

Grading Issues

SDSUV (Semester System) Economics

## INDIAN ECONOMY-II ✓

Course Name: **Indian Economy - II**  
Course No: UG/ECO(C)/202

Maximum Marks: 100

(a) Semester Examination: 80 Marks

Duration of Examination: 2 Hours

(b) Sessional Assessment: 20 Marks

### Unit 1 :

Problem of Unemployment and under-employment in India, Poverty in India, Major Programmes for Poverty Alleviation and Employment, Employment Trends in Organized and Unorganized Sector, National Income: Trends and Structure of National Income, Inequality in the Distribution of Income in India Labour Welfare and Social Security in India.

### Unit 2 :

Role of Infrastructure in Economic Development, Development of Transport and Communications, Private Sector Participation, Development of Irrigation, Irrigation Policy, Energy Crisis In India, Energy Policy, Social Infrastructure, Issues and Trends in Health and Education, National Health Policy, Education Policy of India.

### Unit-3

Concept and Importance of Human Development, Human Development Index (HDI), Millennium / **Sustainable Development Goals** and Human Development, Human Development in Indian States, Measurement of Human Development, Human Development Indicators, **Gender Discrimination**, **Woman's Empowerment**.

### Unit-4

New Economic Reforms: Liberalization, Privatization, Globalization in India, An Appraisal of Economic Reforms In India; Competitiveness of Indian Trade and Industry; Special Economic Zones, Disinvestment In India, W.T.O. and Its Impact on the Different Sectors of the Economy; Foreign Direct Investment.

**SUGGESTED READINGS: (LATEST EDITIONS) :**

# SDSUV (NEP) Economics

Certificate Course in <b>Fundamentals of Economics</b>		
Programme : <i>Diploma in Economics</i>		Year I <b>Semester 3 or 4</b> Paper II
Subject : Economics		
Course Code : ECOMIE101	Course Title : <b>Indian Economy &amp; Economy of Uttarakhand</b>	
Course Outcomes :		
1. The student will come to know about the fundamentals of Indian Economy.		
2. The student will get familiar to the Economy of Uttarakhand.		
Credits : 4 Credits	Minor Elective	
Max. Marks : 75	Min. Passing Marks: 25	
Total No. of Lectures – Practical (in hours per week) : 4-0-0		
Unit	Topics	No. of Lectures
I	Structure and Features of Indian Economy. Introduction to Agriculture, Industrial & Tertiary Sectors in Indian Economy.	12
II	Features & Demographic Profile of India. Success story of Indian Plans & NITI AAYOG.	12
III	Features of Economy of Uttarakhand. Agriculture and Industrial Profile of Uttarakhand.	12
IV	Migration and Reverse Migration in Uttarakhand.	12
V	<b>Role of Tourism and Women in economic development of Uttarakhand.</b>	12

## Suggested Readings :

1. Agrawal, A.N. : Indian Economy, WishwaPrakashan, New age International (P) Limited, New Delhi.
2. Misra, S. K. & V. K. Puri : Indian Economy.
3. RuddarDatt & K. M. P. Sundharam: Indian Economy, S. Chand, New Delhi.
4. Bimal Jalan : Problems of Indian Economy.
5. Pandey, P.C., D.C. Pandey, P.S. Bisht, Rajnish Pandey : Economy of Uttaranchal Profile and Dynamics of Change, co-ed. Anamika Publishers & Distributors Pvt. Ltd. New Delhi.
6. Pandey, R.K., Rajnish Pande & Padam S. Bisht : Economy of Uttaranchal - Profile and Dynamics of Change, co-ed., Anamika Publishers & Distributors (P) Ltd., New Delhi.
7. Bisht, Padam S.; Tourism Development in Kumaon, Anamika Publishers & Distributors Pvt. Ltd. New Delhi.
8. Kohari, Jitesh : Tourism & Padam S. Bisht : Uttarakhand Ki Ardhyavastha. Kunal Books New Delhi.

## Suggested online link :

[www.ignou](http://www.ignou)  
[www.swayam](http://www.swayam)  
[www.inflibnet](http://www.inflibnet)

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Bachelor in Economics		
Programme : Bachelor in Economics		Year 3 Semester 5 Paper II(h)
Subject : Economics		
Course Code : ECOMJE502	Course Title : Basics of Agriculture Economics	
Course Outcomes:		
1. The student will come to know the basics of agriculture and rural economics.		
2. The student will get familiar with land distribution and agricultural production.		
3. The student will learn the diversification in agriculture and about agriculture finance.		
Credits : 5 Credits		Core Compulsory Elective
Max. Marks : 75		Min. Passing Marks: 25
Total No. of Lectures – Practical (in hours per week) : 4-0-0		
Unit	Topics	No. of Lectures
I	Nature , scope and types of Agricultural Economics : Sustainable, organic, agro forestry. Role of Agriculture in development of Economy. Recent Trends in Agricultural Growth in India.	15
II	Land Distribution – Structure and Trends. Land Tenures Land Reforms in India during post independence period. Rural Labour Supply. Agricultural Wages in India.	15
III	Agricultural Production – Resource Use and Efficiency. Demand and Supply and Allocation of Basic Inputs- Labour, Land, Livestock Energy, Machinery and Equipment. Emerging Trends in Agricultural Technology.	15
IV	Diversification of Agriculture : Agriculture and Allied Activities. Revolutions in Agriculture - Green Revolution, White Revolution. Blue Revolution. Role of Women in Agriculture.	15
V	Agricultural Finance in India - Institutional and Non-institutional Sources. Rural Credit – Cooperatives, Regional Rural Banks. Role of NABARD. Agricultural Market Structure and Imperfections. Food Security in India. Public Distribution System.	15

## Suggested Reading:

1. Heady, E.O. : (ed.) Economic Development of Agriculture.
2. Snodgrass, Milton M. and L.T. Wallace : Agricultural Economic and Resource Management, Prentice Hall of India Pvt. Ltd., 1977.
3. Eicher, Earl and Lawrence Witt (ed.): Agriculture in Economic Development: Vora Co. Pub. Pvt. Ltd. 1970.
4. Shah, C.H. and C.N. Vakil (ed.): Agriculture Development of India: Policy and Problems. Oxford Longman, 1977.
5. Southworth N. and A. Johnston (ed.): Development and Economic Growth, Cornell University Press.
6. एस० बी० गुप्ता, कृषिअर्थशास्त्र, एस० बी० पी० ओ० पब्लिकेशनजगास।
7. Chaudhari, Pramit : Selected Readings in Indian Agriculture.
8. Govt. of India : Report of the National Commission on Agriculture.

