation of dissertation**

Evaluation Criteria:

### 1. Institution

- **Quality**
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfillment
- **Data collection ability in the field** (if any)

- Scope of Implementation.

Marks-60

2. Board of Examiners

Viva-voce Examination

Marks-40

3. **Total 100**

**NOIDA INTERNATIONAL UNIVERSITY**

**School of Liberal Arts**

**DEPARTMENT OF SOCIOLOGY**

**MASTER OF ARTS SOCIOLOGY**

**(Semester Based Course)**



**Rules, Regulations and Course Contents**

**Academic year 2018- 2019**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and

method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

### **Program Outcomes (POs)**

- The objectives of the MA course in SOCIOLOGY has been redesigned with the objective of making the entire program more comprehensive and interdisciplinary in it's approach so as to provide wide array of knowledge.
- This program also integrates teaching of other relevant sociological, political, historical, psychological and administrative concerns to enhance skill based and broader understanding of the social world we live in and to prepare them with a more pragmatic approach to deal with varied demands and challenges of occupational and social settings. It also prepares the students for higher order courses in a better way.
- These papers provide a general overview to more specific and relevant concepts pertaining to that discipline.

### **Program Specific Outcomes (PSOs)**

- To get an understanding of the relationship between Society & Law, Religion.
- To understand case-study approach in exploring the various theories given by sources of Sociology.
- To understand the evolution of society critical thinking from Pre Historic times to Post Industrialized era.
- Learn to think critically and analyze Sociological theories.
- To develop a critical thinking approach in understanding the Social Processes.
- Viewing Sociology as a training ground for the mind developing a critical attitude and the faculty of logical reasoning that can be applied to diverse fields.

**COURSE STRUCTURE AND SYLLABUS OF POST-GRADUATE PROGRAMME**  
**M.A. (SOCIOLOGY)**

Courses for study in sociology have been redesigned with a view to develop skills among students to understand different types of societies and groups by acquiring knowledge of theories, concepts and methods of research. The students will be encouraged to discuss possibilities of applying their knowledge to a variety of situations and undertaking exercises of their own. Each course contains illustrative studies and recent articles for intensive study. Through these studies it is hoped that abilities for "doing sociology" will be developed among the students.

- ❖ The duration of the course leading to the degree of Master of Arts (M.A.) in Sociology will be of four semesters.
- ❖ In first year there will be two semesters consisting of four papers each semester.
- ❖ In the second and final year there will be two semester consisting of theory papers and one Dissertation/viva-voice for all students in final/fourth semester.
- ❖ External and internal examiners will evaluate dissertation/viva-voice jointly.

**General Scheme of the Syllabus:** - There will be four papers in each semester, one dissertation during the last semester and a comprehensive viva-voce. The papers in the all four semesters will constitute the core element, common to all students who undergo the same course.

The M.A. (Sociology) is divided into two parts as under. Each part will consist of two semesters.

<b>Part-I</b>	<b>First Year</b>	<b>Semester I</b>	<b>Semester II</b>
<b>Part-II</b>	<b>Second Year</b>	<b>Semester III</b>	<b>Semester IV</b>

**1<sup>st</sup>Semester**

<b>S. No</b>	<b>Paper Code</b>	<b>Paper Name</b>	<b>L-T-P</b>			<b>Credits</b>	<b>Scheme of Marks</b>		
							<b>Internal Marks</b>	<b>External Marks</b>	<b>Total</b>
1	SOM-101	An Introduction to Sociology	3	1		4	40	60	100
2	SOM-102	Classical sociological Thinkers-1	3	1		4	40	60	100
3	SOM-103	Indian Society: structure and Change	3	1		4	40	60	100
4	SOM-104	Sociology of Marginalized Communities	3	1		4	40	60	100

**2<sup>nd</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	SOM-201	Classical sociological Thinkers-2	3	1		4	40	60	100
2	SOM-202	Social Stratification and mobility	3	1		4	40	60	100
3	SOM-203	Introduction of Indian Social Institutions	3	1		4	40	60	100
4	SOM-204	Political Sociology	3	1		4	40	60	100

**3<sup>rd</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	SOM-301	Contemporary Sociological Theories	3	1		4	40	60	100
2	SOM-302	Rural Development in India	3	1		4	40	60	100
3	SOM-303	Social Demography	3	1		4	40	60	100
4	SOM	Research	3	1		4	40	60	100



	-304	Methods and Techniques							
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**4<sup>th</sup> Semester**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	SOM-401	Social Problems and Social Welfare	3	1		4	40	60	100
2	SOM-402	Criminology and Penology	3	1		4	40	60	100
3	SOM-403	Gender and Society	3	1		4	40	60	100
4	SOM-404	Dissertation & Viva-Voice				6	60	40	100

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendance

## **Introduction to Sociology**

**Course Code: SOM-101**

**Course Name: Introduction to Sociology**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objective:** - This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social science.

**Course Description:**-It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

### **Course Content:**

#### **Unit – I Introduction**

- The meaning of Sociology
- Nature of Sociology
- Subject matter of Sociology
- Importance of Sociology.

#### **Unit – II Its relations with following sociology science**

- Sociology and Psychology
- Sociology and Criminology
- Sociology and History
- Sociology and Anthropology

#### **Unit – III Individual and Society**

- Social contract theory

- Organism theory
- Relationship between Individual & Society
- The Looking Glass Self Theory

#### Unit – IV Socialization, Culture

- Meaning, Agencies of socialization
- Stages of socialization
- Meaning and characteristics
- Importance of culture

#### Course Learning Outcomes CLOs

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes. To understand the evolution of society from Pre Historic times to Post Industrialized era.

#### Suggested Readings:

- Berger, Peter (1963), Invitation to Sociology: A Humanistic Perspective, New York: Doubleday.
- Bottomore, T.B. (1972), Sociology – A Guide to problems and Literature, Bombay:
- George Allen and Unwin. Davis, Kingsley (1981), Human Society, New Delhi: Surjeet Publications.
- Giddens, Anthony (1989), Sociology, Oxford University: Polity Press.
- Harlambos, M. (1998), Sociology – Themes and Perspectives, New Delhi: Oxford University Press.
- Inkeles, Alex (1987), What is Sociology? New Delhi: Prentice Hall,
- Jayaram, N. (1988), Introductory Sociology, Madras: McMillan India.

**Online Links for Study and Reference Materials:**

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## **SOM-102: CLASSICAL SOCIOLOGICAL THINKERS-1**

### **Classical Sociological Thinkers-1**

**Course Code: SOM-102**

**Course Name: Classical Sociological Thinkers-1**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:**-Industrial Revolution and consequent transformation of mode of production brought out dramatic and traumatic changes in the traditional feudal structure of the societies in Europe through the emergence of capitalism. The changes that were brought by these events have had far-reaching effects on the economic and social systems of these societies, commanding attention of thinkers. That gave rise to the discipline of presented their distinct analysis, casual and otherwise of these changes made efforts to highlight the different features of the emerging modern industrial capitalist society and also attempted to predict the future of the emerging of this society. Some of them engaged their attention on the issues related to development of Sociology as a Science.

**Course Description:-**Among these sociological thinkers prominent are Karl Marx, Emile, Durkheim, Max Weber and Vilfredo Pareto. Acquaintance with the writings of these thinkers would equip the student with theoretical insights to know, analyze and interpret the social scenario around them and would also familiarize with the different sociological perspectives and theories. While teaching, emphasis would be critical analysis of the writing of these thinkers.

### **Unit – I Auguste Comte**

- Biography of Auguste Comte

- Positivism
- Hierarchy of Sciences
- Law of three stages

### **Unit – II Herbert Spencer**

- Biography of Herbert Spenser
- Organic Analogy
- Law of evolution
- Types of Societies

### **Unit – III Emile Durkheim**

- Biography Of Emile Durkheim
- Sociology as a Study of Social Facts
- Theory of Division of Labour
- Theory of suicide

### **Unit – IV Max Weber**

- Life History Of Max Weber
- Theory of Social Action
- Protestant Ethics and Spirit of Capitalism
- Theory of Bureaucracy

### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

**CLO4:**To understand the evolution of society from Pre Historic times to Post Industialized era.

### **Suggested Readings:**

1. Adams, Bert N. and Sydie, R.A. (2001), Sociological Theory, New Delhi: Vaster Publication. Aron, Raymond (1967), Main Currents in Sociological Thought, Vol.1 and 2, Penguin, Chapters on Marx, Durkheim and Weber.
2. Bendix, Rinehart (1960), Max Weber, an Intellectual Portrait (For Weber) Double Day.

3. Coser, L.A. (1977), Master of Sociological Thought, New York: Harcourt Brace, pp.43-87, 129-174, 217- 260.
4. Dahrendorf, Ralph (1959), Class and Class Conflict in an Industrial Society, Stanford University Press.
5. Giddens, Anthony (1977), Capitalism and Modern Social Theory –An analysis of Writing of Marx, Durkheim and Weber, Cambridge University Press, Whole Book.
6. Hughes, Jhon, A.Martin, Perer, J. and Sharrok, W.W. (1995) Understanding Classical Sociology- Marx, Durkheim and Weber, London: Sage Publication.
7. Nisbet, Robert (1996), The Sociology Tradition, London: Heinemann Educational Books Ltd. Parsons, Talcott (1949), The Structure of Social Action, Vol.1 and 2. New York: McGraw Hill. Popper, Karl (1945), Open Society and Its Enemies, London: Rutledge.

1.Ritzer, George, (1992), (3rd edition), Sociological Theory, New York: McGraw Hill.

2.Turner, Jonathan H. (1995) (4th edition), The Structure of Sociological Theory, Jaipur: Rawat Publication.

3.Zeitlin, Irving M. (1981), Ideology and the Development of Sociological Theory, Prentice Hall.Zeitlin, Irving M. (1998), (Indian edition), Rethinking Sociology: A Critique of Contemporary Theory, New Delhi: Rawat Publication.

**Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **Indian Society :Structure and Change**

**Course Code: SOM-103**

**Course Name: Indian Society: Structure & Change**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objective:** It is presumed that the student has some familiarity with Indian society by virtue of the fact that she is a member of it and that she has observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The course is aimed at rectifying these limitations by presenting a comprehensive, integrated and empirically-based profile of Indian society

**Course Description:-**This paper aims to analyze certain features specific to Indian society like caste system as well the status of women in the Indian society through ages.

### **Unit – I Introduction**

**Characteristics of Indian Culture**

**Varna dharma, Ashram dharma, Purusharthas and Samskaras**

### **Unit – II Marriage and Family**

**Concept& Meaning of Marriage**

**Meaning of Hindu and Muslim Marriage.**

**Meaning and Characteristics of Joint Family**

**Changes in the Family system and marriage system**

### **Unit – III Indian Caste System**

**Meaning & Characteristics Of Caste**

**Meaning and Characteristics**

**Recent Change in caste**

**Causes for change**

### **Unit – IV Backward Classes**



Meaning Of Scheduled Caste & Scheduled Tribes  
Problems of SCs & STs  
National Commission for Backward Classes  
Constitutional and Welfare Measures

### Course Learning Outcomes CLOs

**CLO1:** To get an understanding of the relationship between Society & Law, Religion .

**CLO2:** To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:** To develop a critical thinking approach in understanding the Social Processes.

**CLO4:** To understand the evolution of society from Pre Historic times to Post Industrialized era.

### Suggested Readings:

Aziz, Abdul. (1994). Poverty Alleviation in India: Policies and Programmes, New Delhi: Ashish Publishing.

Ahlawat, Neerja (2009) "On the Floor and Behind the Veil: The Excluded in the Panchyati Raj in Haryana" in B.S Baviskar/ George Mathew (Eds), Inclusion and Exclusion in Local Governance, Sage Publications, India pg 103-139.

Ahlawat, Neerja (2008) "Violence against Women: Voices from the Field" in Manjit Singh and D.P Singh (eds), Violence: Impact and Intervention. Atlantic Publication, New Delhi. pg 141-160

Ahlawat, Neerja (2012) "Political Economy of Haryana's Khaps", Vol - XLVII No. 47-48, December 01, Economic and Political weekly

Ahlawat, Neerja (2013) "Dispensable Daughters and Indispensable Sons: Discrete Family Choices" Social Change, 43(3) pg 365-376.

Desai, Neera and Maithreyi Krishna Raj. (1987). Women and Society in India, New Delhi: Ajanta Publishers.

Desai, Neera & Usha Thakkar (2007) Women in Indian Society, New Delhi: National Book Trust.

Dube, S.C. (1967). The Indian Village. New Delhi: National Book Trust.

Ghurye, G.S. (1957). Caste and Class in India, Bombay: Popular Book Depot.

Karve, Irawati (1961). Hindu Society: An Interpretation, Poona: Deccan College.

Prabhu, P.H (1979): Hindu Social Organization, Popular Prakashan.

Nagla, B.K. (2014), Indian Sociological Thought, New Delhi: Rawat Publishing.

Sharma, K.L. (2001). Social Inequality in India, New Delhi: Rawat Publications.

Srinivas, M.N. (1960). India's Villages. Bombay: Asia Publishing House.

Srinivas, M.N. (1970). Social Change in Modern India, Berkeley, California: University Press.

Srinivas, M.N. (1991), India: Social Structure, Delhi: Chaman Offset Printers.

**Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**Sociology of Marginalized Communities**

**Course Code: SOM-104**

Course Name: Sociology of Marginalized Communities

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

**Course Objective:** This course helps the student to focus on the segments of the population which have lived on the margins of society and which have not received adequate attention, to sensitize students to the significance of the sociological study of Dalits, tribal communities and nomadic castes and tribes and to focus on groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

**Unit – I Introduction**

Meaning and processes of marginalization

Scope and importance of the study of marginalization

Socio-economic indices of marginalization-Poverty, relative deprivation

## **Unit – II Marginalized Groups in India**

Scheduled Castes

Scheduled Tribes

Nomadic Communities

Women

## **Unit – III Marginalization and Affirmative Action**

Constitutional Provisions

State Policies and programmes

Role of voluntary groups

## **Unit – IV Social Movements and the Marginalized groups**

Recent trends in the movements for the empowerment of marginalized groups

Anti-reservation agitations

### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

**CLO4:**To understand the evolution of society from Pre Historic times to Post Industrialized era

### **Suggested Readings:**

Ambedkar, B.R. (1949), The Untouchable Who Were They and Why They Became Untouchable, Delhi: Amrit Book.

Ashraf Mahammad Siddiqui and P.C.Aggarwal (1976), Equality through Privileges: A Study of Special Privileges of Scheduled Caste in Haryana, Delhi: Sri Ram Centre for Industrial Relation.

Beteille, Andre (1975), *Social Inequality*, London: Penguin Book. Gore, M.S. (1993), *The Social Context of an Ideology; The Social and Political Thought of Babasaheb Ambedkar*, Delhi: Sage Publication.

Gupta, Dipankar (1991), *Social Stratification*, New Delhi, Oxford University, Press.

Hardgrave Robert (1969), *Nadars of Tamil Nadu: The Political Culture of Community Change*, California: California University Press.

Kamble, N.D. (1981), *Atrocities on Scheduled Caste in Post Independent India*, Delhi: Ashish Publishing House.

Lynch, Owen, M. (1969), *The Politics of Untouchability; Social Mobility and Social Change in a City of India*, Delhi: National Publishing House.

Mathew, Joseph (1986), *Ideology, Protest and Social Mobility: Case Study of Mahars and Pulayes*. Delhi: Inter-India Publication.

Omvedt, Gail (1999), *Dalits and the Democratic Revolution*, Delhi, Sage Publications.

Oommen, T.K. (1990), *Protest and Change: Studies in Social Movement*, Delhi: Sage Publication.

Pimpley, P.N. and Satish Sharma (1985), *Struggle for Status*, Delhi: B.R. Publishing House.

Schchidananda (1977), *Harijan Elites*, Faridabad: Thomson Press. Shah, Ghanshyam (1990).

*Social Movement in India: A Review of Literature in India*, Delhi: Sage Publication.

Singh, K.S. (1998). *The Scheduled Caste*, Delhi: Anthropological Survey of India.

Upadhyaya, H.C. (1991). *Scheduled Caste and Scheduled Tribe in India (Ed.)* Delhi: Anmol Publication. Zelliott, Eleanor (1995), *From Untouchable to Dalit: Essays on the Ambedkar Movement*, New Delhi, Manohar Publication.

Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

[www.byjus.com](http://www.byjus.com)

Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **Classical Sociological Thinkers-2**

**Course Code: SOM-201**

**Course Name: Classical Sociological Thinkers-2**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objective-:** To know the contributions of thinkers to classical sociological theory and their perceptions to the main structures, processes and existing contradictions

**Course Description-:** To examine contemporary society and social issues through the application of sociological perspectives.

**Course Content-:**

**Unit – I :Karl Marx**

Biography Of Karl Marx

Marx's Concept of History and Society

Class and Class Consciousness –The Inevitable Doom of Capitalism

Alienation

**Unit – II: Vilfredo Pareto**

Life Sketch of Vilfredo Pareto

Sociology as Logico-Experimental Science

Logical and Non Logical Action

The Circulation of Elites.

**Unit – III:George Simmel**

Method of Interaction& Individuality

Forms of Interaction and Individuality

Social Types

Modern Culture

**Unit – IV** :Pitrim A. Sorokin

Biography of Pitrim Sorokin

Theory of Social Stratification

Theory of Social mobility

Theory of Social Change.

**Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

**Suggested Readings:**

Aron, Raymond (1991) Main currents in Sociological Thought. London: Penguin.

Coser, Lewis, (1975) Masters of Sociological Thought: Ideas in Historical and Social Context, New York: Harcourt Brace Jovanovich. Finer, S.F.(ed.) (1978)

Giddens, Anthony (1971) Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Weber, Cambridge: Cambridge University Press

Hughes, John A., Martin, Pater, J. and Sharrock, W.W. (1995), Understanding Classical Sociology -Marx, Weber and Durkheim, London : Sage Publications, Whole Book.

Finer, S.F.(ed.) (1978) Vilfred Pareto: Sociological Writings. Oxford: Basil Blackwell.

Terrell, carver (1982) Marx's Sociological Theory. Oxford and New York: Oxford University

Ritzer, George (2000), Classical Sociological Theory, New York McGraw –Hill Higher Education.

Turner, Jonathan H. (2001), The Structure of Social Theory, Jaipur, Rawat Publications.

Zeitlin, Irving M, (2001), Rethinking Sociology: A Critique of Contemporary Theory, Jaipur, Rawat Publications.

### **Online Links for Study and Reference Materials:**

**<https://www.britisoc.co.uk/what-is-sociology/sociology-links/>**

**[www.byjus.com](http://www.byjus.com)**

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**



**Components**

**Assessment-1**

**Assessment-3 (Mid-Sem)**

**Assessment-2**

**External Assessment**

**Weightage (%)**

**10**

**20**

**10**

**60**

**Social Stratification & Mobility**

**Course Code: SOM-202**

**Course Name: Social Stratification & Mobility**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objective-:**To explore the basic concepts of social mobility and status attainment

**Couse Description-:**To bring to light about theoretical perspectives on stratification and mobility.

**Unit-I`:Introduction**

Meaning of Stratification

Characteristics of Stratification

Process of stratification

Examples of Stratification

**Unit-II :Forms of stratification**

Caste: Features and changing Pattern

Class: Problems of Identity class

Determinants of Class

Ascribed Status& Achieved Status

**Unit-III: Social Mobility**

Meaning & Definition of social Mobility

Types of mobility

Determinants of mobility: Education, Occupation and income

Measurement of mobility: Systematic and Objective criterion

## Unit-IV : Social Mobility in India

Trends of mobility

Understanding mobility through Westernization& Modernization.

Meaning of Sanskritization or Brahmanization

Social Movements as trends of mobility.

### **Suggested Readings:**

Berger, Peter (1963), Invitation to Sociology: A Humanistic Perspective, New York: Doubleday.

Bottomore, T.B. (1972), Sociology – A Guide to problems and Literature, Bombay: George Allen and Unwin.

Davis, Kingsley (1981), Human Society, NewDelhi: Surjeet Publications.

Giddens, Anthony (1989), Sociology, Oxford University: Polity Press.

Harlambos, M. (1998), Sociology – Themes and Perspectives, New Delhi: Oxford University Press.

Beteille Andre (2002) Caste, Class and Power: Changing patterns of Stratification in TanjoreVillage, Oxford University Press, New Delhi

Prakash J (2001) Affirmative Actions and Social Change: Social Mobility of Dalits, Anmol Publications, New Delhi

Sharma K I, Social inequality in India: Profiles of Caste, Class and Social Mobility, Essays in honor of Professor Yogendar Singh Rawat Publications, Jaipur.

Singh Yogendra (1997) Social Stratification and change in India, Manohar Publications, New Delhi

Tumin Melvin (1967) Social Stratification: The forms and functions of inequality, Englewood Cliffs, New Jersey.

### **Course Learning Outcomes CLOs**

**CLO1:** To get an understanding of the relationship between Society & Law, Religion .

**CLO2:** To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:** To develop a critical thinking approach in understanding the Social Processes.

Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

[www.byjus.com](http://www.byjus.com)

Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)

Components

Assessment-1

Assessment-3 (Mid-Sem)

Assessment-2

External Assessment

Weightage (%)

10

20

10

60

## **INTRODUCTION TO INDIAN SOCIAL INSTITUTIONS**

Course Code: SOM-203

Course Name:-Introduction to Indian Social Institutions

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

**Course Objectives-:** After studying this course, the learners will be able to understand the diversities and unity in Indian Society and their institutions, Know the major segments in society, the traditions, continuities and changes taking place in Indian society

**Course Description-** To understand various theoretical perspectives to comprehend Indian Society and the sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

### **Course Content**

**Unit –I Indian Social Institutions –**  
Meaning and Characteristic of Social Institution  
Essential Elements of Institution  
Functions of Institution.  
Marriage& Family as an example of Institution

**Unit – II Institution of Caste**  
Meaning and Characteristic of Caste  
Meaning of Varna  
Difference between Varna and Caste  
Causes of Casteism

**Unit- III Institution of Family**  
Meaning & Concept Of Family  
Characteristics of Family  
Types of Family  
Nature of Family

**Unit –IV Institution of Religion**  
Meaning & Concept of Religion  
Characteristic of Religion  
Religious Beliefs  
Function and Dis-function of Religion

### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

**Suggested Readings:**

Ghurye, G.S. (1957). Caste and Class in India, Bombay: Popular Book Depot.  
Karve, Irawati (1961). Hindu Society: An Interpretation, Poona: Deccan College.  
Mukherjee, D.P. (1958). Diversities, Delhi: People's Publishing House.  
Nagla, B.K.(2014), Indian Sociological Thought, New Delhi, Rawat Publications. Singh, Y. (1973). Modernization of Indian Traditions, Delhi: Thomson Press.  
Singh, Y. (2000) Culture Change in India Rawat Publications.

Singh, Y. (1984) Indian Sociology: Social Conditioning and Emerging Concerns, New Delhi: Vistar Publications.  
Srinivas, M.N. (1960) India's Villages .Bombay: Asia Publishing House.  
Shah, A.M. (1973) The household dimension of the family in India. Delhi: Orient Longman.

**Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **POLITICAL SOCIOLOGY**

**Course Code: SOM-204**

**Course Name-: Political Sociology**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Objectives:-**In modernized societies, the political system has become one of the most dominant components of the total social structure. As a result it becomes imperative to acquaint the students with the nature and functioning of political system, and the political processes

**Course Description -:** The paper aims to generate in the minds of students an awareness of their status and role as citizens of the state and to make the students aware of the prerequisites of sound democratic political system and its vulnerability.

### **Unit-I Political Sociology: Origin Development and Scope**

- Meaning of Political Sociology
- Scope of Political Sociology
- Importance of Political Sociology
- Scope Of political Sociology

### **Unit-II Political Socialization**

- Meaning of Political Socialization
- Characteristics of Political Socialization
- Major Agencies of Political Socialization
- Importance of Political Socialization

### **Unit-III Role of Region, Caste and Regionalism in Indian Politics**



- Indian Political Scenario
- Region and Politics
- Caste and Politics
- Regionalism and Politics

#### **Unit-IV Political Participation**

- Meaning of Political Participation
- Factors Facilitating to Political Participation
- Women's Participation of Politics
- Factors Resisting Women's Participation in Politics

#### **Suggested Readings:**

1. Kumar Anand (2010), Quest for participatory Democracy, Jaipur: Rawat Publications.
2. Kumar Anand (2014), Political Sociology in India, Vol-VIII, Delhi, Sage Publications.
3. Choudhary, Kameshwar (2007), Globalization, Governance Reforms and Development in India, New Delhi, Sage Publications.
4. Mukhopadhyay, Amal Kumar (1977), Political Sociology: An Introductory Analysis, Calcutta:K.P.Bagchi and Company.
5. Allardt, E. and Rukkan,S. (1970), Politics: Studies in Political Sociology.
6. Almond and Coleman (1960), The Politics of Developing Areas, Princeton University press.
7. Almond and Powell (1972), Comparative Politics: A Development Approach, New Delhi.
8. Aron, Raymond (1967), Industrial Sociology: Three Essays on Ideology and Development, New York. Blondel, Jean (1969), Comparative Government, Macmillan.

9. Bottomore, T.B. (1971), *Elites and Society*, Penguin, Harmondsworth Ball, Alan R. (1978), *Modern Politics and Government*, Macmillan Dowse, R.E. and Hughes J.A. (1972). *Political Sociology*, London: John Wiley.
10. Easton, David (1965), *A Framework for Political Analysis*, Englewood Cliffs, Prentice Hall.
11. Easton, David (1965), *A System Analysis of Political Life*, New York, Wiley.
12. Finkle, Jason and Cable, R.W. (1971), *Political Development and Social Change*, New York: John Wiley and Sons Inc.
13. Huntington, S.P. (1969), *Political Order in Changing Societies*.
14. Lipset, S.M. (1959), *Political Man*, London.
15. Lipset, S.M. (1972), *Politics and The Social Sciences*, New Delhi: Wiley Eastern.
16. Lapalombaran, Joseph and Weiner, Myron (1966), *Political Parties and Political Development*.

### **Course Learning Outcomes CLOs**

**CLO1:** To get an understanding of the relationship between Society & Politics

**CLO2:** To sensitize society towards selection of right Candidate

**CLO3:** To develop an awareness towards crimes in Political Area.

### **Online Links for Study and Reference Materials:**

<https://www.britisoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## **Contemporary Sociological Theories**

**Course Code: SOM-301**

**Course Name-: Contemporary Sociological Theories**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives :-** This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today.

**Course Description:-** The main focus of this course will be on the perspectives on Evolution, Rational choice and Modernity as well as the Feminist theories. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

### **Unit – I Structuralism-Functionalism**

Levi-Strauss

Robert K Merton: Middle Range Theory  
Manifest and Latent Functions.

Talcott Parsons: Social System-Pattern Variables

### **Unit – II Structurism and post-modernism**

Foucault

Derrida

### **Unit – III Symbolic Interactionism**

C H Cooley

George H Mead

Herbert Blumer

### **Unit – IV Ethno methodology and Phenomenology**

Harold Garfinkel

Alfred Schutz

### **Suggested Readings:**

Abraham, M.Francis (2001): Modern Sociological Theory: An Introduction, Kolkata, Oxford University Press.

Aron, Raymond (1965), Main Currents in Sociological Thought, Vol.-I & II, New York; Basic Books. Bottomore.

Tom & Nisbet, Robert (2004), A History of Sociological Analysis, Jaipur, Rawat Publications.  
Cohen. Percy S. (1968), Modern Social Theory, New York, Basic Books.

Giddens, Anthony (1996), Capitalism & Modern Social Theory Cambridge, Cambridge University Press.

Lemert, Charles (2004), *Social Theory: The Multicultural and classic readings*, Jaipur, Rawat Publications.  
 Polity, (1994), *The Polity Reader in Social Theory*, Cambridge, Polity Press.  
 Ritzer George (2000), *Modern Sociological Theory*, New York, McGraw-Hill.  
 Turner, Jonathan H. (2001), *The Structure of Social Theory*, Jaipur, Rawat Publications.  
 Ritzer, George (2000), *Classical Sociological Theory*, New York McGraw –Hill Higher Education.  
 Zeitlin, Irving M, (2001), *Rethinking Sociology: A Critique of Contemporary Theory*, Jaipur, Rawat Publications.

### Course Learning Outcomes

- To get an understanding of the relationship between Society & Theories
- To understand case-study approach in exploring the various theories given by sources of Sociology.
- To develop a critical thinking approach in understanding the Social Processes.

Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

Rural Development in India

Course Code: SOM-302

Course Name-: Rural Development in India

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

**Course Objectives:-**India is a classic land of agriculture. Its long past history, its complex social organization and religious life, its varied cultural patterns, can hence be understood only if a proper study is made of the rise, growth, crystallization and subsequent fossilization and breakup of the self-sufficient village community, the principal pivot of the Indian Society. Rural society in India has acquired a new significance after independence. The agrarian sector provides the very morphological framework for the underdeveloped Indian Society.

**Course Description:-**

This paper attempts to focus the attention on the need of a sociological perspective in studying rural life and outline the approach to study the rural society. It further attempts to portray the picture of the multi-sided and complex rural life and the emerging trends.

**Unit - I :Introduction**

The Concept of Rural Development

Importance of the Study of Rural Development

Indian Village, its Characteristics

**Unit-II :Land Reforms**

Land Reforms before & after Independence

Critical Appraisal of Panchayat Raj System in India, 73rd Constitutional Amendment.

**Unit-III :Community Development Programmes**

Concept & Objectives of Community Development Programme

Firka Development & Sriniketan

Evaluation of Community Development Programme of 1952.

**Unit-IV :Programmes of Rural Reconstruction**

IRDP, TRYSEM, JRY

Welfare Programme for Rural Women StrishektiYojana and others.

Meaning of Liberalization, Privatization & Globalization

**Suggested Readings:**

Ahuja, Ram: Social Problem, Rawat Publication, Jaipur; 2006.

Beteille, A.: Studies in Agrarian social Structure, Oxford University Press, New Delhi; 1975

Desai, A.R.: Rural Sociology in India, Popular Prakashan, Bombay; 1996

Desai, A.R.: Rural India in Transition, Popular Prakashan, Bombay; 1979

Dhanagre, D.N.: Peasant Movement, Oxford University Press, New Delhi;

Duby S.C.: India's changing Village: Human Factor in Community Development, Himalayan Publishing House, Bombay; 1988

Fernandes, Leela : India' s New Middle Class, Oxford Univ. Press; 2006  
 Lewis, Oscar: The Stigma of Poverty  
 Maheshwari, S.R.: Rural Development In India, Sage Publication, New Delhi; 1985  
 Pradhan, P.K.: Land, Labour and Rural Poverty, Himalayan Publishing House Ltd., Bombay; 1988  
 Ranbir, D.T.: Bharat Mein Jati aur Varg, Popular Prakashan, Bombay; 1966  
 Sidhqui, M.H. : Agrarian Unrest in North India, Vikas Publishing House; 1978  
 Vidyarthi, L .P. : Leadership in India, Asia Publishing House, Bombay; 1967

### Course Learning Outcomes CLOs

**CLO1:**To get an understanding of the relationship between Society & Theories  
**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.  
**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

### Online Links for Study and Reference Materials:

- <https://www.britsoc.co.uk/what-is-sociology/sociology-links/>  
 • [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

Course Code: SOM-303  
 Course Name:- Social Demography

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

**Course Objective-:** The course introduces the student to understand Population as a social phenomenon. It acquaints the students to the demographic features and trends of Indian Society vis-à-vis World Population. It also reviews population control measures and their implementation.

**Course Description-:**

This course is designed to make the students understand the influence of population on social phenomena and to acquaint them with the demographic features and trends of Indian society Vis-a Vis world population

It also aims to understand population control in terms of social needs as well as to appreciate population control measures and their implementation.

**Course Content-**

**Unit – I**

**Introduction**

Meaning, Scope of Social Demography

Nature of the Social demography

Relation of Population and Society

Need for Population Study in India

**Unit – II**

**Theories of Population**

Malthusian Theory

Theories of Optimum Population

Modern Theory of Population



## Demographic Transition Theory

### Unit – III

#### **Components of population change**

Fertility: Meaning, trends and Fertility Differentials

Mortality: Meaning Trends and Mortality Differentials

Migration: Definition & Causes

Causes of Migration

### Unit – IV

Population Growth

World Population Growth

Population Growth in India: Causes and Consequences

Composition of India's Population: Age, Sex and Education

### **Suggested Readings:**

Agarwal, S.N. (1977) India's Population Problems, New Delhi:

Ahlawat, Neerja(2009) "Missing Brides in Rural Haryana: A Study of Adverse Sex Ratio, Poverty and Addiction" Social Change, March 2009, New Delhi. Pg 46-63

Ahlawat, Neerja (2013) "Dispensable Daughters and Indispensable Sons: Discrete Family Choices" Social Change, 43(3) pg 365-376.

Banerjee, D(1971), Family Planning in India: A Critique, New Delhi : People's Publishing House.

Bhende, Asha and Tara Kanitkar (1995), Principles of Population, Delhi: Himalaya Publishing House.

Bogue, Donald J. (1969) The Principles of Demography, N.Y.: John Wiley. Bose, Ashish (1996) India's Basic Demographic Statistics, New Delhi: B.R. Publishing Corporation. Census of India (2011).New Delhi: Govt. of India. Dubey, SurendraNath (2001). Population of India, Delhi: Authors Press. .Malthus, T.R. (1986). An Essay on the Principle of Population, London: William Pickering. National Family and Health Survey (NFHS) (2005-2006) Bombay: IIPS. Pachauri, Saroj (1999), Implementing a Reproductive Health in India: The Beginning, New Delhi: Population Council. Premi, M.K. (1991) India's Population: Heading Towards Billion, Delhi: B.R Publications. Premi, M.K. (2003) Social Demography: A Systematic Exposition, Delhi: Jawahar Publisher. Srinivasan, K. (1996) Population Policy and Reproductive Health, New Delhi: Hindustan Publishing Corporation.

### Course Learning Outcomes CLOs

**CLO1:**To get an understanding of the relationship between Society & Population

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the population factors like fertility, Mortality & Migration

### Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **Course Content-**

### **Unit – I**

#### **Introduction**

Meaning, Scope of Social Demography

Nature of the Social demography

Relation of Population and Society

Need for Population Study in India

### **Unit – II**

#### **Theories of Population**

Malthusian Theory

Theories of Optimum Population

Modern Theory of Population

Demographic Transition Theory

### **Unit – III**

#### **Components of population change**

Fertility: Meaning, Trends and Fertility Differentials

Mortality: Meaning Trends and Mortality Differentials

Migration: Definition & Causes

Causes of Migration

### **Unit – IV**

Population Growth

World Population Growth

Population Growth in India: Causes and Consequences

## Composition of India's Population: Age, Sex and Education

### Suggested Readings:

Agarwal, S.N. (1977) India's Population Problems, New Delhi:

Ahlawat, Neerja(2009) "Missing Brides in Rural Haryana: A Study of Adverse Sex Ratio, Poverty and Addiction" Social Change, March 2009, New Delhi. Pg 46-63

Ahlawat, Neerja (2013) "Dispensable Daughters and Indispensable Sons: Discrete Family Choices" Social Change, 43(3) pg 365-376.

Banerjee, D(1971), Family Planning in India: A Critique, New Delhi : People's Publishing House.

Bhende, Asha and Tara Kanitkar (1995), Principles of Population, Delhi: Himalaya Publishing House.

Bogue, Donald J. (1969) The Principles of Demography, N.Y.: John Wiley. Bose, Ashish (1996) India's Basic Demographic Statistics, New Delhi: B.R. Publishing Corporation.

Census of India (2011).New Delhi: Govt. of India.

Dubey, SurendraNath (2001). Population of India, Delhi: Authors Press.

.Malthus, T.R. (1986). An Essay on the Principle of Population, London: William Pickering. National Family and Health Survey (NFHS) (2005-2006) Bombay: IIPS.

Pachauri, Saroj (1999), Implementing a Reproductive Health in India: The Beginning, New Delhi: Population Council.

Premi, M.K. (1991) India's Population: Heading Towards Billion, Delhi: B.R Publications.

Premi, M.K. (2003) Social Demography: A Systematic Exposition, Delhi: Jawahar Publisher.

Srinivasan, K. (1996) Population Policy and Reproductive Health, New Delhi: Hindustan Publishing Corporation.

## Course Learning Outcomes CLOs

**CLO1:**To get an understanding of the relationship between Society & Population

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the population factors like fertility, Mortality & Migration

## Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **Research Methods & Techniques**

**Course Code: SOM-304**

**Course Name-: Research Methods & Techniques**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:-**The course plan aims to provide exposure to the fundamentals of various research techniques and methods. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.

**Course Description:-**It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

### **Course Content-:**

#### **Unit – I**

##### **Social Research**

**Definition, Types and Importance Social Research**

**Problems of objectivity**

**Relationship Between Theory and Research**

#### **Unit – II**

**Basic Elements of Social Research**

**Hypotheses: Meaning, Importance, Types and Formulation**

Sampling: Meaning, Characteristics and Types

Research Design, Meaning and Types.

**Unit – III** -:Tools of Data Collection

Meaning and Methods of Data Collection

Primary Data: Observation, Questionnaire

Interview Method

Secondary Data

**Unit – IV** : Statistics in Social Research

Measures of Central Tendency: Mean Median and Mode.

Research Reports – Structure and Components of Research Report

Characteristics of Good Research Report

### **Suggested Readings:**

Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.

Blalock, Hubert M. (1979), Social Statistics. New York:

Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.

Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.

Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.

Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.

Moser, S.C. and G. Kalton (1971), Survey

Methods in Social Investigation, London:

Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York:Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.

Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications Pvt. Ltd.

Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

Agarwal, S.N. (1977) India's Population Problems, New Delhi:

Ahlawat, Neerja(2009) "Missing Brides in Rural Haryana: A Study of Adverse Sex Ratio, Poverty and Addiction" Social Change, March 2009, New Delhi. Pg 46-63

Ahlawat, Neerja (2013) "Dispensable Daughters and Indispensable Sons: Discrete Family Choices" Social Change, 43(3) pg 365-376.

Banerjee, D(1971), Family Planning in India: A Critique, New Delhi : People's Publishing House.

### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Population

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the population factors like fertility, Mortality & Migration

### **Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)



**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

**Course Code: SOM-401**

**Course Name:- Social Problems& Social Welfare**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives:-**

The course is designed to provide the conceptual platform to understand serious and glaring challenges of Indian society. It also enables the students to equip themselves in understanding the etiology, magnitude, causes and consequences of contemporary social problems. Besides this, it equips them in evaluating the prevalent institutional arrangements to mitigate the problem and face challenges.

**Course Description:-**

To acquaint the students with contemporary social problems and to enable them to make a critical analysis.

**Course Content:-**

Unit-I: Introduction

Meaning of Social Problems

Nature of Social Problems

Characteristics of Social Problems

## Causes of Social Problems

### Unit-II: Issues and Problems related to family

Dowry and Divorce

Intergenerational Problems

Domestic Violence

Impact of Modernization on Indian Family

### Unit-III: Developmental issues and Problems

Displacement

Terrorism

Communalism

Regionalism

### Unit-IV

: Changing Profile of Crime and criminals

White Collar Crime- Meaning, Causes & Consequences

Criminalization of Politics –Meaning and Nature.

Corruption

### Suggested Readings:

Ahuja Ram (1992), Social Problems in India, Rawat Publications, Jaipur

Bardhan, P. (1984), Land, Labour and Rural Poverty. New Delhi: OUP.

Beteille, Andre. (1974), Social Inequality, New Delhi: OUP.

Beteille, Andre. (1992), Backward Classes in Contemporary India. New Delhi: OUP

Berremen, GD (1979), Caste and Other Inequalities: Essays in Inequality, Meerut: Folklore Institute.

Ghurye, G.S. (1968), Social Tensions in India, Bombay: Popular Parkashan.

Gill, S.S. (1998), The Pathology of Corruption, New Delhi: Harper Collin Publisher

Inden, Ronald. (1990), *Imaging India*, Oxford: BrasilBlackward.

Lewis, Oscar. (1966), "Culture of Poverty". *Scientific American* Vol. II & V, No.4.

Merton R.K.(1972), *Social Theory and Social Structure*, New Delhi Emrind Publishing Company.

Mamoria, C.B. (1981), *Social Problems in India*, KitabMehal, Allahabad.

Madan, G.K. (1973), *Social Problems*, Allied Publications, Bombay.

**Criminology& Penology**  
**Course Code: SOM-402**  
**Course Name-: Criminology& Penology**

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

**Course Objectives-:**

The course is designed to provide sociological insides regarding the concepts used in the study and analysis of deviance. It gives a theoretical explanation to etiology of deviance in the light of many theorists and perspectives.

**Course Description-:** It explores the interface between deviance, social problems and crimes further it seeks to familiarize students regarding penological and correctional while dealing with deviance.

**Course Content-:**

## **Unit – I Principles of Criminology and Penology**

Meaning and Definition

Nature of Criminology

Scope & Importance Of Criminology

Objectives Of Criminology

## **Unit – II: Concept of Crime and Theories of Crime**

Meaning and Definitions

Characteristics of Crime

Classification (Ancient & Pioneers )

Reasons Of Crime

## **Unit – III: The Concept of Punishment and Theories of Punishment**

Meaning, Definitions & Concept of Punishment

The Deterrent Theory

The Retributive Theory

The Reformatory Theory

## **Unit – IV: The Prison System**

Meaning & Definition Of Prison

Types Of Prison

The Indian Prison System

Reforms in Prison System

### **Suggested Readings:**

Teeters, Negley and Harry Elmer Barnes (1959), New Horizons in Criminology. New Delhi. Prentice Hall of India.

Sutherland, Edwin. H. and Donald R. Cressey (1968), Principles of Criminology. Bombay: Times of India Press.

Parsonage, William H. (1979), Perspectives on Criminology. London: Sage Publications.

Ministry of Home Affairs (1998), Crime in India. New Delhi: Government of India Annual Report of National Crime Bureau, New Delhi.

Gill, S.S. (1998), the Pathology of Corruption. New Delhi: Harper Collins Publishers. Reid, Suetitus(1976), Crime and Criminology. Illinois: Deyden Press.

Merton, R.K. 1972. Social Theory and Social Structure. New Delhi: Emerind Publishing.

Bedi, Kiran, (1998), It Is Always Possible. New Delhi: Sterling Publications Pvt. Ltd.

Williams, Frank P. and Marilyn D. Meshere,(1998), Criminological Theory. New Jersey: Prentice Hall.

Williamson, Herald E. (1990), The Correction Profession. New Delhi: Sage Publications.

Ministry of Home Affairs. Report of the All India Committee on Jail Reforms. 1980-83. New Delhi: Government of India.

Bedi, Kiran(1998), It Is Always Possible. New Delhi: Sterling Publications Pvt. Ltd.

### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & environment

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the causative factors

### **Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

## **Gender & Society**

**Course Code: SOM-403**

**Course Name-: Gender & Society**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objectives-:** The course is designed to provide sociological insights regarding demonstrate an understanding of the history of gender and the division of labor by sex, to describe which human behaviors are biologically motivated and which are socially constructed, to explain an understanding of oneself and the society in which one operates, to describe the institutionalization of gender in politics, economics, language, family, and other areas, to describe the concepts of gender stereotypes and sexism as a form of discrimination.

**Course Description -:**To describe how various gender-based movements envision “the good society” and to describe the variety of sexual identities based in sexual practices.

## **Course Content**

### **Unit – I: Introduction**

Sex and Gender: Meaning

Sociology of Gender: Meaning and development

Gender in Sociological Analysis

Gender in Historical perspective

### **Unit – II:**

:Gender and Society

Models of Gendered Socialization

Cultural symbolism

General Roles

Indicators of women's status: Demographic, Socio-cultural & Economic

### **Unit – III**

: Theories of Gender Relations

Liberal

Radical

Marxist

Socialist and Post-Modern

### **Unit-IV:**

Gender and Development

The Role of the State and NGOs

Special Schemes and Strategies for Women's Development.

Women Health and law

## **Suggested Readings:**

Bhasin Kamala, Understanding Gender, Kali for Women, New Delhi, 2000.

BasuAparna, Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, 1999.

ChodhuriMaitreyee, Feminism in India, Women Unlimited, New Delhi, 2004.

Chakravarty Uma, Gendering caste through a feminist Lense, Stree, Calcutta, 2003.

Davis Kathy, Evans Mary, Lorber, J (edt), Handbook of Gender and Women's Studies, Sage Publication, UK, 2006.

Delamont Sara, Feminist Sociology, Sage Publications Ltd, 2003.

Feminist Concepts, Contribution to Women's Studies Series, Part-I, II, III, RCWS, Mumbai.

Freedman Jane, Feminism, Viva Books, New Delhi, 2002.

Geetha V, Patriarchy, Stree, Calcutta, 2007.

Geetha V, Gender, Stree, Calcutta, 2002.

Kimmel Michael, The Gendered Society, Oxford, NY, 2008.

Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992.

RegeSharmila, Sociology of Gender, Sage Publications, New Delhi, 2003.

Uberoi Patricia, Family, Kinship and Marriage in India, Oxford, New Delhi, 1994.

Wharton A. S, Sociology of Gender, Blackwell, 2005.

### **Course Learning Outcomes CLOs**

To get an understanding of the relationship between Society & environment& women  
To sensitize society towards Women & problems faced by her.  
To develop an awareness towards crimes against women

### **Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>  
• [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**



<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

### **SOM-404: DISSERTATION AND VIVA-VOCE**

**Objective:** This course provide practical Application of learner’s theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas. Topics for the dissertation will have to be approved by the Board of Studies in the beginning of the IV semester; allotment of supervisor will also be done by board of studies.

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the dissertation.

The Dissertation should include the following –

1. Title of Dissertation
2. Introduction
3. Problems of Research
4. Objectives of Research

5. Tentative Chapter Division
6. Suggested readings

### **Source Material and References**

Presenting your own ideas in a Dissertation is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

### **Length and Format**

Length is not important; 40 to 60 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

## **Marks/Grading**

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Project look and sound professional.

## **Evaluation of Dissertation**

Sl.No.

### **Evaluated by Criteria:**

1. Institution
  - Quality
  - Depth & Breadth of analysis,
  - Coverage,
  - Scope and content
  - Project fulfillment
  - Data collection ability in the field (if any)
  - Scope of Implementation.

**Marks-60**

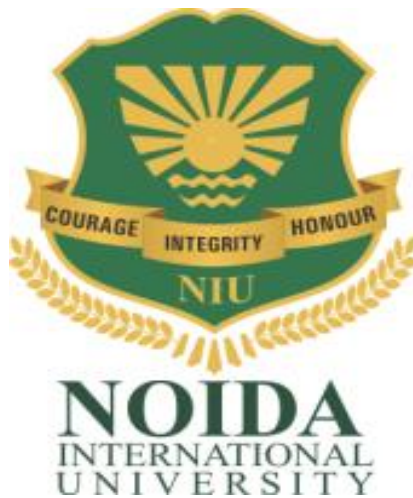
2. Board of Examiners

Viva-voce Examination

**Marks-40**

3. **Total 100**

# **NOIDA INTERNATIONAL UNIVERSITY**



**DEPARTMENT OF INTERNATIONAL RELATIONS**  
**SCHOOL OF LIBERAL ARTS**  
**COURSE STRUCTURE & SYLLABUS FOR MASTER OF**  
**ARTS**

**Rules, Regulations and Course Contents**

**Effective from**

**Academic year 2018-2020 onwards**

## **COURSE STRUCTURE - MA INTERNATIONAL RELATIONS**

Master of Arts in International Relations or M.A International Relations is a two-year postgraduate degree programme. M.A International Relations is the study of a comprehensive and advanced understanding of the factors that are affecting the international community and individual states.

In this two-year postgraduate degree programme, the students are taught major topics such as International relations theories and approaches, Diplomacy, Political Geography, Foreign policies of major powers , Problems of International relations, peace and conflict resolution, globalization of human rights, International organization, National security and international relations, great powers in the international system and peace and war in the nuclear age, politics, and similar things which are associated with International Relations. At the end of the study, the students will be adept of finding solutions for issues like nuclear proliferation, economic development, organised crime, globalization, human rights etc.

**Program Objective:** To teach them about complicated nature of International Relations. To get acquainted with the international problems and issues. To get knowledge about the foreign policies of major powers. To tell them about the diplomatic techniques, To make them enable to understand about the war and peace in the nuclear age. To become familiar about the international organization and make them aware about the national security. To get knowledge about the research methods and techniques.

**Program Outcome:** Students will be able to understand the different countries relations with each other, whether it is social, political, economic, diplomatic, strategic and cultural. It will make them enable to understand the behavior of international organization with the developed and undeveloped countries. Students will be able to identify the world problem, and they will be able to find the peaceful solutions for any kind of conflict. They will be able to identify the merits and demerits of nuclear power. It will make them able to understand the problem and profit of globalization. In the third semester student will get the knowledge about research methodology and in the fourth semester they will apply this knowledge during their dissertation writing. By doing this they will become more research oriented.

Course Structure is divided into two parts as under. Each part will consist of two semesters:

<b>Part-I</b>	<b>First Year</b>	<b>Semester I</b>	<b>Semester II</b>
<b>Part-II</b>	<b>Second Year</b>	<b>Semester III</b>	<b>Semester IV</b>

### Semester I

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRM-101	Introduction to Peace and Conflict Resolution	3	1		4	40	60	100
2	IRM-102	Diplomacy	3	1		4	40	60	100
3	IRM-103	International Relations-Theory	3	1		4	40	60	100
4	IRM-104	Public Administration-Theory	3	1		4	40	60	100

## Semester II

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRM -201	Globalisation of Human Rights	3	1		4	40	60	100
2	IRM -202	Contemporary Political Theory	3	1		4	40	60	100
3	IRM -203	Political Geography	3	1		4	40	60	100
4	IRM -204	International Organization	3	1		4	40	60	100

## Semester III

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRM-301	National Security and International Relations	3	1		4	40	60	100
2	IRM-302	Comparative Political Analysis	3	1		4	40	60	100
3	IRM-303	Problems of International Relations	3	1		4	40	60	100
4	IRM-304	Research Methodology	3	1		4	40	60	100



## Semester IV

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	IRM - 401	Great Powers in the International System	3	1		4	40	60	100
2	IRM- 402	Peace and War in the Nuclear Age	3	1		4	40	60	100
3	IRM - 403	Foreign Policies of Major Powers	3	1		4	40	60	100
4	IRM - 404	Dissertation	6			6	60	40	100
						66			1600

L: Lecture hours; T: Tutorial hours

P: Laboratory/ Practical hours – NA

**General Scheme of the Syllabus:** - There will be four papers in each semester, one dissertation of six credits during the last semester and a comprehensive viva-voce. The papers in all four semesters will constitute the core element, common to all students who undergo the same course.

There will be two types of examination:

1. External Examination: It is equal to 60 marks. It includes only end term exam marks.
2. Internal Examination: It is equal to 40 marks. Internal Marks include class tests, Assignments, Presentations, mid sem. marks and Attendance.

Dissertation internal evaluation marks will be 60 and external viva-voce marks will be equal to 40 marks.

# SEMESTER I

**Course Name: Introduction to Peace and Conflict Resolution**

**Course Code: IRM-101**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** This course aims to introduce students to the origins, concepts, theories, perspectives, and dynamics of the major guiding visions that have evolved as integral part of Peace and Conflict Resolution studies discourse. This will also provide students with common language and precision in their understanding and skills for examining the dimensions, obstacles, and opportunities in peace and to equip them with critical thinking on conflict resolution and provide appropriate examples and references for future explorations.

**Course Description:** The course “Introduction to Peace and Conflict Resolution” is intended to introduce to the students the importance of peace and conflict resolution. It will further elaborate some basic concepts of peace and conflict. the course will also deliberate on the sources and types of the conflict. the course concludes with the discussion on some major theories of peace and conflict.

**Course Contents:**

## **Unit I: Origins and Development of Peace and Conflict Studies**

- a) Introduction to the peace and conflict resolution
- b) Origin and Development of Peace and Conflict Studies
- c) Need and importance of peace and conflict studies
- d) Phases, Pioneers and Traditions

## **Unit II: Basic Concepts of Peace and Conflict**

- a) Peace keeping and Peace Making
- b) Conflict Resolution and Conflict Management
- c) Conflict Prevention
- d) Conflict Regulation

### **Unit III: Sources and types of Conflict**

- a) Material sources of conflict
- b) Ideational sources of conflict
- c) Inter-State, Intra-State
- d) Other types of conflicts

### **Unit IV: Theories of Peace and Conflict**

- a) Liberal
- b) Marxist
- c) Gandhian
- d) Nehruvian
- e) Feminist

### **Course Learning Outcomes:**

- To understand the ideas of Peace and Conflict and their importance.
- To acquaint the students with the causes of conflict and their solutions.
- To learn and understand different theories and perspectives on Peace and Conflict.
- To mark the importance of different approaches, like Facilitation, Mediation and Arbitration

### **Essential Reading :**

Â Lederach, John Paul, Building Peace: Sustainable Reconciliation in Divided Societies, (Princeton: Princeton Uni Press, 2004).

Azar, Edward E., The Management of Protracted Social Conflict: Theory and Cases (Aldershot: Dartmouth, 1990).

Berrovitch, Jacob and Jeffery Z. Rubin, (eds), Mediation in International Relations: Multiple Approaches to Conflict Management, (New York: St. Martin's Press, 1992).

Brown, Michael E., et.al, eds., Theories of War and Peace (Cambridge, Mass: The MIT Press, 2000).

Burton, John, Conflict: Resolution and Provention (London: Macmillan, 1990).

Elshtain, Jean Bethke, Women and War, (Chicago: University of Chicago Press, 1995). 6. Enloe, Cynthia, Maneuvers: The International Politics of Militarizing Women's Lives, (Berkeley: University of California Press, 2000).

Lorentzen, Lois Anne and Jennifer Turpin, eds., The Women and War Reader, (New York: New York University Press, 1998).

**Online Links for Study and Reference Materials:**

- Carnegie Commission on preventing deadly conflict: <http://www.ccpdc.org>
- Conflict Resolution, Research and Resource Institutes: <http://www.cri.cc>
- Institute for Conflict Analysis and Resolution:  
<http://www.web.gmu.edu/departments/ICAR>
- Malaviya Centre for Peace Research, <http://www.mcpr-bhu.com>
- The Institute for International Mediation and Conflict Resolution:  
<http://www.iimcr.org>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Name: Diplomacy**

**Course Code: IRM-102**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** This course explores the world of diplomacy in the broader field of international relations. It begins with identifying the theoretical aspects of diplomacy and the centrality of negotiations therein. It further seeks to introduce you to the various forms of diplomacy such as multilateral, summit, security/coercive, preventive, economic, and environmental diplomacy.

**Course Description:** The course on diplomacy is intended to analyze different dimensions of diplomacy. The course will look into different kinds of diplomacies and most importantly the need and importance of diplomacy in the age of terror.

**Course Contents:**

**Unit I:**

- a) Diplomacy: Meaning and Definitions
- b) Diplomacy: Theoretical Aspects
- c) Diplomacy: Old and New
- d) Importance of Diplomacy in the contemporary era

**Unit II:**

- a) Negotiation in Diplomacy
- b) Public Diplomacy
- c) Cultural Diplomacy
- d) Intermediary Diplomacy

**Unit III:**

- a) Conference Diplomacy
- b) Summit Diplomacy
- c) Crisis Diplomacy
- d) Digital (electronic) Diplomacy

#### **Unit IV:**

- a) Coercive Diplomacy
- b) Preventive Diplomacy
- c) Economic/Trade/Business Diplomacy
- d) Diplomacy in the Age of Terror

#### **Course Learning Outcomes:**

- Examine the concept of Diplomacy, its need and importance.
- To acquaint the students with the meaning and comparison between New and Old Diplomacy and their importance.
- To explain the meaning and importance Negotiation in Diplomacy, Multilateral Diplomacy, Conference Diplomacy, and Summit Diplomacy.
- To acquaint the students with the meaning of Security Diplomacy, Preventive Diplomacy, Economic/Trade Diplomacy, Personality in Diplomacy, Crisis Diplomacy etc.

#### **Essential Reading :**

Dunn, David H. (1996), *The Lure of Summitry: International Dialogue at the Highest Level*, Discussion Papers No.13, Leicester: Leicester Diplomatic Studies Programme.

Eban, Abba. (1983), *The New Diplomacy: International Relations in the Modern Age*, Random House, Ch.9.

Jonsson, Christer. (2012), —Theorizing Diplomacy, in McKercher, BJC, ed., *Routledge Handbook of Diplomacy and Statecraft*, London, and New York: Routledge, pp.120-130.

Kaufmann, Johan. (1988), *Conference Diplomacy: An Introductory Analysis*, Dordrecht: Martinus Nijhoff Publishers, Ch.1.

Pigman, Geoffrey Allen. (2011), *Contemporary Diplomacy*, Polity, Ch. 1 and 2.

**Online Links for Study and Reference Materials:**

- <https://www.britannica.com/topic/diplomacy>
- <https://www.jstor.org/stable/20097934?seq=1>
- <https://www.law.upenn.edu/live/files/5156-sharpdiplomatic-theory-of-international>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Name: International Relations - Theory**

**Course Code: IRM-103**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objective:** This course introduces students to diverse traditions of theoretical endeavours in the International Relations as they have evolved around the world. It covers both explanatory and normative paradigms in international relations theory and give a brief overview of the state of the art of IR to students.

**Course Description:** The course intends to analyze the different perspectives of International Relations – Theory. It will highlight some important perspectives on international relations. It will further elaborate the great debates in IR. The course concludes with some the discussion on some concepts/themes of international relations.

**Course Contents:**

### **Unit I: Introduction to the theory of International Relations**

- a) Perspective to various dimensions
- b) Idealism
- c) Liberalism
- d) Marxism

### **Unit II: Approaches and Theories**

- a) Classical School of Realism
- b) Neo-Realism
- c) Structural Realism
- d) Feminism

### **Unit III: The Great Debates**

- a) Idealist/ Realist
- b) Traditional versus Scientific Approach (Realism / Behaviouralism)
- c) Inter-Paradigm Debate: Realism/Pluralism/Marxism
- d) Rationalism / Reflectivism



#### **Unit IV: Concepts / Themes**

- a) Power
- b) Anarchy
- c) National Interest
- d) Balance of Power

#### **Course Learning Outcomes:**

- To acquaint the students with the broader understanding of International Relations.
- To understand the approaches and theories of international relations.
- To acquaint the students with the meaning and importance of different *ism*'s.
- To examine the great debates of international politics.

#### **Essential Readings:**

E.H. Carr, *The Twenty Years Crisis: 1919-1939*, London: Macmillan, 1939/ 1981 edition.

Hans J. Morgenthau, "Balance of Power", in Phil Williams, Donald M. Goldstein and Jay M. Shafritz, eds., *Classic Readings of International Relations* (Belmont. Wadsworth Publishing Co.)

Hans Morgenthau, *Politics among Nations* (New Delhi: Kalyani, 1997)

Scott Burchill, "Introduction" in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, New York: St Martin Press

Vivienne Jabri, "Reflections on the Study of International Relations," in Trevor C. Salmon, ed., *Issues in International Relations*, London: Routledge, 1999,

#### **Online Links for Study and Reference Materials:**

- <https://www.routledge.com/An-Introduction-to-International-Relations-Theory-Perspectives-and-Themes/Steans-Pettiford-Diez-El-Anis/p/book/9781408204887>
- <https://www.routledge.com/International-Relations-Theory-A-Critical-Introduction/Weber/p/book/9780367442712>
- <https://www.e-ir.info/2012/01/24/the-differences-between-classical-realism-and-neo-realism/>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1 -05%

Assessment-2 -05%

Assessment-3(Mid-Sem) -20%

Assessment-3 -05%

Assessment-4 -05%

**Total Internal Assessment -40%**

**Course Name: Public Administration - Theory**

**Course Code: IRM-104**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objective:** The focus of this course is on the theories from the Western and Non – Western Traditions that have shaped the emergence of modern systems of governance and their related structures and processes.

**Course Description:** The course intends to introduce public administration-theory to the students and explains its broader contours. Apart from the evolution of public administration as a discipline, the course explains the theories and approaches to the study of public administration. The course will further understand the contextual public administration which includes ecological, Marxist, and other approaches. The course also aims at introducing some principles of organization. The course will conclude with the discussion on contemporary developments in the public administration discipline.

**Course Contents:**

**Unit I: Theories and Approaches to the Study of Public Administration**

- a) Evolution of the Discipline of Public Administration:
- b) The Scientific Management School & the Classical Theory of Management
- c) The Ideal organization: Max Weber.
- d) Human Relations: Elton Mayo.

**Unit II: Contextual Public Administration**

- a) Ecological Approach: Fred Riggs
- b) Rational Decision-Making Approach: Herbert Simon
- c) Development Administration Approach
- d) Marxist Approach

### **Unit III: Principles of Organisation**

- a) Hierarchy: Unity of Command
- b) Power: Authority and Responsibility
- c) Coordination: Span of Control
- d) Centralization, Decentralization & Delegation

### **Unit IV: Contemporary Developments**

- a) Relationship between Political & Permanent Executives
- b) Administration of Welfare
- c) Good Governance and Development
- d) Peoples Participation in Administration

#### **Course Learning Outcomes:**

- To acquaint the students with the theories and approaches of public administration.
- To examine the principles of organisations.
- To acquaint the students with contemporary developments in public administration.

#### **Essential Reading :**

M.P. Sharma, B.L. Sadana, Harpreet Kaur, Public Administration: in theory and practice, Kitab Mahal, Daryaganj Delhi. Albrow, Martin, *Bureaucracy*, London, Macmillan, 1978.

Minogue, Martin, '*The Internationalization of New Public Management*' in *The Internationalization of Public Management: Reinventing the Third World State* edited, McCourt W and M. Minogue. U.K., Edward, Elgar, 2001.

Stivers, Camilla, '*Towards a Feminist Theory of Public Administration in Gender*' in *Images in Public Administration: Legitimacy and the Administrative Slate*. New Delhi, Sage, 1993

**Online Links for Study and Reference Materials:**

- <http://14.139.185.6/website/SDE/sde539.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/19222/1/Unit-1.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/19224/1/Unit-3.pdf>

**Assessment Method:**

Continuous Internal Assessment:	40%	
Final Examination:	60%	-05%
Assessment-1		
Assessment-2		-05%
Assessment-3(Mid-Sem)		-20%
Assessment-3		-05%
Assessment-4		-05%
<b>Total Internal Assessment</b>		<b>-40%</b>

## SEMESTER II

**Course Name: Globalisation of Human Rights**

**Course Code: IRM-201**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objective:** To introduce the students to the philosophical foundation of rights, it will also familiarize the students with the normative architecture of human rights and the complex processes of implementation through formal international organisations, social movements, and an emerging global civil society.

**Course Description:** The course on globalisation of human rights is intended to discuss the global nature of human rights. It will further understand the philosophical foundations of human rights important in the contemporary world. This course also will review contemporary debates relating to cultural relativism, war on terror, the relationship between human rights and development and the transformative potential of the language of human rights in the era of globalization.

**Course Contents:**

### **Unit I: Philosophical foundations of human rights**

- a) Philosophical foundations of human rights
- b) Concepts of Rights and Duties
- c) Individual and society idea of Justice
- d) Cultures and civilizations

### **Unit II: Human Rights Standard**

- a) Source of Human Rights Law:
  - a) Treaties
  - b) Declarations
  - c) Resolutions
- b) Global Regional and National Standards

### **Unit III: Institutional Mechanisms**

- a) UN Framework
- b) Principal UN Mechanisms, Human Rights Council, OHCHR UNHCR
- c) UN Treaty Body e.g. (Human Rights Committee)
- d) International Courts and Tribunals e.g., ICJ ICC Ad hoc Criminal Tribunal

### **Unit IV: Social Movements and Human Rights**

- a) Salience of Social Movements
- b) Role of social movements in maintaining Human Rights standards
- c) Human Rights Movements in India
- d) Human Rights Movements in the third world countries

#### **Course Learning Outcomes:**

- To acquaint the students with the Philosophical foundations of human rights.
- To understand the concepts of rights and duties, and their importance.
- To point out the basic ideology behind UNHCR.