Bachelor in Economics		
Programme : Bachelor in Economics	Year 3	Semester 6 Paper III(e)
Subject : Economics		
Course Code : ECOMJE603	Course Title : Economy of Uttarakhand	
Course Outcomes :		
1. The course introduces about the economy of Uttarakhand and demographic profile of Uttarakhand.		
2. The student will learn agriculture and industrial profile of Uttarakhand economy.		
3. The student will come to know about various poverty alleviation programmes in Uttarakhand.		
4. The students will come to know about various employment generation programmes in Uttarakhand.		
Credits : 5 Credits	Core Compulsory	
Max. Marks : 75	Min. Passing Marks: 25	
Total No. of Lectures – Practical (in hours per week) : 4-0-0		
Unit	Topics	No. of Lectures
I	Economy of Uttarakhand - Introduction & Characteristics. Demographic Profile of Uttarakhand. Natural Resources in Uttarakhand.	10
II	Agricultural Profile – Agriculture & allied sector in Uttarakhand. Animal Husbandry and Dairy Farming in Uttarakhand. Problems in Agriculture Sector.	15
III	Industrial Profile of Uttarakhand - Heavy Industries, MSME in Uttarakhand, New Industrial Policies. Problems of Village and Cottage Industries.	15
IV	Tourism sector in Uttarakhand. Problems of Migration & Reverse Migration in Uttarakhand. <u>Role of Women in Uttarakhand's Economy.</u>	15
V	Unemployment and Poverty in Uttarakhand. Various Poverty Alleviating Programmes in Uttarakhand. Mukhyamantri Saur Swarozgar Yojna, Mukhyamantri Saur Swarozgar Yojna, Veer Chandra Singh Garhwali Yojna, National Rural Livelihood Mission, National Urban Livelihood Mission.	20

## Suggested Readings :

1. Pandey, P.C., D.C. Pandey, P.S. Bisht, Rajnish Pande : Economy of Uttaranchal Profile and Dynamics of Change, co-ed. Anamika Publishers & Distributors Pvt. Ltd. New Delhi.
2. Pandey, R.K., Rajnish Pande & Padam S. Bisht : Economy of Uttaranchal - Profile and Dynamics of Change, co-ed. Anamika Publishers & Distributors (P) Ltd., New Delhi.
3. Bisht, Padam S.; Tourism Development in Kumaon, Anamika Publishers & Distributors Pvt. Ltd. New Delhi.
4. Lohani, Jitendra Kumar & Padam S. Bisht: Uttarakhand Ki Arthvyavastha, Kunal Books, New Delhi.



## Reading List

1. Dent B. D., 1999: *Cartography: Thematic Map Design*, (Vol. 1), McGraw Hill.
2. Gupta K. K and Tyagi V. C., 1992: *Working with Maps*, Survey of India, DST, New Delhi.
3. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept Publishing.
4. Robinson A., 1953: *Elements of Cartography*, John Wiley.
5. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers.
6. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
7. Singh R. L., 1998: *Prayogic Bhoogol Rooprekha*, Kalyani Publications.
8. Steers J. A., 1965: *An Introduction to the Study of Map Projections*, University of London.

## 3. Human Geography (Core, 4 Credits)

1. Definition, nature, scope, branches and contemporary relevance.
2. Cultural Regions; Race; Religion and Languages
3. Population: Population Growth; Demographic Transition Theory.
4. World Population Distribution and Composition (Age, Gender and Literacy).
5. Settlements: Types and Patterns of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization
6. Tribes of India : Bhotiya, Bheel, Gond, Santhal, Naga and Toda

## Reading List

1. Chandna, R.C. (2010) *Population Geography*, Kalyani Publisher.
2. Daniel, P.A. and Hopkinson, M.F. (1989) *The Geography of Settlement*, Oliver & Boyd, London.
3. Johnston R; Gregory D, Pratt G. et al. (2008) *The Dictionary of Human Geography*, Blackwell Publication.
4. Jordan-Bychkov et al. (2006) *The Human Mosaic: A Thematic Introduction to Cultural Geography*, W. H. Freeman and Company, New York.
5. Kaushik, S.D. (2010) *Manav Bhugol*, Rastogi Publication, Meerut.
6. Maurya, S.D. (2012) *Manav Bhugol*, Sharda Pustak Bhawan, Allahabad.
7. Ghosh, S. (2015) *Introduction to settlement geography*, Orient Black Swan Private Ltd., Kolkata
8. Hussain, Majid (2012) *Manav Bhugol*, Rawat Publications, Jaipur

## 4. Practical II (Core, 2 Credits)

- a. Map Projection: Classification; Conical Projection with one and two standard parallel, Bonne's; Cylindrical Equal Area; Mercator's; and Polar Zenithal Equal Area map projection.
- b. Use and handling of meteorological instruments and interpretation of Indian Daily Weather Reports.
- c. Distribution Map: Isopleth, Choropleth, and Dot method.

## Division of Marks :

Examination - Departmental committee appointed by HoD for University Campuses.  
 External Examiners will be appointed by the university for Affiliated Colleges.

Semester - I**Paper - 1 : Physical Geography**

1. Physical Geography – Definition and Scope. Theory of the origin of the Earth.
2. Atmosphere – Structure of the Atmosphere, Insulation, Global Circulation Pattern. Tropical Cyclones. Monsoon, Climatic Classification (Koppen).
3. Lithosphere – Internal Structure of Earth based on Seismic Evidence origin of the Continents and oceans. Plate Tectonics and Its Features. Denudation process and Cycle of Erosion – Davis and Penck.
4. Hydrosphere – Hydrological Cycle, Ocean Bottom, Relief Features. Tides and Currents, coral Reef.