#### **Reading suggestions:**

Abdul Rahim P. Vijapur (ed) (2008) Implementing Human Rights in the third world: New Delhi Manak.

C. J. Nirmal, (ed) (2002) Human Rights in India: Historical Social and Political perspectives New Delhi, Oxford University Press.

G. Noorani (2008) Constitutional Questions and Citizen Rights', New Delhi: Oxford University Press.

Henry J. Steiner, Philip, Alston and Ryan Goodman (2007) International Human Rights in Context: Law, Politic, Moral (OUP).

#### **Online Links for Study and Reference Materials:**

- <https://www.fidh.org/en/issues/globalisation-human-rights/>
- <https://www.jstor.org/stable/48505172?seq=1>
- <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1 -05%

Assessment-2 -05%

Assessment-3(Mid-Sem) -20%

Assessment-3 -05%

Assessment-4 -05%

**Total Internal Assessment -40%**



**Course Name: Contemporary Political Theory**

**Course Code: IRM-202**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objective:** This course seeks to explore and understand some of the major debates that contemporary political theory is engaged in and hopes thereby to enrich our skills of analysis and judgment.

**Course Description:** The course “Contemporary Political Theory” is to analyze different concepts of political theory relevant in the contemporary era. The course will suffice some important approaches which will help in the broader understanding of political theory. It will further discuss some important concepts of political theory, like Justice, Equality, Liberty, Rights and Duties to explore the deeper understanding of contemporary political theory.

**Course Contents:**

**Unit I: Introduction to Political Theory**

- a) Meaning and nature of Political Theory
- b) Significance of Political Theory
- c) Traditions of Political Theory
- d) Debate on the decline of Political Theory

**Unit II: Introduction to Concepts**

- a) Behaviouralism
- b) Post-Behaviouralism
- c) Institutionalism
- d) Structuralism

### **Unit III: Understanding Approaches**

- a) Gender sensitization
- b) Caste & community
- c) Power & Hegemony
- d) Exploitation & Authority

### **Unit IV: Implementing Concepts**

- a) Justice
- b) Equality
- c) Liberty
- d) Rights and duties.

#### **Course Learning Outcomes:**

- To acquaint the students with the idea of contemporary political theory.
- To understand the main approaches of political theory.
- To understand the basic concepts of Justice, Equality, Liberty and Rights.

#### **Essential Reading :**

Klingemann edited, *A New Handbook of Political Science*. Oxford, Oxford University Press, 1996.

Goodin, Robert E. and Philip Pettit edited, *A Companion to Contemporary Political Philosophy*, Oxford, Oxford-University Press, 1993.

Goodin, Robert E. and Philip Pettit edited *Contemporary Political Philosophy*. Oxford, Blackwell Publishers, 1997.

Miller, David and Larry Siedentop edited, *The Nature of Political Theory*, Oxford, Clarendon Press, 1983

Okin, Susan Moller, Justice, *Gender and the Family*, New York, Basic Books, 1989.

**Online Links for Study and Reference Materials:**

- <https://in.sagepub.com/en-in/sas/introduction-to-contemporary-political-theory/book224980>
- [http://www.dspmuranchi.ac.in/pdf/Blog/DPOL101\\_POLITICAL\\_THEORY\\_ENGLISH.pdf](http://www.dspmuranchi.ac.in/pdf/Blog/DPOL101_POLITICAL_THEORY_ENGLISH.pdf)
- <https://www.jstor.org/stable/j.ctvkjb25m>
- <https://www.jstor.org/stable/j.ctt1npgv3>
- <https://www.jstor.org/stable/2382060?seq=1>
- <https://www.jstor.org/stable/192315?seq=1>
- <https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Political%20Science%202nd%20Semester/POLS-801C-Political%20Theory.pdf>

**Assessment Method:**

Continuous Internal Assessment:	40%	
Final Examination:	60%	-05%
Assessment-1		
Assessment-2		-05%
Assessment-3(Mid-Sem)		-20%
Assessment-3		-05%
Assessment-4		-05%
<b>Total Internal Assessment</b>		<b>-40%</b>

**Course Name: Political Geography**

**Course Code: IRM-203**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objectives:** The purpose of this course is to make students aware about the political geography and its theoretical and conceptual mean. They will know about the borders and boundary of the states, continental, and maritime boundaries.

**Course Description:** The course aims at introducing the ideas of Political Geography to the IR students. The course will highlight the scope and methodology of political geography. It will further highlight the emergence of territorial state.

**Course Contents:**

**Unit I: Meaning, Scope and Methodology of Political Geography**

- a) Meaning, Nature and Definition of Political Geography
- b) Scope of Political Geography
- c) Functional Approach, Unified Field Theory and Mackinder Theory
- d) Contemporary Geographical traditions

**Unit II: Concepts of Territoriality, State and Nation**

- a) Territoriality
- b) The State
- c) The Nation
- d) Nationalism and Nation Building

**Unit III: Frontiers and Boundaries:**

- a) Concepts of Frontiers
- b) Classifications of frontiers
- c) Concept and classification of boundaries
- d) Continental and Maritime Boundaries

#### **Unit IV: Emergence of Territorial State**

- a) Core Areas, Capitals, and Capital Regions
- b) Growth, Consolidation and Disintegration of Empires
- c) Federalism
- d) Trends in Electoral Geography

#### **Course Learning Outcomes:**

- To acquaint the students with the scope and methodology of political geography.
- To understand the ideas of borders and boundary of the states, continental, and maritime boundaries
- Examine the elements of the state.
- To acquaint the students with the Functional Approach, Unified Field Theory and Mackinder Theory

#### **Essential Reading :**

Glassner, Martin Ira and Chuck Fahrer (2004), Political Geography, John Wiley, New Jersey

Jones, Martin, Rhys Jones and Michael Woods ((2004), An Introduction to Political Geography, Routledge, London

Glassner, Martin Ira and Chuck Fahrer (2004), Political Geography, John Wiley, New Jersey

Blacksell, Mark (2006), Political Geography, Routledge Contemporary Human Geography Series, Routledge, London

Glassner, Martin Ira and Chuck Fahrer (2004), Political Geography, John Wiley, New Jersey

Newman, David (2003), Chapter 9, Boundaries, in John Agnew, Katharyne Mitchell and Gerard Toal (eds.), A Companion to Political Geography, Blackwell, Oxford

**Online Links for Study and Reference Materials:**

- <https://www.jstor.org/stable/1801248?seq=1>
- <https://www.sciencedirect.com/topics/social-sciences/political-geography>
- <https://www.youtube.com/watch?v=R-TO8IOzoAQ>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Name: International Organization**

**Course Code: IRM-204**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hrs**

**Course Objective:** This course basis itself on the classic understanding of international organisation as a process and aims to expose students to the diversity and complexity of forms in which this process manifests itself by using the example of specific international organisations.

**Course Description:** The course “International Organization” is of worldly importance. It intends to mark the importance of international organizations, particularly the United Nations. The course will understand the basic idea behind the UN. It will further suffice on the principal structure of the UN. Apart from the UN, the course will debate on some other international organizations also, including ASEAN, BRICS and EU.

**Course Contents:**

**Unit I: International Organisations**

- a) Meaning, Definitions, and Characteristics of International Organizations
- b) Classification of International Organizations
- c) Theoretical approaches
- d) Historical Legacy

**Unit II: The United Nations System**

- a) The Idea of the UN
- b) Principal Structure of the UN
- c) The UN in action: Peace and Security, Human Rights, Development, Ideas
- d) Reforming the UN

### **Unit III: Governing the Global Political Economy**

- a) Bretton woods institutions
  - I. World Bank
  - II. IMF
- b) World Trade Organization
- c) The group of Twenty (20)
- d) IBSA (INDIA,BRAZIL,SOUTH AFRICA) Trilateral

### **Unit IV: Organising Regionally**

- a) Global Civil Society and International Non-Governmental Organisation
- b) ASEAN
- c) BRICS
- d) EU

#### **Course Learning Outcomes:**

- To acquaint the students with the importance of international organizations.
- To explain the idea behind the establishment of the United Nations.
- To acquaint the students with other international organizations, like ASEAN, BRICS and EU.

#### **Essential Reading :**

Clive, Archer, "Theories of International Organisation" in Bhupinder S. Chimmi and Sidharth Malavarapu (eds.), *International Relations: Perspective for the Global South*, Delhi: Pearson, 2012, pp. 358-72.

David M. Malone, "Security Council" in Thomas Weiss and Sam Dawss eds.

Inis L. Claudy Jr., "International Organisation: The process and the institutions", *International encyclopedia of social sciences*, Vol. 8, London, Macmillan, 1964, pp. 33-40.

Inis L. Claudy Jr., "Swords into plowshares: The problem and progress of International Relations", 4<sup>th</sup> edn., New York: Random House 1971, pp.3-17.

*The Oxford Handbook on the United Nations* (Oxford University Press, 2007, pp.117-35).



**Online Links for Study and Reference Materials:**

- <https://www.britannica.com/topic/international-organization>
- <https://www.grin.com/document/337372>
- <https://www.un.org/un70/en/content/history/index.html#:~:text=The%20United%20Nations%20is%20an,living%20standards%20and%20human%20rights.>

**Assessment Method:**

Continuous Internal Assessment: 40%

Final Examination: 60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-Sem)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

## **SEMESTER III**

**Course Name - National Security and International Relations**

**Course Code: IRM-301**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60hr**

**Course Objective:** The aim of the course is to undertake and encourage critical engagements with the concept of security in general and the notion of national security in International Relations in particular. It does so by examining the concept of national security from historical, theoretical, and critical perspectives. This combination of historical-theoretical analysis and contemporary discourses on security will enable the students in gaining a comprehensive understanding of the subject.

**Course Description:** It will clear the concept of power, its legitimacy, concept of security, history of state formation. Debate on state and security, evolution of securities studies, national interest, national security and national dilemma. Some theoretical aspects of realism, liberalism, and national security. Concept of deterrence and nuclear stability.

**Course Contents:**

**Unit-1: Historical and Conceptual Narratives:**

- a) State Formation,
- b) Power,
- c) Legitimacy and Security
- d) Evolution of Security Studies

**Unit-2: Conceptual Debates:**

- a) Security vs. Power: What do states want?
- b) National Interest
- c) National Security
- d) Security Dilemma

**Unit-3: Theoretical Aspects:**

- a) Realism, liberalism, and National Security
- b) Constructivism and National Security
- c) Subaltern Realism and National Security
- d) Securitization and Desecuritisation

**Unit-4: Nuclear Deterrence and Stability:**

- a) Concept of Deterrence
- b) Nuclear Stability
- c) Nuclear Proliferation
- d) First War in International Relations:
  - Causes of war,
  - How to deal with war?

**Course Learning Outcomes (CLOs):**

CLO-1: Students will learn about the different aspects of security and national interest

CLO-2: They will be able to know about the debates of security versus power.

CLO-3: To know about the concept of deterrence and its importance.

CLO-4: To get acquainted with the concept of power and Nuclear stability.

### Essential Readings:

Charles Tilly, "War Making and State Making as Organized Crime", in Bringing the State Back In, Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (Eds.), Cambridge University Press, Cambridge, 1985.

E. H. Carr, The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations, Macmillan, London, 1939.

Gwyn Prins, "The Four-stroke Cycle in Security Studies" International Affairs, Vol. 74, No. 4, 1998: 781-808.

Jutta Weldes, "Constructing national interests", European Journal of International Relations, September 1996 vol. 2 no. 3.

### Online Links for Study & Reference materials

[https://dl1.cuni.cz/pluginfile.php/646521/mod\\_resource/content/1/Buzan%20-%20Hansen.pdf](https://dl1.cuni.cz/pluginfile.php/646521/mod_resource/content/1/Buzan%20-%20Hansen.pdf)

<https://www.annualreviews.org/doi/full/10.1146/annurev.polisci.2.1.25>

<https://www.yourarticlelibrary.com/international-politics-national-interest-meaning-components-and-methods/48487>

[https://dl1.cuni.cz/pluginfile.php/649182/mod\\_resource/content/1/Waever.pdf](https://dl1.cuni.cz/pluginfile.php/649182/mod_resource/content/1/Waever.pdf)

### Assessment Method:

Continuous Internal Assessment 40%,

Final Examination=60%

Assessment-1 -05%

Assessment-2 -05%

Assessment-3(Mid-exam) -20%

Assessment-3 -05%

Assessment-4 -05%

**Total Internal Assessment -40%**

**Course Name - Comparative Political Analysis**

**Course Code – IRM-302**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60hr**

**Course Objective:** Each topic is to be studied with reference to concepts, theories, and the historical experiments of developing countries as well as advanced industrialised countries. A central concern of the course is to discern the Eurocentric bias in the field of comparative politics, and to identify the processes of de-centring which have reconfigured the field in significant ways.

**Course Description:** In this course we will introduce to students with different comparative political approaches, different countries different government structure and ideologies and different kind of their development theories.

**Course Contents**

**Unit-1: Significance of Comparative Political Analysis**

- a) Historical Overview
- b) Political Systems Approach
- c) Structural-Functional Approach
- d) Culture-centric approach.

**Unit 2: State in Comparative Perspective**

- a) The Advanced Capitalist State
- b) Socialist State
- c) The Postcolonial State
- d) Globalization and the Contemporary State

### **Unit 3: Forms of State**

- a) Constitutionalism
- b) Democratic States
- c) Authoritarian and Fascist States
- d) Corporatist States

### **Unit 4: Theories of Development**

- a) Development and Underdevelopment
- b) Debate on Developmentalism
- c) Impact of Liberalization
- d) Globalisation

#### **Course Learning Outcomes (CLOs):**

CLO-1: Students will learn about the different approaches of comparative political system.

CLO-2: They will be able to know about the different govt. system of the world.

CLO-3: To know about the different ideologies of the world govt.

CLO-4: To get acquainted with the different country development theories.

#### **Essential Readings**

Alavi, H. and T. Shanin, *Sociology of Developing Societies*, London, Macmillan, 1982.

Alford, Robert A. and Roger Friedland, *Power of Theory*. Cambridge, Cambridge University Press, 1985.

Chilcote, Ronald, *Theories of Comparative Politics: The Search for a Paradigm Reconsidered*, Boulder, Westview, 1994.

Hardtm, Michael *Theories of Comparative Politics: The Search for a Paradigm Reconsidered*, Boulder, Westview Press, 1994.

**Online Links for Study & Reference materials:**

- <https://medium.com/@pscfreeenotes16/david-eastons-system-theory-8ae43fc4f2d5>
- [https://niu.edu.in/sla/online-classes/PSM-202-Almond's-Model\\_Structural-Functionalism.pdf](https://niu.edu.in/sla/online-classes/PSM-202-Almond's-Model_Structural-Functionalism.pdf)
- <https://www.tandfonline.com/doi/abs/10.1080/13600829808443168?journalCode=cgsj20>
- <https://core.ac.uk/download/pdf/234674622.pdf>

**Assessment Method:**

Continuous Internal Assessment 40%,

Final Examination=60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-exam)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Name – Problems of International Relations**

**Course Code – IRM-303**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60hr**

**Course Objective:** The purpose of this course is to familiarize students with key theoretical literature on some of the salient issues in international politics in order for them to acquire an objective and analytical understanding of the subject. The course would discuss various issue areas: Democratization, Ethnicity and Nationalism; Culture and Religion; Environment; Globalization and Global Justice, Borders and Territoriality; Power and Hegemony; War and Revolution. It would enable students to acquire a conceptual understanding of these issues in the backdrop of major transformation and restructuring in international politics.

**Course Description:** This course will tell the students about the world complex democratic system, ethnicity, nationalism, culture, religion, environment, globalisation, global justice, borders, territory, Power, Hegemony, war and revolution.

**Unit 1.**

- a) Democratisation
- b) Phases of Democratisation
- c) Ethnicity
- d) Nationalism

**Unit 2.** Globalisation in a Historical Perspective:

Theoretical Contentions and Historical Patterns ;

- a) Knowledge
- b) Technology**
- c) International Transactions
- d) International Demography and Transnational Migration**



**Unit 3. : Domains of Globalisation:**

- a) Economic Globalisation: Social Consequences of Economic Globalisation
- b) Political Globalization :Globalization and State, Globalization and Liberal Democracy
- c) Non-State Actors and New Social Movements
- d) Democratising Globalisation
- e) Cultural Globalisation: Communication, Media and Cultural Homogenisation

**Unit 4. Globalisation and Security Debates**

- a) Clash of Civilizations
- b) Global War on Terrorism
- c) Proliferation of WMD
- d) Human Security

**Course Learning Outcomes (CLOs):**

CLO-1: Students will learn about the democratization process in the world.

CLO-2: They will be able to know about the different culture, religion, ethnicity and nationalism.

CLO-3: To know about the globalisation and global justice.

CLO-4: To get acquainted with the concept of power, hegemony, war and revolution.

**Essential Readings**

Francis, Fukuyama, The end of history, In the National Interest, vol., 16  
Summer 1989,pp. 3-35.

Francis, Fukuyama, 'The Primacy of Culture, in journal of democracy, vol. 6, No. 1  
January 1995, pp. 7-14.

Anthony, D. Smith, "Ethnic Identity and World Order "in millennium Journal of  
international Studies, Vol.12, No. 2 , June 1983, PP., 149-169.

Samuel P. Huntington, The Clash of Civilization? in foreign affairs, Vol. 72, No. 3,  
Summer 1993, PP. 22-49.

Thomas F. Homer-Dixon, On the Threshold, Environmental Change as causes of acute conflict in international security, Vol. 16, No. 2, Fall 1991, PP.76-116.

Anthony, Mac-grew, the globalization debate, Putting advance capitalist state in the place, in global society, vol. 12, no.3, 1998, pp. 299-321.

Garrett, Geoffrey (1998) 'Global Markets and National Politics: Collision course or Virtuous Circle?', International Organization, 52 (4): 787-824.

Held, David and Anthony McGrew, "The great globalization debate: an introduction", in Held and McGrew (eds.) The Global Transformations Reader (Blackwell: Malden, 2000), pp. 1-46

Helleiner, E., 'States and the Future of Global Finance', Review of International Studies 18, 1992

**Online Links for Study & Reference materials:**

<https://en.wikipedia.org/wiki/Democratization>  
<https://www.oxfordbibliographies.com/view/document/obo-9780199743292/obo-9780199743292-0136.xml#:~:text=Ethnicity%20matters%20for%20international%20relations,between%20ethnic%20and%20national%20groups.>  
<https://www.epw.in/journal/2006/37/perspectives/culture-identity-and-international-relations.html>

**Assessment Method:**

Continuous Internal Assessment	40%
Final Examination	60%
Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-exam)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course code: IRM-304**

**Course Name: RESEARCH METHODOLOGY**

**Credits: 4**

**Total Marks: 100**

**Course Objective:** The course plan aims to provide exposure to the fundamentals of various research techniques and methods. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

**Course Description:** This course is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. It will give students a general introduction to postgraduate research, its methodologies, its challenges and its organisation. Students will be introduced to a range of research tools and will be equipped to plan and organise their research design, as well as to communicate their findings. After giving basic introduction in under graduation, it gives advanced and in-depth knowledge about the applicability of research technics to conduct real research.

**Course Content:**

**Unit 1: Social Research**

- a) Concept, types and importance of research
- b) Problems of Objectivity
- c) Relationship Between Theory and Research
- d) Ethical issues and Concerns

**Unit 2: Basic Elements of Social Research**

- a) Formulating a Research Problem-- assumptions & characteristics
- b) Hypotheses-- Meaning, Importance, Types and Formulation
- c) Sampling-- Meaning, & Factors influencing sampling
- d) Types of Sampling methods

**Unit 3: Tools of Data Collection**

- a) Meaning and Nature of data—Primary & Secondary
- b) Methods of Data Collection- Experimental, Observational, Case study, Survey method—Interview & questionnaire
- c) Qualitative & Quantitative Data/research
- d) Research Design: Meaning and Types of Research Designs

**Unit 4: Test Construction & Measurement**

- a) Testing—standardization and objectivity
- b) Reliability, Validity & Norms
- c) Steps in test development
- d) Measures of Central Tendency: Mean, Median and Mode & Standard Deviation

### **Course Learning Outcomes (CLO's):**

- e) CLO1. To sensitize the students towards the concept and pedagogy of social science research.
- f) CLO2. To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.
- g) CLO3. To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis the method of writing a scientific research document.
- h) CLO4. To equip the students for formulating and conducting a relevant research

### ***Suggested Readings:***

A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.

Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.

Blalock, Hubert M. (1979), Social Statistics. New York:

Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.

Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.

Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.

Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.

Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:

Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.

Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.

Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

**Assessment Methods: (Continuous Internal Assessment=40%, Final**

**Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

## Semester IV

**Course Name – Great Powers in the International System**

**Course Code – IRM-401**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60hr**

**Course Objective:** During the Cold War years, the two superpowers dominated the international system to the near-total exclusion of other power centres. The term ‘great power’ almost totally disappeared from the scholarly analysis of international politics during this period, despite the autonomous role of states such as China and France. If anything, the notion of ‘great powers’ was seen as archaic, dating back to the years of European dominance before the Second World War. With the end of East-West bipolarity, in the decade of the 1990s the great powers seemed to be re-emerging from under the shadow of the superpowers to reclaim a central place in the discipline of International Relations (IR). However, in the decade of the 2000s, it became apparent that the international system was experiencing not multi-polarity but hegemony (the so-called “Uni-polarity”). While the hegemony of the United States (US) continues, the rise of China is posing a number of interesting questions, the most important of which is whether the system is evolving in the direction of bipolarity or multi-polarity.