**Reading List**

1. Gable R.E., Petersen J.F. and Trapasso, L.M., 2007 : Essentials of Physical Geography (08<sup>th</sup> Edition). Thompson, Brooks / Cole, USA.
2. Garrett N., 2000 : Advanced Geography, Oxford University Press.
3. Goudie, A., 1984 : The Nature of the Environment : An Advanced Physical Geography. Basil Blackwell Publishers, Oxford.
4. Husain M., 2002 : Fundamentals of Physical Geography. Rawat Publications, Jaipur.
5. Monkhouse, F.J. 2009 : Principles of Physical Geography. Platinum Publishers, Kolkata.
6. Strahler A.N. and Strahler A.H., 2008 : Modern Physical Geography. John Wiley & Sons. New York.
7. Singh, Savindra, Physical Geography, Both version Hindi and English, Praval Ka Publication, Allahabad.

**Paper - 2 : Human Geography**

1. **Definition** : Nature, Concepts, Scope and contribution of Human Geography.
2. **Space and Society** : Cultural Regions, Races, Religion and Language
3. **Population** : Population Growth, Demographic Transition Theory, World Population Distribution and Composition (Age - Gender and Literacy), Migration Types and impact.
4. **Settlements** : Types and Patterns of Rural Settlements Classification of Urban Settlements, Trends and Patterns of World Urbanization, Study of any one placed city.

**Reading List :**

1. Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
2. Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement. Oliver and Boyd, London.
3. Johnston R. : Gregory D. Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell, Publication.
4. Jordan – Bychkov et al (2006) The Human Mosaic : A Thematic Introduction to Cultural Geography, W.H. Freeman and Company, New York.
5. Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
6. Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan, Allahabad.
7. Ghosh, S. (2015) Introduction to settlement Geography. Orient Black Swan Private Ltd, Kolkata
8. Hussain, Majid (2012) Manav Bhugol. Rawat Publications, Jaipur.



# SDSUV (Semester System) Geography

## Distribution of Marks :

A. Locations	15 Marks
Write up in 30 words	15 Marks
B. Identification of Locations	15 Marks
Write up in 30 words	15 Marks

## Course Contents :

Physical – Mountain and ranges, rivers, forest, soil, lakes and natural regions

Cultural – State and capitals, important cities, population, Rural- Urban, Tribal Areas, Planning regions

Economic – Agricultural regions/ belts, Industrial regions and complexes, Power Plants, Hydro Power Projects, Important Industries, Important ports and transport routes, important Resources

Others – Bio- Diversity, National Parks, Environment, Ecology and contemporary Issues

- Note : Examiner (Paper Setter) should select location and identified locations from all aspects of course and covering the entire map distributed all across. Repetition of location of same nature and character should be avoided.

Examiner will provide key of both A and B Part. Map provided to the students should be of same scale/ size on which key is prepared. For Part A a blank map should be attached with the question paper. For part B numerically identified map to be enclosed with question paper. For evaluation of this paper, key is of utmost importance prepared by the paper setter.

## Books Recommended :

1. India & the World – NATMO, School Atlas, Oxford –Atlas & Time UK Print World Atlas and Uttarakhand Atlas.

## Paper – 14 : Population Geography

1. Concept and significance of Population Geography, Nature and Sources of Population Data, Population and Development Planning, Recent Development in Population Geography.
2. Population Growth, Structure, Distribution and density, World Patterns, Concept of under, over and optimum population, Population composition – Age, Sex, literacy, occupational structure and gender issues.
3. Population Dynamic – Migration, types, causes, National and International pattern, Push and Pull factors, Rural and Urban dimensions, Demographic regions of India, Distribution of Population of India.

conceptual understanding of socio - economic and political problems of marginalized groups in society such as women, dalits, minorities and adivasis and repercussions of contemporary developments on globalization on them.

### I Understanding Social Inequality

- Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.
- Globalisation and its impact on workers, peasants, dalits, adivasis and women.

### II Human Rights

- Human Rights: Various Meanings
- UN Declarations and Covenants
- Human Rights and Citizenship Rights
- Human Rights and the Indian Constitution
- Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- Human Rights Movement in India.

### III Gender ✓

- Analysing Structures of Patriarchy
- Gender, Culture and History
- Economic Development and Women
- The issue of Women's Political Participation and Representation in India
- Laws, Institutions and Women's Rights in India
- Women's Movements in India

### IV Environment ✓

- Environmental and Sustainable Development
- UN Environment Programme: Rio, Johannesburg and after.
- Issues of Industrial Pollution, Global Warming and threats to Bio - diversity
- Environment Policy in India
- Environmental Movement in India

### Course Outcome:

To provide about the Human Rights, Gender and Environment.

Through this paper the students can understand the value of Human Beings, gender discrimination in our society and environment related problems and build himself for the solution of these.



5. Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi)
6. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.
7. Fernand Braudel, Civilization and Capitalism, Vols. I, II, III, California, 1992
8. Butterfield, Herbert. The origins of modern science. Vol. 90507. Free Press, 1997

#### **Paper-6 Political History of Modern Europe: 15<sup>TH</sup> -18 Century**

- I. Europe in the 15<sup>th</sup> century: Political dimensions of feudal crisis
- II. From City States to emergence of Absolutist States: Case Studies of Italy, Spain, France, England and Russia.
- III. Constitutional Conflict in 17<sup>th</sup> century England: Causes, nature and results.
- IV. Thirty Year War: Causes, Nature and Impact
- V. Absolutist State in 18<sup>th</sup> Century: Case studies of Prussia, Russia & England.
- VI. Crisis of the Absolutist State in France

#### **References:**

1. Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi)
2. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.
3. Perry Anderson, Lineages of the Absolutist State, Verso, London 2013
4. John Merriman, A History of Modern Europe, New York, 2010

#### **Generic Elective (Inter-Disciplinary) Any Two Paper: 1: Women Studies in India.**

##### **I. Basic Concepts & Theories:**

- Defining Gender,
- Patriarchy : Ideology & Practice
- Relationship between Gender, Caste, Class, Religion & Politics

**Ability Enhancement Elective Course (AECC) Any Four**  
**Paper 1: Historical Tourism: Theory & Practice**

**I. Defining Heritage**

- Art & Architecture in India: An overview:

**II. Understanding Built Heritage:**

- Stupa Architecture
- Temple Architecture
- Indo Persian Architecture, Forts, Palaces, Mosques
- Colonial Architecture
- Temples of Uttarakhand

**III. Field Work: Visit to Historical sites & Museums**

**IV. Modalities of conducting tourism**

**References:**

1. Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002
2. Peter Howard, Heritage: Management, Interpretation, Identity, London, 2003
3. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
4. Percy Brown, Indian Architecture, Bombay, D.B. Taraporevala Sons & Co, 1940
5. James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988
6. S.K. Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.