**Course Description:** This course will enable the students about the Concept of the great powers, superpowers, middle powers, regional powers, world powers, great power in the context of military capability, economic competitiveness, social cohesion, culture attractiveness, geographical reach, policy coherence, great power in world history, rise and fall of great powers, the early European maritime powers and classical European balance of power.

**Course Contents:**

### **Unit I**

- a) Concepts: Cognates and Attributes:
- b) Defining Great Powers as a conceptual category

- c) How Great Powers differ from superpowers/middle powers/regional powers/world powers.
- d) Defining Great Powers by their attributes: military capability

#### **Unit II**

- a) Defining Great Powers by their attributes: cultural attractiveness
- b) Defining Great Powers by their attributes: geographical reach
- c) Defining Great Powers by their attributes: policy coherence
- d) Defining Great Powers by their attributes: social cohesion

#### **Unit III**

- a) Defining Great Powers by their attributes: economic competitiveness
- b) Great Powers in World History
- c) Rise of the Great Powers
- d) Fall of the Great Powers

#### **Unit IV**

- a) The Early European Maritime Powers:
  - I. Spain
  - II. Portugal
  - III. Holland
- b) Classical European Balance of Power:
  - I. Britain
  - II. France
  - III. Russia

#### **Course Learning Outcomes (CLOs):**

CLO-1: To know about the concept of great powers.

CLO-2: To know the great power and culture attractiveness. .

CLO-3: To get the knowledge of geographical reach and policy coherence. .

CLO-4: To get acquainted with great power in world history and their rise and fall.



### Essential Readings

Carsten Holbraad, *Middle Powers in International Politics* (London: Macmillan, 1984).

George Modelski and William R. Thompson, *Leading Sectors and World Powers: The Coevolution of Global Politics and Economics* (Columbia, SC: University of South Carolina Press, 1996).

Jack S. Levy, *War in the Modern Great Power System* (Kentucky: University Press of Kentucky, 1983).

Jeremy Black, *War, and the World: Military Power and the Fate of Continents, 1450-2000* (New Haven: Yale University Press, 1998).

Richard Rosecrance and Arthur A. Stein (eds.), *The Domestic Bases of Grand Strategy* (Ithaca: Cornell University Press, 1993).

### Online Links for Study & Reference materials:

- <https://apps.dtic.mil/dtic/tr/fulltext/u2/1068684.pdf>
- [https://www.cia.gov/library/abbottabad-compound/04/04A70DD54F5CB55BED6BE3B351E242EE\\_The\\_Rise\\_and\\_Fall\\_of\\_Great\\_Power\\_Paul\\_Kennedy.pdf](https://www.cia.gov/library/abbottabad-compound/04/04A70DD54F5CB55BED6BE3B351E242EE_The_Rise_and_Fall_of_Great_Power_Paul_Kennedy.pdf)
- [https://en.wikipedia.org/wiki/Maritime\\_history](https://en.wikipedia.org/wiki/Maritime_history)

### Assessment Method:

Continuous Internal Assessment 40%,

Final Examination=60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-exam)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Name – Peace and War in the Nuclear Age**

**Course Code – IRM-402**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60hr**

**Course Objective:** The course seeks to introduce the notions of peace and war, conceptually and theoretically. Further, it aims to provide familiarity with the basics of nuclear politics. For this purpose, issue areas pertaining to above-mentioned themes will be dealt with thoroughly.

**Course Description:** To make students aware about war, security, nuclear politics, non- proliferation, deterrence, disarmament, war on terror, peace , emancipation, India's nuclear behaviour, science, technology, and politics of weapons of mass destruction.

**Course Contents:**

**Unit 1. War**

- a) Meaning and Definitions
- b) Types of war
- c) Causes of World War I and II.
- d) Impact of wars on the world security.

**Unit 2**

- a) Security: Meaning and Importance
- b) Security and Paris Conference
- c) Pact of Paris (Kellogg-Briand Pact).
- d) National and international security

### **Unit 3**

- a) Nuclear Politics:
- b) Nuclear Proliferation /Non-Proliferation
- c) Nuclear Deterrence
- d) Nuclear Disarmament

### **Unit 4**

- a) War on Terror
- b) Peace and Emancipation
- c) India's Nuclear Behavior
- d) Science, Technology, and Politics of Weapons of Mass Destruction

### **Course Learning Outcomes (CLOs):**

CLO-1: To know about the concept of war and security.

CLO-2: To know the nuclear politics, proliferation. .

CLO-3: To get the knowledge of deterrence and disarmament. .

CLO-4: To get acquainted with science, technology, and weapon of mass destruction.

### **Essential Readings**

Amitabh Mattoo, 'India's nuclear status quo', *Survival*, Autumn 1996, 38:3, pp. 41-57.

Charles Glaser, 'The Flawed Case of Nuclear Disarmament', *Survival*, 40(1), 1998, pp. 112-128.

David Baldwin, 'The Concept of Security', *Review of International Studies*, 23:1, 1997, pp. 5- 26.

Kenneth Waltz, 'Nuclear Myths and Political Realities', *The American Political Science Review*, 84:3, September 1990, pp. 731-745.

Paul K. Huth and Bruce Russett, 'What Makes Deterrence Work? Cases from 1900 to 1980', *World Politics*, 36:4, July 1984, pp. 496-526.

Robert Jervis, 'Theories of War in an Era of Leading Power Peace', *American Political Science Review*, 96:1, 2002, pp. 1-14.

Samuel Glasstone, *Sourcebook on Atomic Energy* (New Delhi: Affiliated East-West Press, 1986).

Scott Sagan, 'Why do states make nuclear weapons? Three models in search of a bomb', *International Security*, 21:3, Winter 1996/1997, pp. 54-86.

**Assessment Method:**

Continuous Internal Assessment 40%,

Final Examination=60%

Assessment-1	-05%
Assessment-2	-05%
Assessment-3(Mid-exam)	-20%
Assessment-3	-05%
Assessment-4	-05%
<b>Total Internal Assessment</b>	<b>-40%</b>

**Course Name – Foreign Policies of Major Powers**

**Course Code – IRM-403**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60**

**Course Objective** This course examines the foreign policies influential powers including the United States, China, Russia, Japan etc from 1945 to the present. It focuses on the world's major powers trying to pursue their national interests in a highly complex post-war international system.

**Course Description:** This course will talk about the foreign policy of USA, Russia, China, and Japan in detail and also all these relations with the govt of India.

**Course Contents:**

**Unit 1 Introduction to Foreign Policy & Foreign Policy of the USA**

- a) Salient Features
- b) Policy of continuity and change
- c) U.S. threat perceptions and security interests
- d) US India relations in NDA regime

**Unit 2 Foreign Policy of Russia**

- a) Salient features
- b) Russia
- c) US
- d) India in NDA regime

**Unit 3 Foreign Policy of China**

- a) Main Features
- b) Relations with Regional and Major Powers
- c) South China Sea Controversy
- d) China and India relations in NDA regime

#### **Unit 4 Foreign Policy of Japan**

- a) Salient features
- b) Relations with Major Powers
- c) Relations with regional powers
- d) Japan and India relations in NDA regime

#### **Course Learning Outcomes (CLOs):**

CLO-1: To know about the foreign policy of USA.

CLO-2: To know the foreign policy of Russia. .

CLO-3: To get the knowledge of foreign policy of China. .

CLO-4: To get acquainted with the foreign policy of Japan.

#### **Essential Readings**

Haas Richard N, *Intervention: The Use of American Military Forces in the Post Cold*, New York, Carnegie Endowment of International Peace, 1998.

John Dumbrell, *American Foreign Policy: Carter to Clinton*, Houndsmill, Macmillan, 1997.

Kanet Roger E and Alexander V. Kozhemiakin. *The Foreign Policy of Russian Federation*, Houndsmill. Macmillan, 1997.

Zwick Peter. *Soviet Foreign Relations: Process and Policy*. New Jersey, Prentice Hall, 1990.

#### **Online Links for Study & Reference materials:**

- <https://2009-2017.state.gov/r/pa/ei/rls/dos/107330.htm>
- <https://russiaeu.ru/en/russian-foreign-policy>
- <https://www.brookings.edu/research/global-china-domestic-politics-and-foreign-policy/>
- <https://www.mofa.go.jp/policy/other/bluebook/1978/1978-2.htm>

**Assessment Method:**

Continuous Internal Assessment 40%,

Final Examination=60%

Assessment-1	05%	
Assessment-2		-05%
Assessment-3(Mid-exam)		-20%
Assessment-3		-05%
Assessment-4		-05%
<b>Total Internal Assessment</b>		<b>-40%</b>

**Course Name – Dissertation**

**Course Code – IRM-404**

**Course Credit Hour: 4hr**

**Total Contact Hour: 60**

**Course Objective:** To make the student aware about the research paper, dissertation, and thesis writing. Inculcate with in them research skill.

**Course Description:** This course will make students more able, confident and research oriented so that they can carry their research work without any difficulty.

**Course Learning Outcomes (CLOs):**

CLO-1: To know about the research work.

CLO-2: To get the knowledge of literature review. .

CLO-3: To get the knowledge of writing dissertation. .

CLO-4: To get acquainted with the entire process of dissertation compiling.

**Assessment Method:**

Continuous Internal Assessment 40%,

Final Examination=60%

Assessment-1 -05%

Assessment-2 -05%

Assessment-3(Mid-exam) -20%

Assessment-3 -05%

Assessment-4 -05%

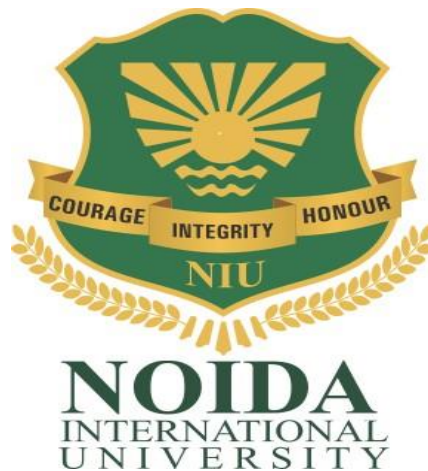
**Total Internal Assessment -40%**

Dissertation is compulsory for all the students of MA International Relations Course.

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# **NOIDA INTERNATIONAL UNIVERSITY**



**SCHOOL OF LIBERAL ARTS**  
**Department of Psychology**

**M.A. PSYCHOLOGY**

**COURSE STRUCTURE OF POST GRADUATE  
PROGRAMME (CBCS)**

**Academic Year (2018- 19)**

## **COURSE STRUCTURE AND SYLLABUS OF POSTGRADUATE PROGRAMME**

The courses of study in M.A. (Applied) Psychology have been redesigned with the objective of making the entire programme more comprehensive and to enhance skill based learning among students to help them understand different aspects of behavioural and cognitive development of an individual in social, organizational and across over all life span of an individual by acquiring knowledge of theories and concepts that have been developed in the field so far. Understanding of research methods, experimental psychology and psychological testing have also been kept as integral components of the programme both at theoretical as well as at practical levels.

### **Vision**

1. To create self-awareness among students to discover one's true calling in life for the evolution of higher human consciousness.
2. To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.
3. To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.
4. To help develop professional skills that empowers the students to gain employment, as well as contribute towards the well-being of other individuals and small groups, and promote harmony in the society.
5. To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

### **Mission**

To create, evolve and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as egalitarian concerns for maintaining collective existence. Courses should ensure cultural relevance and address other contemporary societal concerns in the program.

### **Program Outcomes (POs)**

Students in the MA Program in Psychology acquire meaningful and applicable knowledge and skills in the following areas:

- **Advanced knowledge base in Psychology:** Students acquire knowledge of key concepts, theories and findings in three broadly defined areas of psychology: Applied and Evaluative Psychology, Social, Cognitive & Developmental Psychology, and Biopsychology & Comparative Psychology.
- **Scientific inquiry and critical thinking:** Students learn to reason scientifically, interpret and use statistics, and critically assess and conduct psychological research.
- **Ethical inquiry & practice:** Students learn to apply ethical standards in conducting, evaluating, and applying psychological research.
- **Scientific communication:** Students learn to write scientific papers in the format specified by the American Psychological Association, how to write a MA thesis based on original empirical research, and how to present their research at conferences. The thesis will demonstrate:
  - i. creative problem-solving in the design, implementation of empirical research.
  - ii. project management skills in the implementation of empirical research.
  - iii. advanced competency in the statistical analysis and interpretation of empirical research findings.
  - iv. communication (oral and written) of research findings at a professional level.
- **Career Enhancement**  
Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master's in psychology in the public or private sector.

### **Specialization in Clinical Psychology**

- **Interventions and evidence-based applications**
  - i. Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
  - ii. Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- **Communication and Case presentation**
  - i. Students will demonstrate effective integration and communication of clinical case material
  - ii. Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

- iii. Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
- iv. Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
- **Competent Assessment and Evaluation**  
Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
- **Professional clinical practice**  
Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
- **Preparation and meeting professional licensing requirements**  
Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

### **Specialization in Industrial/Organization (I/O) Psychology**

- Students of the program will acquire a base of knowledge about the principles of psychology as they are applied to industrial and organizational settings.
- Students will learn core psychological competencies including:
  - History of I/O Psychology and its integration into the broader discipline
  - Related fields of psychology (i.e. social psychology, personality psychology, psychometrics, motivation, learning theory).
- Students will learn core I/O competencies including:
  - Ethical, legal and professional issues
  - Measurement of individual differences
  - Criterion theory and development
  - Job and task analysis
  - Employee selection
  - Performance appraisal and feedback
  - Training and development
  - Work motivation

- Attitude theory
- Organization theory
- Organizational development.
- Students will learn data collection and analysis skills including:
  - Research methods (i.e. methods, procedures, and techniques used to conduct empirical research in I/O psychology)
  - Statistical methods (i.e. techniques used in the analysis of data generated by empirical research).
- Students of the program will acquire a base of knowledge about the practice of I/O psychology by applying the concepts of I/O psychology to the functioning of organizations.
- Students will perform professional activities related to I/O Psychology including, but not limited to:
  - Administering employee surveys
  - Evaluating organizational interventions
  - Conducting job analyses
  - Creating selection tests
  - Developing performance management systems

### **Program Specific Outcomes (PSOs)**

PSO1: To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.

PSO 2: To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

PSO 3: To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

### **Structure of the Courses**

To achieve these objectives the proposed curriculum would have the following structure:

1. Core (Foundational) Courses
2. Electives (Specialization)
3. Open Electives (skill based papers)

1. **Core courses** of the curriculum are designed to promote common educational edifice without which a particular discipline cannot be taught. They are necessary as they enable the students to take up more specialized course of their choice later on.

2. **Elective courses** would cater to specialization in particular domains. They must highlight the conceptual foundations, pedagogical considerations and specific set of skills required within semester frame. They would strive to bring in a process orientation. These courses would be taught through workshop/experiential/reflective mode, and assessment would be done by process driven activities.

3. **Open Elective** courses should also be designed and developed keeping in view the market demands and core competencies available within the discipline of psychology, which would be taught with the blend of pedagogies relevant for psychology as a subject.

The duration of the course leading to the degree of Masters of Arts (Applied) in

- ❖ In first year there will be two semesters—Semester 1<sup>st</sup> and Semester 2<sup>nd</sup>. The first semester will have four theory papers of 100 marks each. In second semester, there will be three theory papers of 100 marks and one practicum of 100 marks.
- ❖ In second year, there will be two semesters—Semester 3<sup>rd</sup> and Semester 4<sup>th</sup>. Semester 3<sup>rd</sup>, the student will choose the specialization from Clinical, Counselling and Organizational Psychology, there are two specialized theory papers of 100 marks each (from selected field) and one field training (3 Case submissions) of 100 marks & one Dissertation, which will be continued in Semester 4<sup>th</sup>. In semester 4<sup>th</sup>, there are four papers, in continuation from 3<sup>rd</sup> semester, another two specialized theory papers of 100 marks each, field training with 2 cases (100 Marks) and one Dissertation of 200 marks (3<sup>rd</sup> & 4<sup>th</sup> semester).
- ❖ External and internal examiners will evaluate dissertation/viva-voice jointly.

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

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

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

### **Outline of Choice Based Credit System:**

**1. Core Course:** A course which should compulsory to be studied by a candidate as a core requirement is termed as a core course. The core papers for semester I are Advanced Counseling Skills & Research Methodology, which will be continued in Semester 2<sup>nd</sup>. With these two papers, there are three more theoretical and one practical paper which will be studied in semester 1<sup>st</sup> & 2<sup>nd</sup>. In Masters in Psychology (M.A. Applied), we offer only 3 specialized courses i.e., Clinical, Counseling and Organizational Psychology.

**1.1** In Masters in Psychology (M.A. Applied), we offer only 3 specialized courses i.e., Clinical, Counseling and Organizational Psychology. Students can opt. any one, from three of the specialization i.e., Clinical, Counseling and Organizational Psychology for Semester 3<sup>rd</sup> & 4<sup>th</sup>.

### **2. Dissertation/Project:**

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

### **3. Field Training:**

Each student would undergo supervised training for a period of 90 days ( each semester) in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction Case history, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 5 cases to be reported)

3 cases to be submitted in 3<sup>rd</sup> Semester and 2 cases in 4<sup>th</sup> Semester. The cases will be as follows:

1. IQ Assessment Report – 2
2. Personality/Psychological Disorder Report – 1
3. Neuropsychological Report – 1
4. Psycho-evaluation Report (any child related cases) -1

**Note:** Specific opted area related.

### **Program Objectives:**

Our program envisions-

- To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
- To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.
- To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society



**The M.A. (Applied Psychology CBCS) is divided into three parts as under.** Each part will consist of two semesters.

<b>Part 1</b>	First Year	Semester I	Semester II
<b>Part 2</b>	Second year	Semester III	Semester IV

The schedule of Papers prescribed for various semesters shall be as follows:

### **M.A. (H.) Psychology Semester Wise Syllabus**

#### **Semester-I**

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-101	A Conceptual History of Psychology	3	1	0	4	40	60	100
2	PYM-102	Cognition, Neuroscience & Consciousness	3	1	0	4	40	60	100
3	PYM-103	Research Methodology –I (Issues & essential techniques in Statistics & Experimental Design)	3	1	0	4	40	60	100
4	PYM-104	Advance Counselling Skills- I (General Counselling Skills)	3	1	0	4	40	60	100
<b>Total</b>			<b>12</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>160</b>	<b>240</b>	<b>400</b>

## Semester-II

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-201	Social Psychological Perspective	3	1	0	4	40	60	100
2	PYM-202	Advance Counselling Skills –II (Facilitating Personal Growth)	3	1	0	4	40	60	100
3	PYM-203	Research Methodology-II(Qualitative & Contemplative practices)	3	1	0	4	40	60	100
4	PYM-P1	Psychology Practicum-P1	0	0	2	2	40	60	100
<b>Total</b>			<b>9</b>	<b>3</b>	<b>2</b>	<b>14</b>	<b>160</b>	<b>240</b>	<b>400</b>

### Semester-III

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-301,303,305	Specialization Paper - I	3	1	0	4	40	60	100
2	PYM-302,304,306	Specialization Paper - II	3	1	0	4	40	60	100
3	PYM-307	Research Project/Dissertation (Relevant to specific specialization)	1	1	4	6	60	40	100
4	PYM-P2	Field Training- P2 (Relevant to specific specialization)	1	1	4	6	40	60	100
<b>Total</b>			<b>8</b>	<b>4</b>	<b>8</b>	<b>20</b>	<b>180</b>	<b>220</b>	<b>400</b>

### Semester-IV

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYM-401,403,405	Specialization Paper -III	3	1	0	4	40	60	100
2	PYM-402,404,406	Specialization Paper -IV	3	1	0	4	40	60	100
3	PYM-407	Research Project/Dissertation (Relevant to specific specialization)	1	1	4	6	60	40	100
4	PYM-P3	Psychology Practicum-P3	1	1	4	6	40	60	100
<b>Total</b>			<b>8</b>	<b>4</b>	<b>8</b>	<b>20</b>	<b>180</b>	<b>220</b>	<b>400</b>

**Grand Total -- 1600**

**Total Credits 70**

\*= Specific course code Indicator

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendances (75% mandatory)

## SYLLABI of CORE COURSES

**Course Code: PYM-101**

**Course Name: A Conceptual History of Psychology**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

### **Course Objective:**

- To acquaint the student with a wider (global) history of psychology in general and India in particular.
- To highlight the paradigms and dominant concerns of mainstream Euro American psychology, and issues therein.

### **Course Description:**

Explores the intellectual history and contemporary diversity of psychology in dialogue with a cultural understanding about the nature of the person. Topics include: psychology and science, philosophy of mind, functionalism, measurement, applied psychology, gestalt, behaviorism, the unconscious mind, phenomenological and existential psychology, clinical psychology and mental health, and qualitative perspectives

### **Course Contents:**

#### **Unit 1: Historical Evolution**

- 1.1. Introduction to psychological thought— **Early roots of Psychology, Psychology as a study of Soul & Consciousness, Emergence and Birth of Psychology as a scientific discipline in Euro-American tradition.**
- 1.2. **Six important paradigms of Western psychology: Positivism, Post-positivism, the critical perspective, Social constructionism, existential phenomenology, and cooperative enquiry.**

1.3. Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Move from modern to Postmodern Psychology; Indic influences on modern psychology.

## **Unit 2: Perspectives & Paradigms in Psychology**

2.1 Psychodynamic Perspective, Behavioristic Perspective, Humanistic & Existential Perspective, Cognitive Perspective, Socio-Cultural perspective, Biopsychological perspective.

2.2 Behavioristic Perspective—Learning Paradigms, Classical conditioning, Operant conditioning & Social Cognitive Learning.

2.3 Socio-cultural Perspective—Learning Paradigms, Classical conditioning, Operant conditioning & Social Cognitive Learning.

## **Unit 3: Cognitive Perspective**

3.1 Approaches in Cognitive Psychology: Information Processing Approach, Connectionist Approach, Ecological Approach, Linguistic approach, Effect of drugs on cognitive performance.

3.2 Attention & Perception—Concept and theories of attention; Form, Depth & Movement Perception, Plasticity in Perception, Effect of Nature & Nurture on perception, Improving visual and auditory perception in everyday life.

3.3 Thinking & Memory—Role of mental imagery & language in thinking; Memory as a process, three stage model, Levels of Processing theory, Everyday memory, Working memory, Memory Improvement, Eye-witness testimony.

## **Unit 4: Existential, Humanistic & Indian Psychology**

4.1 Existential Philosophy & thought—Influence of Existential philosophy on Psychology, Early existential thinkers, Existential Search for Meaning & Anxiety

4.2 Humanistic Perspective—Emergence of Humanism & Humanistic Thinking, Humanistic perspective as Third force in psychology, Early humanistic thinkers-Carl Rogers, Abraham Maslow

4.3 Indian Psychology: The primacy of self-knowledge, Major Indian systems influencing and exploring mind and behaviour: Vedas, Upanishads, Bhagavad Gita, Tantra, Buddhism, Sufism, Kriya Yoga and Integral Yoga of Sri Aurobindo, Emergence of Indian psychology in academia.

### **Course Learning Outcomes (CLO's):**

CLO1: Discuss the philosophical and scientific foundations of psychology. Critically examine problems, questions, and assumptions of various schools of thought such as functionalism, psychoanalysis, behaviorism, and Gestalt, existential-phenomenology, humanistic and experimental psychology.

CLO2: Compare Eastern and Western philosophical and intellectual traditions from antiquity with contemporary thought on human's relationship to nature and notions of divinity.

CLO3: Describe the philosophical implications of mind-body interaction for psychology as a science.

CLO4: Examine the usefulness of qualitative and quantitative approaches to psychology.

### **Text Books**

- Corelissen, R. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson.
- Brysbaert, M., & Rastle, K. (2009). Historical and conceptual issues in psychology. New Delhi, India: Pearson Educational.

## Reference Books

- Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of —natives‡ in colonial and postcolonial contexts. *History of Psychology*, 5(4), 376–398.
- Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), *Encyclopedia of the history psychological theories* (Part 1, pp. 881-892). New Delhi, India: Springer Science.

## Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%



**Course Code: PYM-102**

**Course Name: Cognition, Neuroscience & Consciousness**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.
- To help learners understand the importance of these cognitive processes in everyday life

**Course Description:**

Consciousness is an ephemeral process of collecting information from the outside world and making that information available to our awareness. Though consciousness has been a subject of inquiry in philosophy since the ancient Greece, the study of consciousness was in hiatus during the majority of the 20th century. However, a paradigm shift and more recent brain imaging techniques have allowed for examining it extensively, making consciousness one of the most studied scientific phenomena.

**Course Contents:**

**Unit 1: Brain, Mind and Behavior**

- 1.1 Historical Perspectives
- 1.2 Emerging areas in neuropsychology
- 1.3 Philosophical antecedents
- 1.4 Approaches and key issues

**Unit 2: Cognitive Neuroscience**

- 2.1 Structure of Neuron & Nervous system
- 2.2 Function of cortical lobes – Frontal, Temporal & Parietal

2.3 Neurotransmitters & their role in cognitive functioning

2.4 Neuro-behavioural pathology

### **Unit 3: Consciousness**

3.1 The difficulty of defining consciousness

3.2 Current theories of consciousness

3.3 What Consciousness is, does, and how it fits into the evolving universe

3.4 An understanding of consciousness from first principles

### **Unit 4: Cognition**

4.1 Two Approaches to the study of mind: The Outer approach used in Cognitive Science, and the Inner approach of various meditative traditions

4.2 Can outer, third-person, approaches provide a complete understanding of mental phenomena?

4.3 Advaita and Madhyamika View: perception is fundamentally non-dual and subject and object are one in non-dual perception

4.4 Need for new approach to perception and cognition that combines scientific and experimental methodologies and recognizes that subject-object non-duality is central to our biological nature.

### **Course Learning Outcomes (CLO's):**

**CLO1.** To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.

**CLO2.** To help learners understand the importance of these cognitive processes in everyday life.

**CLO3.** To understand of brain, mind and Behaviour relationship with the help of current developments in the field of neuroscience,

**CLO4.** To understand of brain, mind and Behavior relationship with the help of current developments and scientific theories, clinical and real-life examples

**Text Books**

- Menon, S. (2014). Brain, self and consciousness: Explaining the conspiracy of experience. New Delhi, India: Springer.
- Das, J. P. (2014). Consciousness quest. New Delhi, India: Sage.

**Reference Books**

- Goswami, A., Reed, R. A., & Goswami, M. (1995). The self-aware universe: How consciousness creates the material world. New York: Putnam.
- Kak, S. (2016). Mind and self. Mississauga, Ontario, Canada: Mount Meru Publishing.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-103**

**Course Name: Research Methodology – I (Issues & essential techniques in statistics & experimental design)**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.
- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

**Course Description:**

This course is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. It will give students a general introduction to postgraduate research, its methodologies, its challenges and its organisation. Students will be introduced to a range of research tools and will be equipped to plan and organise their research design, as well as to communicate their findings. After giving basic introduction in under graduation, it gives advanced and in-depth knowledge about the applicability of research technics to conduct real research.

**Course Content:**

**Unit 1: Psychological Research**

1.1 **Concept and nature of research**

1.2 **Types of Psychological Research**

1.3 Problems of Objectivity- Positivist & Post Positivist perspectives

1.4 Ethical issues and Concerns

## **Unit 2: Basic Elements of Social Research**

2.1 Formulating a Research Problem-- assumptions & characteristics

2.2 Hypotheses-- Meaning, Importance, Types and Formulation

2.3 Sampling-- Meaning & Factors influencing sampling

2.4 Types of sampling methods

## **Unit 3: Tools of Data Collection**

3.1 Meaning and Nature of data—Primary & Secondary

3.2 Methods of Data Collection- Experimental, Observational

3.3 Survey method—Interview & questionnaire

3.4 Research Design: Meaning and Types of Research Designs

## **Unit 4: Psychological Testing & Measurement**

4.1 Psychological Testing—standardization and objectivity

4.2 Reliability, Validity & Norms

4.3 Steps in test development & standardization

4.4 Applications

### **Course Learning Outcomes (CLO's):**

CLO1. To sensitize the students towards the concept and pedagogy of social science research.

CLO2. To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.

CLO3. To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis the method of writing a scientific research document.

CLO4.To equip the students for formulating and conducting a relevant research

**Text Books**

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

**Reference Books**

- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-104**

**Course Name: Advance Counseling Skills - I (General  
Counseling Skills)**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- Demonstrate process and its dynamics.
- Appreciate the ethical, legal, basic attending and listening skills.
- Appreciate the counseling and cultural issues associated with counseling.
- Examine how their own attitudes and beliefs affect the counseling outcome.
- Identify their own strengths and weaknesses as counselors.

**Course Description:**

The course plan aims to provide exposure Demonstrate process and its dynamics. Appreciate the ethical, legal, basic attending and listening skills. Appreciate the counseling and cultural issues associated with counseling. Examine how their own attitudes and beliefs affect the counseling outcome. identify their own strengths and weaknesses as counselors.

**Course Contents:**

**Unit 1: Professional Foundation of Counseling**

- 1.1. Concept of counseling & link to other related concepts
- 1.2. Characteristics of an Effective Counselor
- 1.3. Professional aspects of being a counselor
- 1.4. The Attribution and Systematic framework of Counseling

**Unit 2. Ethical Concerns**

- 2.1. Discussion: What do practice counselors need to know about the ACA code of ethics?

- 2.2. Relationship between counseling, ethics, morality and the law.
- 2.3. The role of ethics in specific counseling situations.
- 2.4. Case studies discussion to explore ethical concern in counseling.

**Unit 3. During class, students will practice, discuss, and reflect upon:**

- 3.1. Attending and listening skills
- 3.2. Interviewing skills
- 3.3. Responding skills (perceptiveness, knowledge, assertiveness)
- 3.4. Empathy and unconditional positive regard
- 3.5. Probing and summarizing
- 3.6. Self-disclosure
- 3.7. Immediacy
- 3.8. Effective challenging (with support)
- 3.9. Decision-making and goal-setting skills
- 3.10. Interpretation/reframing skills, etc.

**Unit 4. Counseling with Diverse Populations**

- 4.1. Counseling Aged Population
- 4.2. Counseling with children
- 4.3. Counseling disabled population
- 4.4. Issues in counseling; Gender- Based Counseling; Counseling cases with gender identity, Considerations with Different Cultural Groups in India..

**Course Learning Outcomes (CLO's):**

- CLO1. To learn to engage with the process of conscious self-development and self-mastery.
- CLO2. To understand the complexities and nuances of life and appreciate the ethical, legal, basic attending and listening skills.



CLO3. Appreciate the counseling and cultural issues associated with counseling.

CLO4. Examine how their own attitudes and beliefs affect the counseling outcome & Identify their own strengths and weaknesses as counselors.

### **Text Books**

- Belkin, G. S. (1984). Introduction to counseling. Dubuque, Iowa: WCB/McGraw-Hill.
- Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). International handbook of behavior modification and therapy. New York: Springer Science & Business Media.

### **Reference Books**

- Corey, G. (2015). Theory and practice of counseling & psychotherapy. New Delhi: Pearson.
- Cormier, L. S., & Nurius, P. S. (2003). Interviewing and change strategies for helpers (Fifth ed.). Pacific Grove, CA: Brooks/Cole.

### **Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-201**

**Course Name: Social Psychological Perspectives**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To develop insight about the basic assumptions and scope of social psychological perspectives.
- To learn the use of research methodologies in Social Psychology.
- To explore the use of social psychological perspectives in addressing the issues and problem of the real world.

**Course Description:**

This course offers a brief introduction to classic and contemporary social psychology, covering topics such as decision making, persuasion, group behavior, personal attraction, and factors that promote health and well-being.

**Course Contents:**

**Unit 1. Introduction to Social Psychological Perspectives**

- 1.1. Nature and scope of social psychology; brief history of social psychology; psychological social psychology and sociological social psychology; symbolic interactionism; social constructionism; social representation; cultural and cross-cultural psychology; traditional theoretical perspectives (field theory, cognitive dissonance, sociobiology, psychodynamic approaches)
- 1.2. Use of experimental, correlational and qualitative methods in social psychological research

## **Unit 2. Social Influence and Responding to Social Situations**

2.1. Social facilitation; social loafing; conformity, compliance, obedience; social power; reactance; cultural context of getting influenced or resisting influence

2.2. Social perception; attitude and its change within cultural context; aggression and ways to manage aggression; pro-social Behaviour

## **Unit 3. Intergroup relations**

3.1. Group dynamics, leadership style and effectiveness

3.2. Theories of intergroup relations (minimal group experiment and social identity theory, relative deprivation theory, realistic conflict theory, equity theory), conflicts and resolution

## **Unit 4. Applications in real world**

4.1. Application for whom and for what? Revisiting the meanings of social 'in social psychological perspectives; exploring voice of end-users/stakeholders in social psychological perspectives; challenges of societal development

4.2. Issues of gender, poverty, marginalization and social suffering; facilitating wellbeing and self-growth in diverse cultural and socio-political contexts

## **Course Learning Outcomes (CLO's):**

**CLO1:** To explore the use of social psychological perspectives in addressing the issues and problem of the real world.

**CLO2:** To Develop insights about the basic assumptions and scope of social psychological perspectives

**CLO3:** To learn the use of research methodologies in social psychology.

### **Text Books**

- Baron, R. A., & Byrne, D. (2000). (8th ed.). Social psychology. New Delhi: Prentice Hall of India.
- Billig, M. (1976). Social psychology and intergroup relations. NY: Academic Press.

### **Reference Books**

Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.

Dalal, A.K., & Misra, G. (Ed.) (2001). New directions in Indian psychology, Vol. 1: Social psychology. New Delhi: Sage.

### **Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-202**

**Course Name: Advanced Counseling  
Skills-II**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To Learn to engage with the process of conscious self-development and self-mastery
- To Understand the complexities and nuances of life and life a personally meaningful view on the existential issues of life.

**Course Description:**

The course will focus on therapist variables, self-knowledge and the counseling relationship as the essential elements for effective counseling. In addition, students can expect to develop expertise in case conceptualization and application of more advanced counseling skills.

**Course Contents:**

**Unit 1: The Existential Questions of Life**

1.1 **Journey of Personal Growth**

1.2 Meaning of Freedom and Determination in Personal Growth

1.3 **Exploring the relational self- Forgiveness, Gratitude and Letting go.**

1.4 **Engaging with pain, grief and death**

**Unit 2: Exploring the Moral Self**

2.1 **Concept of Moral Self and Moral Reasoning**

2.2 **Hope, Self- Compassion and Wisdom**

2.3 **Exploring the Power of Silence**

### **Unit 3: Power & Personal Conflicts**

3.1 Working with the Body

3.2 Non- violent Communication

3.3 Engaging with complexity and ambiguity: Understanding the complexity of the situation, avoid quick- fix solutions and tolerate ambiguity

### **Unit 4: Spirituality in Everyday Life**

4.1 Spiritual Self & the meaning of life

4.2 Exploring the power of creativity and imagination

4.3 Facilitating changes

### **Course Learning Outcomes (CLO's):**

**CLO1:** Learn to facilitate the development of Self and others.

**CLO2:** To View life as a continually changing process that requires continuous questioning of cultural hegemonies, creative renewal and psychological imagination.

**CLO3:** To Practice psychological capacities that can be potentially useful in times of stress and distress and that give a deeper insight into life.

### **Text Books**

- Gandhi, M. K. (1993). My experiments with truth. Ahmedabad, India: Navjivan Press.
- Halder, B. (2006). A life less ordinary. New Delhi, India: Penguin Books.
- Leary, M. R. (2004). The curse of the self: Self-awareness, egotism, and the quality of human life. Oxford: Oxford University Press.

### **Reference Books**

- Frankl, V. (1992). Man's search for meaning. Massachusetts, Boston: Beacon Press.
- Friere, P. (1985). Pedagogy of the oppressed. London: Continuum Pub.

- Kegan, R. (1982). *The evolving self: Problem and process of human development*. Cambridge: Harvard University Press.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-203**

**Course Name: Research Methodology – II  
(Qualitative & Contemplative Practices)**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.
- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

**Course Description:**

The course plan aims to provide exposure to the fundamentals of various research techniques and methods. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

**Course Content**

**Unit 1: Introduction**

1.1 Purpose and Dimensions of Research

1.2 Paradigms of Research—Qualitative & Quantitative

1.3 Sampling and Nature of data for qualitative and quantitative researches, Scales of measurement

1.4 Ethical issues and concerns



## **Unit 2: Quantitative Research Methods**

2.1 Descriptive Statistics: Measures of Central Tendency, Measures of variability, Graphical representation of data

2.2 Normal Distribution Curve- characteristics & properties

2.3 Correlation

2.4 Chi-square test

## **Unit 3: Inferential Statistics**

3.1 Inferential Statistics—Hypothesis Testing, Concept and Characteristics of Random

3.2 Sampling Distribution of Means, Errors in Hypothesis Testing

3.3 Parametric and Non-parametric tests—Assumptions and applications

3.4 Parametric tests--Student's distribution of 't'—Independent and Dependent

3.5 Sample, ANOVA and Factorial Designs

3.6 Non-Parametric Statistics—Mann-Whitney U test, Sign Rank test, Kruskal, Walis Test

## **Unit 4: Basic Procedures in Qualitative Inquiry**

4.1 Formulating qualitative research problems, Role of Empathy & Reflexivity

4.2 Paradigms- Social constructionist, Participative inquiry, Grounded theory

4.3 Type of qualitative data—In-depth interviews, Focused group discussions, Case- studies, ethnographic manuscripts, narratives, cinematographic narratives

4.4 Coding & thematic analysis in qualitative research

## **Course Learning Outcomes (CLO's):**

CLO1. The course plan aims to provide exposure to the fundamentals of various research techniques and methods.

CLO2. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.

CLO3. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.

CLO4. It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

### **Text Books**

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

### **Reference Books**

- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

### **Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-P1**

**Course Name: Psychology Practicum**

**Course Credit Hour: 2Hr**

**Total Contact Hour: 30**

**Course Objective:**

- To Enable the students to understand the processes and steps involved in administered the psychological tests in laboratory
- The Students are supposed to administer at least two tests based on the following along with a detailed introductory report on Psychological testing and Assessment.

**Course Description:**

The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development

**Course Content**

- Case History & Mental Status Examination
- TAT (Thematic Apperception Test)
- IQ Assessment (GDT, VSMS, SFBT, MISIC)
- BGT (Bender Gestalt Test)
- CARS
- M-CHAT

**Course Learning Outcomes (CLO's):**

**CLO1:** Develop knowledge and skills in delivering services

**CLO2:** Develop and demonstrate a commitment to evidence-based intervention procedures

**CLO3:** Consult and collaborate across settings and care-providers

**CLO4:** Receive exposure to a diversity of academic and behavioral concerns, student demographics, and students' special needs

within the school environment

**CLO5:** Develop knowledge related to mental health concerns within the school environment

**Text Books**

- Holt, R. R. (Ed.) (1984). Diagnostics Psychological testing (Revised edition) New York: International Universities Press.
- Cronbach, I. J, (1970). Essential of Psychological Testing. New York: Harper & Row.

**Reference Books**

- Anastasi, A. (1968). Psychological Testing, Pearson Education Asia: Pearson Publication.
- Singh, A. K. (1997). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: Bharat Bhawan

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Attendance	:	10%
Conduction	:	10%
Interpretation	:	10%
Practicum Notebook	:	10%
Total Internal Assessment	:	40%

**Course Code: PYM-301**

**Course Name: Introduction to clinical Psychology**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To Orient students to major theoretical models which guide clinical psychological practice and research.
- To orient about clinical assessment process and its applications in various domains.

**Course Description:**

Clinical psychology is a broad branch of psychology that focuses on diagnosing and treating emotional, mental, and behavioural disorders. Few of the more common disorders that may be treated include learning disabilities, substance abuse, eating disorders, depression, and anxiety

**Course Contents:**

**Unit 1. Foundations**

1.1. Historical background: Early & recent history.

1.2. Nature of discipline: Theory and research.

1.3. Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.

**Unit 2. Psychodynamic approach**

2.1. Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self-psychology

2.2. Understanding psychological defenses, regression, and the true and false self-systems

### **Unit 3. Other major approaches**

3.1. Behavioural and cognitive-behavioural

3.2. Humanistic

3.3. Existential

3.4. Family systems

3.5. Biological

3.6. Attempt at integration: Bio-psycho-social

### **Unit 4. Clinical assessment**

4.1. Rationale and planning

4.2. Clinical interviewing

4.3. Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic

### **Course Learning Outcomes (CLO's):**

**CLO1:** To facilitate students' professional identity and practice as clinical psychologists through fundamental knowledge of psychology, commitment to professional ethics, understanding of multiculturalism & diversity, and by participation in life-long learning.

**CLO2:** To provide students with in-depth training under supervised conditions in direct service models of assessment, and therapy in order to practice as clinical psychologists.

**CLO3:** To train students in the scientist-practitioner model who are competent in the evaluation, production and dissemination of research.

### **Text Books**

- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press.

### **Reference Books**

- Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.
- Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning

### **Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-302**

**Course Name: Psychopathology**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To Develop understanding of the various manifestation of psychopathology
- To Familiarize with DSM V and ICD 10 Classificatory system in the context of diagnosis of various psychiatric/psychological disorder.

**Course Description:**

Students will be learned about the types and causes of mental disorders, their assessment, treatment, and related research in psychotherapy for the disorders. The professional, ethical, and cultural issues related to psychopathology and its treatment will also be discussed

**Course Contents:**

**Unit 1. Classification and models of psychopathology**

1.1. Psychopathology and systems of classification.

1.2. Basic features of DSM-V & ICD-10: Similarities, differences and critical evaluation.

1.3. Major theoretical models of psychopathology.

1.4. Critical evaluation.

**Unit 2. Disorders of mood, anxiety, somatoform & behavioural syndromes**

2.1. Clinical characteristics and etiology of depression, bipolar affective disorders.

2.2. Clinical characteristics and etiology of phobia, panic, OCD, PTSD, adjustment disorder.

2.3. Clinical characteristics and etiology of dissociative disorder, somatoform disorder, other neurotic disorders.

2.4. Clinical characteristics and etiology of eating disorder, sleep disorder.



### **Unit 3. Psychotic spectrum disorders**

- 3.1. Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders.
- 3.2. Schizophrenia and its spectrum.
- 3.3. Delusional, brief and shared psychotic disorders.
- 3.4. Schizo-affective disorders and related manifestations.
- 3.5. Other psychotic disorders, culturally specific manifestations, organic overlay.

### **Unit 4. Disorders of infancy, childhood and adolescence**

- 4.1. Clinical characteristics and etiology of specific developmental disorder of scholastic skills.
- 4.2. Pervasive developmental disorders.
- 4.3. Behavioural and emotional disorders.
- 4.4. Disorders of social functioning.

### **Course Learning Outcomes (CLO's):**

CLO1. To develop understanding of the various manifestations of psychopathology.

CO2. To familiarize with DSM V and ICD 10 classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.

CO3. To gain knowledge of the major features of specific disorders, their etiology and current theories and models of their underlying mechanisms.