**Paper 2: Museums & Archives in India**

**I. Definitions**

**II. History of setting up of Museums and Archives: Some case studies**

**III. Field Work; Studying of structures & Functions**

**IV. Training & Employment**

**References:**

1. G. Edson & Dean David, Handbook for Museum, London, Routledge, 1986
2. John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 2009

**Paper 3: Indian History & Culture**

**I. Environment; Culture, Tradition & Practices:**

- Historical overview
- Oral & codified information on medicinal Plants
- Water & Water Bodies
- Fieldwork

**II. Urbanization & Urbanism:**

- Issues of settlements & Landscapes
- Social differentiations
- Communication networks



**II. Emergence of Women Studies in India****III. Gender & Social History:**

- Family & Marriage
- Women's Question in the 19<sup>th</sup> century
- Women's Movement in Colonial & Post Colonial India

Gender

**IV. Gender, Law & Politics:**

- Political participation
- Violence against women & Preventive laws

**V. Gender, Development & Culture:**

- Issues of labour & Health
- Access to resources
- Gender audit

**References:**

1. Kamla Bhasin, Understanding Gender
2. Kamla Bhasin, What is Patriarchy?
3. Madhu Vij, et al, Women Studies in India, A journey of 25 Years, Rawat, 2014
4. Kumkum Sangari & Sudesh Vaid, Recasting Women, Essay in Colonial History, Kali for women, Reprint, 2006
5. Sushila Kaushik, Panchayati Raj in Action: Challenges to Women's Role, Delhi, 1996
6. Nivedita Menon, Gender & Politics in India, New Delhi, OUP, 1999
7. Women in Print - The change over the last half century in reporting on women & Gender Issues in Indian newspapers, A study by UNIFEM, by Shri Venkatram, 2003

**Paper 2: Women in Politics & Governance.**

- I. Theoretical Perspectives on Politics & Governance
- II. Pre-Colonial Period: Women of learning & ruling classes
- III. Colonial Period: Leaders in reforming activities, politics and national movement

IV. Electoral Politics, Women as voters & elected Representatives

V. Case Studies at local government levels, State Assemblies & Parliament.

**References:**

1. Raj Kumar, Women in Politics, Anmol Publishers, New Delhi, 2000
2. Raj Kumar, Women & Leadership, 2000
3. L.M. Sanghvi, Democracy & the Rule of Law, Ocean Books, Pvt Ltd, New Delhi, 2002

**Paper 3: Some Perspectives on Women's Rights in India.**

I. Definition of Human Rights: UN Conventions & Indian Context

II. Indian Constitution & Women's Rights

III. Preventive Acts: Minimum Wage Act, 1948, Family Courts Act, 1986, Dowry Prohibition Act, 1961, Immoral Traffic Prevention Act, 1986, Domestic Violence Act, PNDT Act, 1994, latest measures

III. Issues of violence against women and remedial measures

V. Role of Non Government Institutions

VI. Present Status: Issues of enabling & empowering modalities.

**References:**

1. Bina Agarwal, Field of Her Own, New Delhi, Kali for Women,
2. Urvashi Butalia & T. Sarkar, ed, Women & Hindu Rights, New Delhi, Kali for Women, 1996,
3. Zoya Hasan, ed, Forging Identities: Gender, Communities & Patriarchies, EPW, December, 1995.

**Paper: 4. Gender and Education in India.**

I. Historiographical Trends

II. Education in Early and medieval times; Formal & Informal

III. Colonial Period: Socio-religious reform women & education for females.



**III. Social inequality & Gender:**

- Status within Households: An overview
- Present context
- Issues of Violence
- Employment, distribution of resources

**IV. Cultural Heritage:**

- Main components
- Built Heritage
- Historical Tourism

**V. Cultural Forms & Cultural Expressions:**

- Performing Arts
- Fairs & Festivals
- Fieldwork

**References:**

1. Indu Banga, ed. The City in Indian History: Urban Demography, Society & Polity, Delhi, Manohar,,1991
2. Koch, E. Mughal Art & Imperial Ideology
3. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India 1880- 1990, Zubaan, 2007
4. V. Vasudev, Fairs & Festivals, Incredible India Series, 2007
5. V. Singh, The Human Footprint on Environment: Issues in India, New Delhi, and Macmillan, 2012
6. B. Parikh, Composite Culture in a multicultural Society, Delhi, NBT, 2007
7. N. Mehta, Introduction: Satellite Television, Identity & Globalization in Contemporary India in N. Mehta, ED, Television in India, New York, Routledge, 2008
8. R.C. Thakran & Sheo Dutt, ed Bhartiya Upmahaduip ki Sanskritiyan, University of Delhi

**Paper 4: Ethnographic Practices in India: Tradition of Embroidery, Textile making, Knitting, Handicrafts****I. History: Evidences and writings;**

- Early India
- Medieval period
- Colonial and Post Colonial

**II. Contemporary Practices:**

- North
- West
- East
- South

**III. Field work:**

- Practitioners & Issues of sustenance
- Codification of Information
- Relationship between market & Conservation

HNBGU CBCS + SDSUV-NEP  
SEM-II  
(Sociology)

B.A (Program)  
CORE COURSE 02  
Sociology of India  
Course Objective:

This paper aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens.

**Outline:**

1. India as a Plural Society
2. Social Institutions and Practices
  - 2.1 Caste
  - 2.2 Tribe
  - 2.3 Class
  - 2.4 Village
  - 2.5 Family and Kinship
3. Identities and Change
  - 3.1 Dalits' Movement
  - 3.2 Women's Movement
4. Challenges to State and Society
  - 4.1 Communalism
  - 4.2 Secularism

*COURSE CONTENTS AND ITINERARY*

**1. India as a Plural Society (2 Weeks)**

- 1.1 Mason, Philip 1967, "Unity and Diversity : An Introductory Review" in Philip Mason(ed.) India and Ceylon: Unity and Diversity, London:



Transnational Pakistani Marriages', *Journal of the Royal Anthropological Institute*, (N.S.) 11, pp. 85-105.

HNBGU

CBCS

SEM- VI

Sociology

**BA (Program)**  
**Discipline Specific Elective 03**  
**Social Stratification**  
**Objective:**

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

**Outline:**

**1. Social Stratification: Concepts and Approaches**

**2. Forms of Social Stratification**

2.1 Race and Ethnicity

2.2 Caste and Class

2.3 Gendering Inequality

2.4 Poverty and Social Exclusion

**3. Social Mobility**

*COURSE CONTENTS AND ITINERARY*

HNBGU CBCS

SEM-VI

Sociology

**BA (Program)**  
**Discipline Specific Elective 04**

**Gender and Sexuality**

**Course Objective:**

This course aims to introduce students to a basic understanding of gender by interrogating the categories of gender, sex and sexuality. The complexity of gender relations in contemporary societies are further explored by looking in the areas of work and family.

**Course Outline:**

- 1. Gendering Sociology**
- 2. Gender as a Social Construct**

- 2.1. Gender, Sex, Sexuality
- 2.2. Production of gender and sexuality

**3. Gender: Differences and Inequalities**

- 3.1. Class, Caste
- 3.2. Family, Work

**4. Politics of Gender**

- 4.1. Resistance and Movements

**COURSE CONTENTS AND ITINERARY**

- 1. Gendering Sociology: (1 Week)**

1. Gendering Sociology



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CBCS

SEM-IV

BA (Program)

Skill Enhancement Course 02

Gender Sensitization

Sociology

### Course Objective:

This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

### Outline:

#### 1. Sex, Gender and Sexuality

- 1.1 Introduction to debates on the social construction of sex and gender
- 1.2 Cultural construction of masculinity and femininity
- 1.3 Understanding sexual preference as a right

#### 2. Gender, Family, Community and the State

#### 3. Gender Rights and the Law

- 3.1 Right to property
- 3.2 Personal laws
- 3.3 Violence against women
  - 3.3.1 Sexual harassment
  - 3.3.2 Rape
  - 3.3.3 Domestic violence

#### 4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

#### COURSE CONTENTS AND ITINERARY

The course will be based on exercises to be done in groups.

#### 1. Sex and gender (Week 1-4)

- 1.1 Geetha, V. 2002. *Gender*. Calcutta: Stree

## CERTIFICATE COURSE IN UG (APIN)

Programme: Certificate Course in UG (Arts)

Year: I Semester: II

Subject:

Sociology

Course Code: UGSOC-V SD202  
 Course Title: Gender Sensitization (Vocational/Skill Development)

## Course Outcomes:

- Sensitive students to issues related to gender and equality among all sexes.
- Equip them with the tools and skills to develop and integrate a gendered perspective in work and life.

Credits: 03

Vocational/Skill Development

Max. Marks: 100

Min. Passing Marks: As per University Rules

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Understanding Gender	16
	1.1 Sex	
	1.2 Gender	
	1.3 Gender identity, Masculinity and Femininity	
	1.4 Gender Roles	
Unit II	Social Construction of Gender	20
	2.1 Family	
	2.2 Marriage	
	2.3 Education	
	2.4 Religion	
Unit III	Gender and Work	20
	3.1 Household Work	
	3.2 Invisible Work	
	3.3 Women in Organized and Unorganized Sector	
	3.4 Gender Division of Labour	
Unit IV	Gender Issues	19
	4.1 Health	
	4.2 Violence	
	4.3 Sex ratio	
	4.4 Media	

## Suggested Reading:

- Kamla Bhasin. 2000. What is Patriarchy. New Delhi: Kali for women.
- Kamla Bhasin 1999. Some Questions on Feminism. New Delhi: Kali for women.
- Neera Desai, and Krishnaraj Maithreyi. 1987. Women and Society in India, New Delhi: Ajanta Publications.
- Ann Oakley. 1972. Sex Gender and Society. New York: Harper and Row.
- Neera Desai and Usha Thakkar. 2003. Women in Indian society. New Delhi: NBT.



CHOICE BASED CREDIT SYSTEM SYLLABI AND READING LIST B.A. POLITICAL SCIENCE  
DISCIPLINE SPECIFIC CORE COURSE(4)

**Paper-I- Introduction to Political Theory**

**Course Objective:** This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

1. a. What is Politics?

b. What is Political Theory and what is its relevance? (11 lectures)

2. **Concepts:** Democracy, Liberty, Equality, Justice, Rights, **Gender**, Citizenship, Civil Society and State (36 lectures)

3. Debates in Political Theory:

a. Is democracy compatible with economic growth?

b. On what grounds is censorship justified and what are its limits?

c. Does protective discrimination violate principles of fairness?

d. Should the State intervene in the institution of the family? (13 lectures)

**Course Outcome:**

To provide the various concepts of Politics

Through this the students can understand the various concepts of Political Science and Politics.

**Paper-II - Indian Government and Politics**

1) Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)

2) Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

3) Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)

4) Power Structure in India: Caste, class and patriarchy (07 lectures)

5) Religion and Politics: debates on secularism and communalism (06 lectures)

6) Parties and Party systems in India (05 lectures)

7) Social Movements : Workers, Peasants, **Environmental and Women's Movement** (10 lectures)

8) Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

- a. Introduction to quantitative data analysis
- b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

#### V. Interpreting polls (6 lectures)

Prediction in polling research: possibilities and pitfalls Politics of interpreting polling

#### Course Outcome:

To provide the concept of Public Opinion and survey research.

Through this paper the students can understand the value of public Opinion and their measurement.

#### I. Measuring Public Opinion with Surveys: Representation and sampling

#### II. Survey Research

#### III. Quantitative Data Analysis

#### IV. Interpreting polls

### 3. Democratic Awareness with Legal Literacy

**Course Objective:** The Proposed course aims to acquaint student 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 redressal (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.

This course consists of 100 marks - comprising 25 marks for evaluation of the practical/project work and a written paper of 75 marks.

#### Course Content:

#### Unit I

##### □ Outline of the Legal system in India

- System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.

##### □ Role of the police and executive in criminal law administration.

- Alternate dispute mechanisms such as lok adalats, non - formal mechanisms.

#### Unit II

##### □ Brief understanding of the laws applicable in India

- Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.

- Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.