CO4. A brief overview of somatic and psychological approaches to the treatment of mental disorders.

### **Text Books**

- Adams, P. B., & Sutker, H. E. (2001). Comprehensive handbook of psychopathology (3rd ed.). New York: Springer.
- Craighead, W. E., Mankowitz, D. J., & Craighead, L. W. (2008).
- Psychopathology: History, diagnosis and empirical foundations. New York: John Wiley and Sons.

### **Reference Books**

- Millon, T., Krueger, R. F., & Simonsen, E. (2011). Contemporary directions in psychopathology. New York: Guilford Press.
- Sadock, B. J., & Sadock, V. A. (2015). Kaplan and Sadock's synopsis of psychiatry (11th ed.). PA, USA: Lipincott, Williams and Wilkins.

### **Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM- 307**

**Course Name: Research Project/Dissertation**

**Course Credit Hours: 6Hr**

**Total Contact Hours: 96**

**Course Objective:**

This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

**Course Description:**

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project.

**Course Content:**

- Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real life situation / difficult problem.
- A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
- At the time of End Semester, students will present Research Proposal for their Project/Dissertation work.

The Dissertation should include the following –

1. **Title of Dissertation**
2. **Introduction**

3. Review of Literature
4. Problems of Research
5. Objectives of Research
6. Research Methodology
7. Discussion & Conclusion
8. References

**Course Learning Outcomes (CLOs):**

**CLO 1: Critical thinking and analysis of psychology concepts and literature.** The Master's thesis and oral defense assess critical thinking, analyze and demonstrated analysis of psychology concepts and literature.

**CLO 2:** The Master's thesis and oral defense are evaluated with respect to the style of communication followed by the American Psychological Association.

**CLO 3:** Presentation and interpretation of quantitative data in psychological research.

**CLO 4:** Demonstrate the technical skills and ethical decisions that are appropriate for the student's particular concentration.

**Assessment Methods: (Continuous Internal Assessment=60%, Final Examination=40%)**

**Evaluation Criteria:**

1. Institution
  - Quality
  - Depth & Breadth of analysis,
  - Coverage,
  - Scope and content
  - Project fulfillment
  - Data collection ability in the field (if any)
  - Scope of Implementation.
2. Board of Examiners
  - Presentation & Viva-voce Examination

**Course Code: PYM –P2**

**Course Name: Field Training (Relevant to specific specialization)**

**Course Credit Hours: 6Hr**

**Total Contact Hours: 96**

**Course Objectives:**

- To familiarize students with planning, reporting, conducting and interpreting data in the domain specific areas.
- Equipping students with the field based empirical knowledge.

**Course Description:**

Each student would undergo supervised training for a period of 90 days in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction Case history, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 3 cases to be reported).

**Course Content:**

Minimum 3 cases to be submitted, the cases will be as follows:

1. IQ Assessment Report – 2
2. Personality/Psychological Disorder Report – 1
3. Neuropsychological Report – 1
4. Psycho-evaluation Report (any child related cases) - 1

**Course Learning Outcomes (CLOs):**

**CLO 1:** Students would be able to write Case report as per the prescribed standardized norms.

**CLO 2:** Students would be able to carry out his/her field based empirical report.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

At the end of internship/field training, the learners have to prepare a report on their internship. They are required to submit the internship report at the study center. They are advised to keep a copy of it with themselves. The total marks for internship is 100. For successful completion of internship, a learner should secure a minimum of 40% marks.

**The breakup of the evaluation according to the specialization is given below.**

**Internal Marks Details -40%**

Sincerity and professional competence-----	10
Report-----	10
Overall interaction with patients, clients & Employees and handling of cases-----	20

**External Marks Details- 60%**

Assessment Case history, Mental Status Examination, Interview, Psychological Testing etc.) -----	20
Provisional diagnosis and Planning of Intervention-----	10
Overall Understanding of Cases-----	10
Viva Voce-----	20

**Course Code: PYM-401**

**Course Name: Psychotherapy**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To Understand theories and techniques of major psychotherapy
- To develop an appreciation for the importance of psychotherapy

**Course Description:**

Students will be learned about the types and causes of mental disorders, their assessment, treatment, and related research in psychotherapy for the disorders. The professional, ethical, and cultural issues related to psychopathology and its treatment will also be discussed

**Course Contents:**

**Unit 1. Foundations**

1.1. Becoming a psychotherapist: Training and supervision.

1.2. Stages of therapy.

1.3. Modes of therapy: Individual, group, couples & family.

1.4. Psychotherapy research.

1.5. Critical/controversial issues in psychotherapy.

**Unit 2. Psychodynamic therapies**

2.1. Psychoanalytic therapies.

2.2. Brief analytic therapies.

2.3. Object-relations therapies.

2.4. Interpersonal approaches.

**Unit 3. Humanistic & transpersonal therapies**

3.1. Client-centered therapies.

3.2. Existential therapies.

3.3. Gestalt therapies.

3.4. Transpersonal therapies.

#### **Unit 4. Behavioral & cognitive-behavioral therapies**

4.1. Behavioral therapy.

4.2. Cognitive therapy (Beck).

4.3. Rational emotive behaviours therapy (Ellis).

#### **Course Learning Outcomes (CLO's):**

CLO1. To understand theories and techniques of major psychotherapy approaches.

CLO2. To understand the complexities and nuances of life and to develop an appreciation for the importance of psychotherapy research.

CLO3. To practice psychological capacities that can be potentially useful in times of stress and distress and that give a deeper insight into life.

CLO4. Enhance and extend academic and professional development to Master's degree level and contribute to professional body.

#### **Text Books**

- Berms, C. (2000). Dealing with challenges in psychotherapy and counseling. Singapore: Brooks/Cole.
- Berms, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

#### **Reference Books**

- Palmer, S. (Ed.) (2006). Introduction to counseling and psychotherapy: The essential guide. New Delhi, India: Sage.



- Corey, G. (2015). Theory and practice of counseling and psychotherapy (10th ed.). Boston: Cengage Learning.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-402**

**Course Name: Philosophy of Clinical  
Psychology**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To Familiarize with the philosophical problems/criticisms prevailing in the various approaches within the discipline of clinical Psychology.
- To assess the criticisms of the prevailing approaches in clinical psychology and attempt to frame them into coherent philosophy of science.
- To begin to actively consider/reflect upon one's own philosophy as a trainee clinical psychologist/psychotherapist.

**Course Description:**

A Philosophy of Clinical Psychologist identifies about the philosophical issues which is related of psychoanalytic, behaviorist, Cognitive behavioural as well as biological approach

**Course Contents:**

**Unit 1. Introduction**

1.1. Clinical psychology and the philosophy of science.

1.2. Philosophical problems.

**Unit 2. Philosophical issues of the psychoanalytic approach; Phenomenological & existential approaches.**

**Unit 3. Philosophical issues of the behavioural and cognitive behavioural approaches.**

**Unit 4. Philosophical issues of the biological approach.**

**Course Learning Outcomes (CLO's):**

**CLO1:** Learn to facilitate the development of Self and others.

**CLO2:** To View life as a continually changing process that requires continuous questioning of cultural hegemonies, creative renewal and psychological imagination.

**CLO3:** To Practice psychological capacities that can be potentially useful in times of stress and distress and that give a deeper insight into life.

**Text Books**

- Miller, R. B. (1992). The restoration of dialogue: Readings in the philosophy of clinical psychology. Washington DC: American Psychological Association.
- O' Donohue, W. T. (2013). Clinical psychology and the philosophy of science. New York: Springer.

**Reference Books**

- Frankl, V. (1992). Man's search for meaning. Massachusetts, Boston: Beacon Press.
- Friere, P. (1985). Pedagogy of the oppressed. London: Continuum Pub.
- Kegan, R. (1982). The evolving self: Problem and process of human development. Cambridge: Harvard University Press.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM –407**

**Course Name: Research Project/Dissertation  
(Relevant to specific specialization)**

**Course Credit Hours: 6Hr**

**Total Contact Hours: 96**

**Course Objectives:**

- To provided standardized guidelines deriving from current grant applications for the Masters Dissertation proposals.
- To identify a format that will ensure a more standardized assessment of the scientific quality of the proposed research by the supervisory committee.
- To provide an opportunity to students to gain experience in grant writing and have a formalized review process to evaluate the quality of the proposed research similar to that of a granting agency. The students will learn to design an investigation(s) which starts from a wide and analytical knowledge base, proposed imaginative and testable hypotheses, relies upon exemplary investigative procedures, and aims to provide data critical to an identified area in psychology.
- To develop skills in communicating scientific ideas in an oral and in a written format.

**Course Description:**

**Format of Dissertation Proposal**

**General Style**

The proposal should be considered as a finished document that has both scientific merit as well as feasibility. The proposal should be typed and doubled spaced. The desirable length is 10 pages and must not exceed 20 pages. Grammatical conventions of standard edited English should be followed, with correct spelling and punctuation. As well, the proposal should be formatted according to APA Sixth Edition requirements. Append (in addition to the 10-20

pages of description) a list of references cited and instruments. The required ethical approval forms will be signed following committee approval. Use the following headings to describe the research in enough detail to allow informed assessment by your committee.

### **Summary**

Provide a 1 page summary of your proposal. Include concise explanations of the general objectives of the proposed research, the work undertaken to achieve these objectives, and the scientific contribution of the research.

### **Objectives**

Briefly state the explicit objectives of your proposed research such that the overall purpose of the research can be evaluated.

### **Theoretical Context**

Identify the theoretical perspectives from which your research derives in the context of relevant scholarly literature. Identify and explain the importance, originality, and the anticipated contribution to knowledge of the proposed research.

### **Method**

Describe the methodological approach of the proposed research, including subjects, measures, and procedures for data collection that will be used to achieve the stated objectives. In this section, you need to justify the choice of method and explain the specific instruments to be used. The method should flow logically from the stated objectives and the theory.

### **Data Analysis**

Describe your proposed data analysis and explain how these analyses will be used to assess the stated objective.

### **Time Line**

Provide a proposed schedule for data collection, data analysis, and data write up.

### **Course Learning Outcomes (CLOs):**

**CLO 1:** Practical training, internship and field placement.

**CLO 2:** Engaging in conversations, learning the art of qualitative interviewing, collecting data on significant critical and cultural issues, learning to listen to the narratives of pain and social suffering, attending to shifts in inter-generational concerns related to self and psyche and so on and so forth.

**CLO 3:** Exposure to ways of thinking and relating with self and others through practical exercises which delve into autobiographical awareness and creating a story of their life.

**CLO 4:** Learning planning and conducting small scale studies and analyzing data following scientifically.

**CLO 5:** Learning to write the reports of studies which may be published in scientific journals and popular media.

**CLO 6:** Mastery of the use of computers and internet in conducting experiments and surveys.

**CLO 7:** Analyzing the obtained data manually as well as through SPSS and other software.

**CLO 8:** Mastery of communication and counselling skills.

### **Evaluation Criteria**

1. Is the overall purpose of the investigation worthwhile and clearly stated?
2. Is the analysis of the background data and theory succinct, complete, and logical? Is the research literature that is relevant to the topic adequately covered?
3. Is there a clear statement of a problem to be addressed and do the hypotheses follow from the existing knowledge base?
4. Are the research strategy, experimental design, the techniques, the participants and methods of data analysis clearly described? Can the research questions be answered with this methodology? Are the sampling and sample size explained?

5. In what way is the proposal original? What advances in knowledge, theory, research or practice will this research result in?
6. Are there any ethical concerns associated with this proposal?
7. Is the proposal written according to grammatical conventions of standard edited English, with correct spelling and punctuation and does it maintain a consistent and appropriate level of formality? Is the paper clearly written, effectively organized, and logically developed?

**Assessment Methods: (Continuous Internal Assessment=60%, Final Examination=40%)**

Evaluation Criteria:

2. Institution

- Quality
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfillment
- Data collection ability in the field (if any)
- Scope of Implementation.

Marks-60

2. Board of Examiners

Viva-voce Examination

Marks-40

3. **Total 100**

**Course Code: PYM –P3**

**Course Name: Field Training (Relevant to specific specialization)**

**Course Credit Hours: 6Hr**

**Total Contact Hours: 96**

**Course Objectives:**

- To familiarize students with planning, reporting, conducting and interpreting data in the domain specific areas.
- Equipping students with the field based empirical knowledge.

**Course Description:**

Each student would undergo supervised training for a period of 90 days in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce. The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction Case history, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 2 cases to be reported).

**Course Content:**

Minimum 2 cases to be submitted, the cases will be as follows:

5. IQ Assessment Report – 2

6. Personality/Psychological Disorder Report – 1

7. Neuropsychological Report – 1

8. Psycho-evaluation Report (any child related cases) - 1

**Course Learning Outcomes (CLOs):**

**CLO 1:** Students are exposed to high-level applied, active learning experiences in psychology involving research and clinical practice.



**CLO 2:** Students would be able to carry out his/her field based empirical report.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

At the end of internship/field training, the learners have to prepare a report on their internship. They are required to submit the internship report at the study center. They are advised to keep a copy of it with themselves. The total marks for internship is 100. For successful completion of internship, a learner should secure a minimum of 40% marks.

**The breakup of the evaluation according to the specialization is given below.**

**Internal Marks Details -40%**

Sincerity and professional competence-----	10
Report-----	10
Overall interaction with patients, clients & Employees and handling of cases-----	20

**External Marks Details- 60%**

Assessment Case history, Mental Status Examination, Interview, Psychological Testing etc.) -----	20
Provisional diagnosis and Planning of Intervention-----	10
Overall Understanding of Cases-----	10
Viva Voce-----	20

## **SEMESTER-III**

### **COUNSELLING PSYCHOLOGY (Specialization II)**

**Course Code: PYM-303**

**Course Name: Methods and Approaches**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

#### **Course Objective:**

- To give a comprehensive understanding of the different methods and approaches to counselling.
- To give the student the experience of undergoing as well as performing counselling using different methods.

#### **Course Description:**

Counselling psychology is a psychological speciality that encompasses research and applied for work in several broad domains such as counselling process and outcome; supervision and training; career development and counselling and prevention and health.

#### **Course Contents:**

##### **Unit 1. Approaches**

1.1. Psychodynamic approaches

1.2. Behavioural approaches

1.3. Humanistics Approaches

1.4. Existential Approaches

1.5. Indian Spiritual/yogic approaches

##### **Unit 2. Dynamic Methods**

2.1. Psychoanalytic approaches

2.2. Jungian theory based counselling

2.3. Adlerian Counselling

2.4. Other Neo-Freudian methods

### **Unit 3. Other Techniques**

3.1. Behaviouristic Counselling

3.2. Cognitive Counselling

3.3. Non-Directive Counselling

3.4. Directives Counselling

3.5. Psycho-drama, use of fine arts and in counselling

### **Unit 4. Miscellaneous Approaches, Methods and Techniques**

4.1. Group Counselling

4.2. Peer Counselling Approaches and Methods

4.3. Other Counselling approaches and methods.

4.4. Modern development in Counselling

### **Course Learning Outcomes (CLO's):**

**CLO1:** Students should be familiar with the terminology used in testing and assessment. This terminology consists of the following: psychological testing, psychological assessment reliability and validity (including the various types of these) criterion-referenced, norm-referenced, and content-referenced z-score, t-score, standard score, percentile score mean, standard deviation, standard error of measurement

**CLO2:** Students should be familiar with the purpose of testing and assessment.

**CLO3:** Students should be familiar with the APA Ethical Principles of Psychologists and Code of Conduct, the ACA Code of Ethics, and Nebraska State Laws as they pertain to the practice of psychology and counseling.

### **Text Books**

- Chandra, R. (2011). Psychology, counseling and therapeutic practices. N.D.:Gyan Books.
- Corey, G. (2004). Theory and practice of counseling and psychotherapy. NJ, USA: Princeton.

### **Reference Books**

- Feltham, C., & Horton, I. (Eds.) (2012). The Sage handbook of counseling and psychotherapy. Los Angeles: Sage.
- Misra, G. (Ed.) (2011). Handbook of psychology in India. New Delhi, India: Oxford University Press.

### **Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-304**

**Course Name: Assessment & Research**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To give the student a broad acquaintance with psychological measurement and assessment, psychological tests, testing in India and methods of test development.
- To train the students in methods of research and analysis of data in counselling psychology.

**Course Description:**

Counselling psychology is a psychological speciality that encompasses research and applied for work in several broad domains such as counselling process and outcome; supervision and training; career development and counselling and prevention and health.

**Course Contents:**

**Unit 1. Psychological Measurement**

1.1. Methods of personality assessment.

1.2. Psychological testing.

1.3. Well known psychological tests.

1.4. Tests and testing in India used for counselling.

**Unit 2. Test Development**

2.1. Steps in test development.

2.2. Item analysis.

2.3. Preparation of norms.

2.4. Methods for determining reliability and validity.

### **Unit 3. Research Methods**

3.1. Quantitative data and analysis.

3.2. Types of qualitative data and techniques for analysis.

3.3. Research design.

3.4. Computerisation, writing research reports, papers, books.

### **Unit 4. Counselling in India**

4.1. Problems of test development in India.

4.2. History of counselling movement in India, Indianisation of counselling.

4.3. Contemporary issues relating to counselling practice in India.

4.4. Future of counselling practice, research and development in India.

### **Course Learning Outcomes (CLO's):**

**CLO1:** Students should be familiar with the terminology used in testing and assessment. This terminology consists of the following: psychological testing, psychological assessment reliability and validity (including the various types of these) criterion-referenced, norm-referenced, and content-referenced z-score, t-score, standard score, percentile score mean, standard deviation, standard error of measurement

**CLO2:** Students should be familiar with the purpose of testing and assessment.

**CLO3:** Students should be familiar with the APA Ethical Principles of Psychologists and Code of Conduct, the ACA Code of Ethics, and Nebraska State Laws as they pertain to the practice of psychology and counseling.

### **Text Books**

- Breakwell, G. M., Smith, J. A. & Wright, D. B. (Eds.) (2012). Los Angeles: Research methods in psychology. Sage.

- Groth-Marnat, G., & Wright, A. J. (2016). Handbook of psychological assessment. N.J: Wiley.

### Reference Books

- Lane, S., Raymond, M. R., & Haladyna, T. M. (Eds.) (2015). Handbook of test development. U.K.: Routledge.
- Misra, G. (Ed.) (2009). The structure of Indian mind. New Delhi, India: L.B. Shastri Sanskrit Vidyapeeth.

### Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM- 307 & 407**

**Course Name: Research Project/Dissertation**

**Course Credit Hours: 6Hr (each)**

**Total Contact Hours: 96 (each)**

**Course Objective:**

This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

**Course Description:**

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project.

**Course Content:**

- Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real life situation / difficult problem.
- A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
- At the time of End Semester, students will present Research Proposal for their Project/Dissertation work.

The Dissertation should include the following –

1. **Title of Dissertation**
2. **Introduction**



3. Review of Literature
4. Problems of Research
5. Objectives of Research
6. Research Methodology
7. Discussion & Conclusion
8. References

### **Course Learning Outcomes (CLOs):**

**CLO 1: Critical thinking and analysis of psychology concepts and literature.** The Master's thesis and oral defense assess critical thinking, analyze and demonstrate analysis of psychology concepts and literature.

**CLO 2:** The Master's thesis and oral defense are evaluated with respect to the style of communication followed by the American Psychological Association.

CLO 3: Presentation and interpretation of quantitative data in psychological research.

CLO 4: Demonstrate the technical skills and ethical decisions that are appropriate for the student's particular concentration.

**Assessment Methods: (Continuous Internal Assessment=60%, Final Examination=40%)**

### **Evaluation Criteria:**

#### 1. Institution

- Quality
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfillment
- Data collection ability in the field (if any)
- Scope of Implementation.

#### 2. Board of Examiners

Presentation & Viva-voce Examination

**Course Code: PYM –P2 & P3**

**Course Name: Field Training (Relevant to specific specialization)**

**Course Credit Hours: 6Hr (each)**

**Total Contact Hours: 96 (each)**

**Course Objectives:**

- To familiarize students with planning, reporting, conducting and interpreting data in the domain specific areas.
- Equipping students with the field based empirical knowledge.

**Course Description:**

Each student would undergo supervised training for a period of 90 days (and another 90 days in 4<sup>th</sup> semester) in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction Case history, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 3 cases to be reported).

**Course Content:**

Minimum 3 cases in 3<sup>rd</sup> semester and 2 cases in 4<sup>th</sup> semester to be submitted, the cases will be as follows:

1. Anxiety Assessment Report – 2
2. Personality/Psychological Disorder Report – 1
3. Depression Report – 1
4. Psycho-evaluation Report (any child related cases) – 1
5. Cognitive Behavior Therapy Intervention- 2
6. Counseling Session Report- 1
7. Group Therapy Session Report 1
8. Other types of Counseling Techniques-2

**Course Learning Outcomes (CLOs):**

**CLO 1:** Students would be able to write Case report as per the prescribed standardized norms.

**CLO 2:** Students would be able to carry out his/her field based empirical report.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

At the end of internship/field training, the learners have to prepare a report on their internship. They are required to submit the internship report at the study center. They are advised to keep a copy of it with themselves. The total marks for internship is 100. For successful completion of internship, a learner should secure a minimum of 40% marks.

**The breakup of the evaluation according to the specialization is given below.**

**Internal Marks Details -40%**

Sincerity and professional competence-----	10
Report-----	10
Overall interaction with patients, clients & Employees and handling of cases-----	20

**External Marks Details- 60%**

Assessment Case history, Mental Status Examination, Interview, Psychological Testing etc.) -----	20
Provisional diagnosis and Planning of Intervention-----	10
Overall Understanding of Cases-----	10
Viva Voce-----	20

**Course Code: PYM-403**

**Course Name: Areas and Related Disciplines**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To study the application of counselling in different areas.
- To understand the connection with and difference from related other disciplines.