##### □ Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.

##### □ Personal laws in India : Pluralism and Democracy

##### □ Laws relating to contract, property and tenancy laws.



- **Laws relating to dowry, sexual harassment and violence against women**
- Laws relating to consumer rights
- Laws relating to cyber crimes
- Anti-terrorist laws: implications for security and human rights
- Practical application: Visit to either a (i) court or (ii) a legal aid centre set up by the Legal Services Authority or an NGO or (iii) a Lok Adalat, and to interview a litigant or person be counselled. Preparation of a case history.

### Unit III

#### Access to courts and enforcement of rights

- Critical Understanding of the Functioning of the Legal System
  - Legal Services Authorities Act and right to legal aid, ADR systems
  - **Practical application :**
- 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. How can you challenge administrative orders that violate rights, judicial administrative remedies
- Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

#### Course Outcome:

To provide the working of legal system.

Through this paper the students can understand the working of our legal system, various laws procedure and their availability for the well being of himself and their surroundings.

## 4. Conflict and Peace Building

**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.

### Unit I. Concepts (6 Lectures)

- a. Understanding Conflict (Week 1)
- b. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)
- c. Peace Building (Week 3)

- a. Regulatory Institutions - SEBI, TRAI, Competition Commission Of India, Lectures 05
- b. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc Lectures 05
3. Contemporary Political Economy of Development in India: Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance. Lectures 10
4. Dynamics of Civil Society: New Social Movements and Various interests, Role of NGO's, Understand political significance of Media and Popular Culture. Lectures 10

**Course Outcome:**

To provide the study of Democracy and Governance in India.

Through this paper the students can understand the working of Indian Democracy, policy regulatory mechanism with need and space for people welfare oriented various social movements.

**4. Understanding Globalization**

**Course Objective:** The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its sources and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that require solutions at global level.

1. Globalization
  - a) What is it?
  - b) Economic, Political, Technological and Cultural Dimensions (09 Lectures)
2. Contemporary World Actors
  - a) United Nations
  - b) World Trade Organisation (WTO)
  - c) Group of 77 Countries (G-77) (25 Lectures)
3. Contemporary World Issues
  - a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)
  - b) Poverty and Inequality
  - c) International Terrorism (26 Lectures)

**Course Outcome:**

To provide the concept of Globalization & its impact.

Through this the students can understand the process of economic activities, free flow of a capitals and good among the nations and awareness of their surroundings.



**Generic Elective -2 (Interdisciplinary): (2)****1) Reading Gandhi**

**Course Objective:** The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

**Ways to read a text:**

Textual

Contextual

Terence Ball, *Reappraising Political Theory*, Ch. 1, OUP, 1995"Meaning and Interpretation in the History of Ideas" in *Visions of Politics*, Quentin Skinner (ed.), Vol. 1, CUP, Cambridge, 2002.**Hind Swaraj:**Gandhi in his own words: A close reading of Hind Swaraj.**Commentaries on Hind Swaraj and Gandhian thought:**"Introduction", M.K. Gandhi, Hind Swaraj and other writings ed. A.J. Parel (1997).

B. Parekh, Gandhi (1997), chs. 4 ("Satyagraha") and 5 ("The critique of modernity").

D. Hardiman, Gandhi in his time and ours (2003), ch.4 ("An alternative modernity")

**Gandhi and modern India.**

Nationalism.

Communal unity

**Women's Question**

Untouchability.

This component will contain the following selections from Gandhi's India of my Dreams (compiled R.K. Prabhu): "The meaning of Swaraj" (no.2); "In defence of Nationalism" (no.3); "India's cultural heritage" (no.45); "Regeneration of Indian women" (no.54); "Women's education" (no.55); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66)

**Expected Outcome:**

To provide the Gandhian Philosophy.

Through this the students will be aware about the peace and tolerance through Non Violence.

**2) Human Rights Gender and Environment**

**Course Objective:** This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

**Expected Learning Outcome:** The study of the course will equip the students with theoretical and

## Subject: Political Science

Course Code: PS101VM	Course Title: <b>Awareness with Civic Rights</b>	Year: I Semester: I
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**Course Outcomes:** This paper intends to provide the basic digital and legal awareness. The student can leverage this in the job market. To make aware the students of their basic legal rights which would help them to stand up and help others.

Credits: 4

Core: Minor Elective

Max. Marks: 100

Min. Passing Marks: 33

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Right: Concept, Definitions and Theories	12
Unit II	Preamble, Fundamental Rights	12
Unit III	Human Rights, Karma Theory of Right, Rights and Obligations	12
Unit IV	Right to Information, Right to Service and Right to Education	12
Unit V	<b>Rights of Women</b> , Children, Depressed classes and Rights against Cyber Crime	12

**Suggested Reading:**

1. Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New delhi: OUP
2. Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV

**Suggested Online Link:**

1. <https://www.digitalindia.gov.in/services>
2. <https://rtionline.gov.in/>
3. <https://www.india.gov.in/topics/law-justice>

**Suggested equivalent online courses:**

- <https://ndl.iitkgp.ac.in/>
- <http://epgp.inflibnet.ac.in/>
- <http://egyankosh.ac.in/>
- <https://www.ncertbooks.guru/english-skills/>
- <https://epathshala.nic.in/>
- <https://www.digitalindia.gov.in/services>
- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>

*Signature*

*Signature*



## DIPLOMA IN POLITICAL THEORY AND PRACTICE

Programme: Certificate Course in POLITICAL THEORY AND PRACTICE

Year: II Semester: III  
Paper-I

Subject: Political Science

Course  
Code:  
PS201MTCourse Title: Foundations of Western Political  
Thought

**Course Outcomes:** This course the ancient and modern political thinking in the West. This would help to understand the idea of state, rights, liberty, equality, and justice which have evolved over a period of time.

Credits: 6

Core Compulsory

Max. Marks: 100

Min. Passing Marks: 33

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Ideas and Ideologies- Meaning and Relevance	10
Unit II	Conservatism, Liberalism, Socialism, Feminism, Environmentalism	15
Unit III	Greek Thought: Early Greek Political Thought, Plato, Aristotle	14
Unit IV	Political thought during the Medieval Period, Initiation of Modern Thought: Machiavelli	08
Unit V	Concept of Social Contract: Hobbes, Locke, Rousseau	10
Unit VI	Utilitarian Thought: Bentham	05
Unit VII	Foundations of Liberal Thought: J.S. Mill, T.H. Green	10
Unit VIII	Idealism: Hegel	08
Unit IX	Foundations of Marxism: Karl Marx	10

**Suggested Reading:**

1. Brian R. Nelson- Western Political Thoughts
2. C.C. Wayper- Political Thought
3. George H. Sabine- A History of Political Theory
4. J. S. McClellan- A History of Western Political Thought
5. O. P. Gauba- Western Political Thought
6. Shafali Jha- Western Political Thought

SDSUV - (NEP)

Pol. Sci

Subject: Political Science		Year:	Semester:
Course Code: PS202VM	Course Title: Public Policy		
Course Outcomes: It aims to provide interface between public policy and administration in India. Students will be able to understand Political Process as well as Policy formulation process and the difficulties in implementation of Programmes and Policies promised in Manifestoes			
Credits: 3		Core: Vocational	
Max. Marks: 100		Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
Unit	Topic	No. of Lectures	
Unit I	Definition, Scope, Types & Significance of the Public Policy, Public Policy as an Emerging field of Study Major Determinants: Political Parties, Interest Groups, Pressure Groups, Mass Media, Non-Governmental Organization, Government Agencies, International Agencies NITI Aayog, Legislature, Executive, Judiciary, Bureaucracy, Techniques of Policy Implementation	12	
Unit II	Policy Making Process in India, Role of Parliament	10	
Unit III	Policy Evaluation: Concept, Criteria and Agencies	10	
Unit IV	Policy Intervention- Case Studies/Mock parliament: Panchayati Raj, NEP, MNREGA, Environmental Policies, Welfare Plans for Women & Weaker Sections, Feedback from Stake Holders.	13	

**Suggested Reading:**

1. Arora R.K. & Goyal R. 'Indian Public Administration', VishwaPrakashan 2008 New Delhi
2. Basu Rumki (ed.2015) 'Democracy and Good Governance: Reinventing the Public Service Delivery System in India' Bloomsbury, New Delhi
3. Basu Rumki (2015) 'Public Administration in India Mandates, Performance and Future Perspectives', Sterling Publishers, New Delhi



**Subject: Political Science**Course  
Code:  
PS202MECourse Title: **Issues of Women Empowerment**Year: II Semester: III  
Paper-I

**Course Outcomes:** Women empowerment in India is required to overcome situations of such types and to provide them with their independent role in Indian society. Empowering women is a necessary right of women. They should have proportional rights to contribute to society, economics, education, and politics.

Credits: 4

Core: Minor Elective

Max. Marks: 100

Min. Passing Marks: 33

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	<b>Gender Issues</b> and Perspectives, Strategies for Women's Empowerment	12
Unit II	Women and Development Organisation and Development, Legal Rights for Women	12
Unit III	Work and Entrepreneurship Credit and Finance, Marketing and role of NGOs	12
Unit IV	Women and Society, Women's Health and Local Issues	12
Unit V	Importance of Education in Women Empowerment, Role of Government in the development of Women	12

**Suggested Reading:**

- 1) Women in Indian Society by Neera Desai
- 2) Women and Empowerment in Contemporary India by Barati Baswas

**Suggested equivalent online courses:**

- <https://ndl.iitkgp.ac.in/>
- <http://epgp.inflibnet.ac.in/>
- <http://egyankosh.ac.in/>
- <https://www.ncertbooks.guru/english-skills/>
- <https://eopathsala.nic.in/>

*Anga*

**Diploma in POLITICAL THEORY AND PRACTICE**Programme: **Diploma in POLITICAL THEORY AND PRACTICE**Year: II Semester: IV  
Paper-ISubject: **Political Science**Course  
Code:  
PS202MTCourse Title: **Indian Political System**

**Course Outcome:** Acquaintance to Indian National Movement & Constitution is indispensable for a student to make a sense of Indian Political System. The course is designed to provide an overview of Indian freedom Struggle and key concepts of the Indian constitution to the student, which would evolve him into a conscientious citizen.

Credits: 6

Core Compulsory

Max. Marks: 100

Min. Passing Marks: 33

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Basic Features of Indian Constitution: Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy	15
Unit II	The Indian Parliament : Lok Sabha and Rajya Sabha	10
Unit III	The Executive: The President, The Prime Minister and The Cabinet	15
Unit IV	Indian Judicial System: Supreme Court, Judicial Review and Judicial Activism.	10
Unit V	Federal System, Centre-State Relations	10
Unit VI	Party System in India and Electoral Behavior	10
Unit VII	<b>Issues: Caste, Class, Gender, Region in Indian Politics</b>	10
Unit VIII	Problems of Nation Building: Terrorism, Insurgency, National Integration in Indian Politics	10

**Suggested Reading:**

1. J.C. Johari- Indian Government and Politics (English and Hindi)
2. Bidyut Chakrabarti and Rajendra Kumar Pandey- Indian Government and Politics (English and Hindi)
3. Niraja Gopala Jayal and Pratap Bhanu Mehta- The Oxford Companion to politics in India
4. Rajni Kothari - Politics In India (English and Hindi)
5. B. K. Sharma- Politics and The State in India



## Unit II: Dimensions of Conflict (6 Lectures)

- a. Ideology (Week 4)
- b. Economic/Resource Sharing Conflicts (Week 5)
- c. Socio-Cultural Conflicts (Ethnic, Religious, **Gender-based**) (Week 6) ✓

## Unit III: Sites of Conflict (6 Lectures)

- a. Local (Week 7)
- b. Sub-National (Week 7)
- c. International (Week 8)

## Unit IV: Conflict Responses: Skills And Techniques (6 Lectures)

- a. Negotiations: Trust Building (Week 9)
- b. Mediation: Skill Building; Active Listening (Week 10)
- c. Track I, Track II & Multi Track Diplomacy (Week 11)
- d. Gandhian Methods (Week 12)

### Course Outcome:

To provide the concepts of conflicts and peace building mechanism.

Through this paper the students can understand the various aspects of conflicts and how we can manage the conflicts and turned into peace.