**Course Description:**

Counselling psychology is a psychological speciality that encompasses research and applied for work in several broad domains such as counselling process and outcome; supervision and training; career development and counselling and prevention and health.

**Course Contents:**

Unit 1. Areas of Counselling

1.1. Counselling for personal and adjustment problems.

1.2. Educational counselling.

1.3. Vocational guidance and career counselling.

1.4. Family and marital counselling.

Unit 2. Purposes of Counselling

2.1. Counselling for health problems, hospital counselling.

2.2. Paediatric counselling.

2.3. Geriatric counselling.

2.4. Adolescent problems.

2.5. Counselling related to gender issues.

2.6. Cross-cultural counselling.

Unit 3. Special Counselling Applications

3.1. Rehabilitation counselling.

3.2. Crisis and trauma counselling.

3.3. Counselling and substance abuse.

3.4. Psychiatric counselling.

3.5. Disability counselling.

#### Unit 4. Counselling and Related Other Disciplines

4.1. Counselling and case work as practised by social work people.

4.2. Psychiatry, psychotherapy, and clinical psychology.

4.3. Community psychology.

4.4. Rehabilitation psychology.

4.5. Popular lay movements like Transactional Analysis, NLP, etc.

#### **Course Learning Outcomes (CLO's):**

CLO1. Students should be familiar with a variety of ethical dilemmas that could arise, and understand the ways in which to navigate and select the best course of action.

CLO2. Students should be familiar with the major counseling approaches categorized as humanistic experiential, learning/cognitive, and psychoanalytic/psychodynamic.

CLO3. Students should be able to demonstrate knowledge of the therapist's role and the values by which the therapist conducts counseling.

#### **Text Books**

- Blocher, D., & Biggs, D. (1983). Counseling psychology in community settings. N.Y.:Springer Publishing Co.
- Gelso, C. J., Williams, E. N., & Fretz, B. (2014). Counseling psychology (3rd ed.). Washington, D.C.: American Psychological Association.

## Reference Books

- Moodley, Gielen, & Wu,R. (2013). Handbook of counseling and psychotherapy in an international context. New York: Routledge.
- Gerstein, H., Ægisdóttir, L., & Norsworthy. (2009). International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide. Los Angeles: Sage.

## Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-404**

**Course Name: Background Fields**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To understand different theories of Personality, Personality development and personal growth.
- To familiarise students with Indian society, social issues and problems of people in India.

**Course Description:**

Course will draw from major theories in personality psychology, as well as current empirical research on individual differences and personality development, including work in genetics, psychobiology, evolutionary psychology, emotions, traits, motivation, social learning theory, and attachment theory.

**Course Contents:**

Unit 1. Personality and Personality Development

1.1. Theories of personality.

1.2. Theories of personality development and personal growth.

1.3. Developmental psychology, stages of growth and life stages.

1.4. Indian theories of life stages and growth.

Unit 2. Counseling and Indian Psychology

2.1. Positive psychology.

2.2. Psychology of consciousness.

2.3. Personal growth of the counselor and counseling skill, counseling training.

2.4. Professionalization of psychology in India and counseling psychology.

### Unit 3. Psychology of Indians

3.1. Social psychology.

3.2. Cross-cultural psychology, anthropological psychology.

3.3. Health psychology.

3.4. Indian psychology (yoga, Buddhism, Sufism, etc.)

3.5. Personality of Indians.

### Unit 4. Counselling in the Indian Context

4.1. Contemporary Indian society.

4.2. Social change in India.

4.3. Needs and problems of Indians.

4.4. Ethical issues in counselling practice with special reference to India.

4.5. Legal issues: Licensing and certification counselling practice in India.

### Course Learning Outcomes (CLO's):

CLO1. Students should be familiar with the reasons ethical codes were developed.

CLO2. Students should be familiar with the Regulatory bodies that have jurisdiction over the practice of counselors and mental health practitioners, and the sanctions each of these regulatory bodies can impose.

CLO3. Students should be familiar with various ethical decision-making models and the components of these models.

### Text Books

- Adler, L. L., & Gielen, U. P. (Eds.) (2001). Cross-cultural topics in psychology.
- Westport, CT: Praeger. Blocher, D. H. (1966). Developmental counseling. U.K.:Ronald.



## Reference Books

- Gibson, R. L., & Mitchell, M. H. (2003). Introduction to counseling and guidance. N.J.: Prentice-Hall.
- Mischel, W., Shoda, Y., & Smith, R. E. (2004). Introduction to personality: Toward an integration. New York: John Wiley & Sons.

## Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

## **SEMESTER-III**

### **ORGANIZATIONAL PSYCHOLOGY (Specialization III)**

**Course Code: PYM-305**

**Course Name: Organizational Behaviour in Indian  
Context**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

#### **Course Objective:**

- To understand how behaviour of an individual is shaped by various factors in Indian culture, society, and organization.
- To understand how behaviour of managers impacts performance.
- To understand what steps can be taken to improve performance effectiveness.

#### **Course Description:**

This course is aimed at developing knowledge and understanding the principles of fields of psychology. The course gives an edge to the psychology students to enable them to inculcate the philosophies, ideologies and methodologies of psychologist's profession.

#### **Course Contents:**

##### **Unit 1. Indian cultural context**

- 1.1. History of OB in India
- 1.2. The Indian mind-set
- 1.3. Appreciating enabling and disabling contexts
- 1.4. Context sensitivity of Indians

##### **Unit 2. Self, culture and personality**

- 2.1. Understanding Indian view of self

2.1.1. The cultural construction of self: Indian familial self (symbiosis reciprocity; socially contextual ego ideal; contextual mode of functioning; religious rites, rituals, gurus to realize spiritual pursuits).

2.1.2. Understanding one's limitations and its impact on others

2.1.3. Individual differences and their impact on managerial and interpersonal behaviour: Dependence proneness; Orientations: Collectivist; materialist and holistic.

2.2. Perception, attitude and decision making

2.2.1. Becoming aware of one's biases & personal prejudices and their impact on perception

2.2.2. Understanding the cultural aspects of decision making

2.2.3. Perceptual influences on managerial behaviour and decision making

2.3. Motivation and well-being

2.3.1. Conceptualization of well-being in the Indian context

2.3.2. Understanding people's needs and using this data for motivating others

### **Unit 3. Interpersonal and group dynamics**

3.1. Interpersonal dynamics

3.1.1. Latent and manifest determinants of interpersonal dynamics

3.1.2. Techniques of building group consensus

3.2. Groups and teams

3.2.1. Understanding and managing team dynamics

3.3. Creating and building effective teams in Indian organizations

### **Unit 4. Leadership**

4.1. Theories of Leadership

#### 4.2. Becoming aware of Leadership styles congruent with Indian culture:

PioneeringInnovative (PI) style; Paternalistic Leadership; Nurturant Task Leadership style

#### 4.3. Understanding the difference between leader and manager

#### 4.4. Becoming aware of how to influence others

### **Course Learning Outcomes (CLO's):**

CLO1: Program graduates will demonstrate competencies consistent with best practices in their discipline.

CLO2: Program graduates will demonstrate the ability to think critically, to analyze complex and diverse concepts, and to use reason and judgment.

CLO3: Program graduates will communicate effectively, both orally and in writing, in academic and professional settings.

### **Text Books**

- Paranjpe, A. C. (1998). Self and identity in modern psychology and Indian thought. New York: Plenum.
- Khandwalla, P. N. (2003). Corporate creativity: The winning edge. New Delhi, India: Tata McGraw-Hill.

### **Reference Books**

- Pareek, U. (2007). Understanding Organizational Behaviour (2nd ed.). Delhi, India: Oxford University Press.
- Parikh, M., & Gupta, R. K. (2010). Organisational behavior. New Delhi: McGraw Hill.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MID EXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-306**

**Course Name: Learning & Development**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To understand the psychology of the learning process on which training is based.
- To examine the role of training and development in human resource management.
- To analyze the training needs of an organization.
- To gain proficiency in designing, implementing, and evaluating various training /learning programs.

**Course Description:**

Industrial-organizational psychology is the branch of psychology that applies psychological theories and principles to organizations. Often referred to as I-O psychology, this field focuses on increasing workplace productivity and related issues such as the physical and mental well-being of employees.

**Course Contents:**

Unit 1. The strategic importance of people development: An overview

1.1. Introduction to adult learning theories – Behaviour learning theory; Cognitive theory; Social learning theory; Psychodynamic theory; Humanistic theory; Experiential Learning; Andragogy.

1.2. Learning for spiritual development.

1.3. Overview of training methods: Lecture, Simulation, Outbound, Role play, T-group, Case study.

1.4. Characteristics of alternate training methods and media.

## **Unit 2. Program design**

2.1. Analysis of training/learning and development needs: Selection of appropriate

training methods based on training objectives, trainee characteristics, and

organizational constraints.

2.2. Designing the program: Preparation of learning objectives/outcomes of

training, training techniques to be used (on-the-job/off-the-job), training program

content, cost of training, period of training, training materials, aids, equipment's.

2.3. Designing training, macro (annual calendar) & micro (curriculum development).

2.4. Technology, learning and development: Designing and evaluating E-learning and

Mlearning programs.

## **Unit 3. Evaluating learning and development programs**

3.1. Models for evaluation of program effectiveness:

3.1.1. Kirkpatrick's four level model.

3.1.2. Hamblin's five level model.

3.1.3. Warr's framework of evaluation.

3.1.4. Virmani and Premila's model of evaluation.

3.1.5. Peter Bramely's model of evaluation.

3.1.6. David Reay's approach to evaluation.

3.2. Transfer of learning: Keller's ARCS model.

3.3. Monitoring, controlling, and following up on the learning process.

## **Unit 4. Learning and development practices in organizations**

4.1. Learning and development at entry level: Socialization process.

4.2. Career planning and development.

4.3. Special training initiatives: Leadership development; training for diversity management.

4.4. Preparing employees for international assignments.

4.5. Training in yoga and meditation.

4.6. Management of learning environment: Culture of learning; Roles of trainer, Coordinator, faculty, Training manager and Chief learning officer.

### **Course Learning Outcomes (CLO's):**

CLO1: Program graduates will interact effectively and respectfully with people from diverse backgrounds and cultures and work through differences with civility.

CLO2: Program graduates will exhibit ethical leadership skills in professional practice and community service.

CLO3: Program graduates will utilize knowledge and skills related to their discipline to engage in activities that directly benefit the University or the civic community.

### **Text Books**

- Alexander, C. N., Davies, J. L., Dixon, C. A., Dillbeck, M. C., Oetzel, R. M., Druker, S. M., Muehlman, J. M., & Orme-Johnson, D. W. (1990b). Growth of higher stages of consciousness: Maharishi's Vedic psychology of human development. In C. N. Alexander & E. J. Langer (Eds.), *Higher stages of human development: Perspectives on adult growth* (pp. 386–340). New York:
- Hamblin, A. C. (1974). *Evaluation and control of training*. U.K.: McGraw Hill Book Company (U.K.) Ltd.

### **Reference Books**

- Kapp, K. M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. New York: John Wiley & Sons.



- Hamblin, A. C. (1974). Evaluation and control of training. U.K.: McGraw Hill Book Company (U.K.) Ltd.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM- 307 & 407**

**Course Name: Research Project/Dissertation**

**Course Credit Hours: 6Hr (each)**

**Total Contact Hours: 96 (each)**

**Course Objective:**

This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

**Course Description:**

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project.

**Course Content:**

- Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real life situation / difficult problem.
- A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
- At the time of End Semester, students will present Research Proposal for their Project/Dissertation work.

The Dissertation should include the following –

1. **Title of Dissertation**
2. **Introduction**

3. Review of Literature
4. Problems of Research
5. Objectives of Research
6. Research Methodology
7. Discussion & Conclusion
8. References

**Course Learning Outcomes (CLOs):**

**CLO 1: Critical thinking and analysis of psychology concepts and literature.** The Master's thesis and oral defense assess critical thinking, analyze and demonstrate analysis of psychology concepts and literature.

**CLO 2:** The Master's thesis and oral defense are evaluated with respect to the style of communication followed by the American Psychological Association.

**CLO 3:** Presentation and interpretation of quantitative data in psychological research.

**CLO 4:** Demonstrate the technical skills and ethical decisions that are appropriate for the student's particular concentration.

**Assessment Methods: (Continuous Internal Assessment=60%, Final Examination=40%)**

**Evaluation Criteria:**

1. Institution
  - Quality
  - Depth & Breadth of analysis,
  - Coverage,
  - Scope and content
  - Project fulfillment
  - Data collection ability in the field (if any)
  - Scope of Implementation.
2. Board of Examiners
  - Presentation & Viva-voce Examination

**Course Code: PYM –P2 & P3**

**Course Name: Field Training (Relevant to specific specialization)**

**Course Credit Hours: 6Hr (each)**

**Total Contact Hours: 96 (each)**

**Course Objectives:**

- Relate concepts and principles from the psychology of training and development to real occupational issues in order to make a constructive contribution to organisations.
- Recognize the psychological assumptions made in making training and development decisions and to manage these assumptions appropriately.
- Equipping students with the field based empirical knowledge.
- Provide a basis for making useful training interventions within organisations and evaluating such interventions and to address assessment, engagement, retention, and productivity of employees and workers.

**Course Description:**

Each student would undergo supervised training for a period of 90 days (another 90 days in 4th semester) in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the week, and full report to the Department before the examination. Evaluation would be based on Report and viva- voce.

The report will be prepared as per the following module: About the institution: Mission, goals and objectives of the institution where training is undertaken. Topic of training program: Introduction, Identification of problem, goals and achievement, Conclusion (Experience of the student) (Minimum 3 cases to be reported in 3<sup>rd</sup> semester and 2 cases to be reported in 4<sup>th</sup> semester ).

**Course Content:**

Minimum 5 Reports to be submitted in 2<sup>nd</sup> year of Post-Graduation, the cases will be as follows:

1. Conduct a valid Job Analysis for School Teachers-1
2. Personality/Psychological Disorder Report – 1

3. Engineers and technicians Job Analysis– 1
4. Develop Job Performance Criteria- 1
5. Develop a selection program- 1
6. Cognitive ability and personality assessment for management applicants-1
7. Analyze job satisfaction and recommend solutions to improve morale-1
8. Analyze consumer patterns for better sales results- 1
9. Dark personality in organizations- 1
10. Achieve high workplace quality and optimal work-life balance for management and employees- 1
11. Assessment of personality test, occupational interest and communication skill-3

**Course Learning Outcomes (CLOs):**

**CLO 1:** Students would be to develop appropriate understanding of using occupational psychology within organisations with respect to issues of training and development.

**CLO 2:** Students would be able to carry out his/her field based empirical report.

**CLO 3:** Discuss key ideas concerning attitudinal and behavioral manifestations of the work setting, including consideration of issues such as stress, diversity, emotional intelligence, and teamwork.

**CLO 4:** Articulate key ideas concerning industrial psychology including processes regarding staffing, job analysis, training and development.

**CLO 5:** Articulate key ideas concerning organizational psychology including motivation, attitudes, stress, fairness, leadership, teams and work behavior.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

At the end of internship/field training, the learners have to prepare a report on their internship. They are required to submit the internship report at the study center. They are

advised to keep a copy of it with themselves. The total marks for internship is 100. For successful completion of internship, a learner should secure a minimum of 40% marks.

**The breakup of the evaluation according to the specialization is given below.**

**Internal Marks Details -40%**

Sincerity and professional competence-----	10
Report-----	10
Overall interaction with patients, clients & Employees and handling of cases-----	20

**External Marks Details- 60%**

Assessment Case history, Mental Status Examination, Interview, Psychological Testing etc.) -----	20
Provisional diagnosis and Planning of Intervention-----	10
Overall Understanding of Cases-----	10
Viva Voce-----	20

**Course Code: PYM-405**

**Course Name: Interpersonal & Team  
Processes in Organizations**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To grasp principles of interpersonal communication.
- To understand the stages of team development and design an effective team.
- To turn a group of individuals into a collaborative team that achieves high performance.
- To break down your personal barriers in diversity awareness and appreciation.
- To understand types and causes of conflict in teams.
- To develop capacity to manage conflicts.

**Course Description:**

Industrial-organizational psychology is the branch of psychology that applies psychological theories and principles to organizations. Often referred to as I-O psychology, this field focuses on increasing workplace productivity and related issues such as the physical and mental well-being of employees.

**Course Contents:**

**Unit 1. Importance of interpersonal relationships in organization**

- 1.1. Introduction: **Team as a sub-system of an organization.**
- 1.2. Importance of experiential learning: **Significance of self-learning, introspection.**
- 1.3. Overview of interpersonal relationships: **Interpersonal needs; FIRO-B.**
- 1.4. The psychology of individuals in groups: **Trust, identity, attachment.**
- 1.5. Perceptiveness and feedback in team setting: **JOHARI window; Indian perspective.**

1.6. Processes in interpersonal relationships: Issues in coordinated action; interpersonal communication; culture sensitive; face saving processes such as personalized relationship; role of work as an instrument to discharge family obligations; persuasive communication; altruism; Importance of establishing growth promoting relationship.

1.7. Buddhist values - maîtri (love), karuna (compassion), mudita (joy) and upeksha (equanimity).

## Unit 2. Groups and teams

2.1. Difference between groups and teams.

2.2. Hindrance in team building: Group think; Indian societal stereotypes and prejudice.

2.3. Building effective teams: Stages of team building and issues at each stage.

2.4. Creating a balanced team: Team roles; Establishing trust in teams.

2.5. Shared vision/mission of the team: Goal clarification in teams.

2.6. Gaining commitment in teams.

## Unit 3. Conflicts in groups and teams

3.1. Concept of conflict and its implications on team effectiveness.

3.2. Nature and causes of conflict: Resource scarcity.

3.3. Managing conflicts: Jugaad; Consensus building; Keeping relationships above goals; Negotiation; Third party intervention; Face saving for self and others.

3.4. Importance of superordinate goals.

## Unit 4. Developing skills for team management

4.1. Team leadership skills: Process intervention and structural intervention.

4.2. Skills for managing different types of teams: Homogeneous & heterogeneous teams; Self-managed; Virtual teams and project teams.

4.3. Managing interdependence: Intergroup and team relations.

4.4. Linking team processes to team effectiveness.



### **Course Learning Outcomes (CLO's):**

CLO1. Program graduates will exhibit ethical leadership skills in professional practice and community service.

CLO2. Program graduates will utilize knowledge and skills related to their discipline to engage in activities that directly benefit the University or the civic community.

CLO3. Program graduates will demonstrate readiness to pursue life-long learning through continuing education, scholarship, service, and participation in professional organizations

### **Text Books**

- Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). New Delhi, India: Oxford University Press.
- Parikh, M., & Gupta, R. K. (2010). Organisational behaviour. New Delhi: McGraw Hill.

### **Reference Books**

- Schutz, W. (1966). The interpersonal underworld. Palo Alto, CA: Science & Behavior Books.
- Reddy, B. R. (2005). Team development and leadership. Mumbai: Jaico Publishing House.

### **Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

**Course Code: PYM-406**

**Course Name: Coaching & Mentoring at Workplace**

**Course Credit Hour: 4Hr**

**Total Contact Hour: 60**

**Course Objective:**

- To develop an appreciation of developmental relationships.
- To develop effective interpersonal skills for coaching and mentoring.
- To identify coaching and mentoring options for employees.

**Course Description:**

Industrial-organizational psychology is the branch of psychology that applies psychological theories and principles to organizations. Often referred to as I-O psychology, this field focuses on increasing workplace productivity and related issues such as the physical and mental well-being of employees

**Course Contents:**

**Unit 1. Overview of developmental relationships**

- 1.1. An introduction to developmental relationships: Counselling, coaching and mentoring.
- 1.2. Personality and developmental relationships: Altruism; extension motivation; nishkam karma.
- 1.3. Issues in developmental relationships in Indian context: Managing Trishanku complex; dependency proneness, diversity; mindset towards Indian cultural diversity.

**Unit 2. Overview of coaching, counselling and mentoring**

- 2.1. Process of counselling, coaching and mentoring.
- 2.2. Mentor competencies: The nurturing superior.
- 2.3. Indian perspective on coaching, counselling and mentoring: Sneh-shraddha.

### **Unit 3. Developing dyadic relationships**

3.1. Guru Shishya Parampara.

3.2. Samkhya.

3.3. Feedback process: Interpersonal and performance.

### **Unit 4. Organizational systems: Coaching and mentoring process at workplace**

4.1. Work-centric nurturant culture.

4.2. Views of Arthashastra (Kautilya).

4.3. Cosmic collectivism.

### **Course Learning Outcomes (CLO's):**

CLO1. Program graduates will communicate effectively, both orally and in writing, in academic and professional settings.

CLO2. Program graduates will interact effectively and respectfully with people from diverse backgrounds and cultures and work through differences with civility.

CLO3. Program graduates will exhibit ethical leadership skills in professional practice and community service.

### **Text Books**

- Garvey, B., Stokes, P., & Megginson, D. (2009). Coaching and mentoring: Theory and practice. London: Sage
- Gupta, R. K., & Awasthy, R. (Eds.) (2015). Qualitative research in management: Methods and experiences. New Delhi, India: Sage Publications.

### **Reference Books**

- Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). Delhi, India: Oxford University Press.

- Sinha, J. B. P. (2009). Culture and organizational behaviour. New Delhi: Sage Publication.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%