### Unit I: Concepts

#### 1. Understanding Conflict

- a. Conflict Management, Conflict Resolution and Conflict Transformation
- b. Peace Building

#### Unit II: Dimensions of Conflict

#### Unit III: Sites of Conflict

#### Unit IV: Conflict Response: Skills And

#### Suggested Classroom Exercises/ Activities:

- 1) Map the ethnic composition of your classroom and examine the prevailing prejudices and stereotyping practices and their manifestations and then suggest a strategy for trust building.
- 2) Identify a group of immigrants/ refugees from the South Asian region (Afghans, Bangladeshis, Sri Lankans, Tibetans, Rohingya Muslims from Myanmar) and based on your interactions with them, write a report explaining their respective experiences of conflicts are amenable to what kind of solution?
- 3) Identify musical bands and other such endeavours in the South Asian region which have used music as a peace building measure for promoting understanding among different communities.

सेमेस्टर - 6

CBCS

बी.ए. (प्रथम) हिन्दी

G. Elective Cours ( Any one)

सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम

आधुनिक भारतीय साहित्य

इकाई -- 1

- ☐ भारतीय साहित्य का स्वरूप
- ☐ स्वाधीनता संग्राम और भारतीय साहित्य
- ☐ भारतीय नवजागरण और उसका भारतीय साहित्य पर प्रभाव

इकाई - 2

- ☐ दलित विमर्श और आधुनिक भारतीय साहित्य
- ☐ स्त्री विमर्श और आधुनिक भारतीय साहित्य
- ☐ आधुनिक भारतीय साहित्य तथा आदिवासी विमर्श

इकाई - 3

- ☐ माजती -- वाचिक साहित्य
- ☐ सरस्वती बाली -- प्राचीन संस्कृत साहित्य की विशेषताएँ
- ☐ मीना गुप्ता -- प्राचीन तमिल साहित्य की विशेषताएँ

इकाई - 4

- ☐ इलंगो अडिहल -- सिलप्पदिकारम् : दुख की लड़ी
- ☐ रवीन्द्रनाथ ठाकुर काबुलीवाला अथवा अमीर अबुलहसन खुसरो -- बहुत कठिन है डगर पनघट की
- ☐ इन्दिरा गोस्वामी -- एक अविस्मरणीय यात्रा

सन्दर्भग्रन्थ:-

- 1- भारतीय साहित्य का समेकित इतिहास -- डॉ० नगेन्द्र
- 2- भारतीय भाषा परिचय -- केन्द्रीय हिन्दी संस्थान
- 3- भारतीय साहित्य -- डॉ० नगेन्द्र
- 4- भारतीय साहित्य की भूमिका -- रामविलास शर्मा 5- आधुनिक भारतीय चिंतन -- विश्वनाथ नरवणे
- 6- भारतीय साहित्य के इतिहास की समस्याएँ -- रामविलास शर्मा 7- भाषा साहित्य और संस्कृति -- विमलेशकान्ति वर्मा
- 8- गुलामगिरी -- ज्योतिबा फुले
- 9- स्त्री अस्मिता साहित्य और विचारधारा -- सुधा सिंह



प्रश्न-पत्र प्रथम - अस्मिता मूलक विमर्श।

इकाई 01 - दलित विमर्श की वैचारिकी (फुले और अम्बेडकर)

इकाई 02 - स्त्री विमर्श : अवधारणा और आंदोलन (लिंगभेद, यौनिकता, पितृसत्ता, समलैंगिकता आदि)

इकाई 03 - आदिवासी विमर्श : अवधारणा और आंदोलन (जल, जंगल, जमीन और अस्मिता के प्रश्न)

इकाई 04 - पाठ्य सामग्री -

- जूठन (प्रथम भाग), ओमप्रकाश वाल्मिकी
- श्रृंखला की कड़ियां - महादेवी वर्मा से एक निबन्ध - नारीत्व का अभिशाप
- पतिव्रता, प्रेम के लिए फांसी (कविताएं) - अनामिका
- मैं किसकी औरत हूँ। - सविता सिंह

सहायक ग्रंथ -

1. गुलामगिरी - ज्योतिबा फुले
2. अम्बेडकर रचनावली - भाग 1
3. उपनिवेश में स्त्री - प्रभा खेतान
4. स्त्री अस्मिता, साहित्य और विचारधारा - सुधा सिंह
5. दलित साहित्य का सौन्दर्यशास्त्र - ओमप्रकाश वाल्मिकी
6. आदिवासी अस्मिता का संकट - रमणिका गुप्ता

for 

विमर्श

SDSVU - NEP हिन्दी

DEGREE COURSE IN UG			Year: III	Semester: VI
Programme: Degree Course in ARTS- Hindi			Paper III Project	
			Subject: Hindi	
Course Code:	Course Title: लघुशोध अध्ययन एवं कार्य - साहित्यिक विचारधाराओं का अध्ययन			
Course Outcomes: शिक्षार्थी इस लघुशोधात्मक अध्ययन एवं कार्य के माध्यम से हिन्दी की साहित्यिक विचारधाराओं का ज्ञान प्राप्त करता है। हिन्दी साहित्य में उच्चस्तरीय शोध के लिए यह पूर्व-अध्ययन अत्यन्त आवश्यक है।				
Credits: 4			Project	
Max. Marks: 25 (Internal) + 75 (External) = 100			Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0				
Unit	Topic		No. of Lectures/ Hours	
Unit I	निम्नांकित विचारधाराओं अथवा साहित्य आन्दोलनों में से किसी एक पर लघुशोधात्मक अध्ययन एवं कार्य करना है - 1. भक्ति-आन्दोलन 2. छायावाद 3-प्रगतिवाद 4- राष्ट्रवाद 5- अस्तित्ववाद 6- नारीवाद 7- दलित विमर्श 8 आधुनिकताबोध 9- उल्लरआधुनिकता			
Class Room Lectures Tutorial, Assignment, Class Room Seminars, Group Discussion etc			Total-60	



- To orient students to the discipline of literary and practical criticism, declamation exercises, script writing and literary movements.
- To develop a critical thinking and to train the students in academic, media and research writing.
- To enable them to write and appreciate various types of literary pieces like poems and short stories

### Suggested Readings:

1. *MLA Handbook for Writers of Research Papers*, Seventh Edition. Modern Language Association, America. 2009
2. Kate L. Turabian. *A Manual for Writers of Research Papers, Theses and Dissertations*. Chicago: The University of Chicago Press, 2007

### (F) Generic Elective -(Interdisciplinary): (2)

(To be taught in Semester V, VI)

#### A. Generic Elective -I

- (i). *Wings of Fire* by A. P. J. Abdul Kalam
- (ii). *The Origin of Science* by Will Durant

OR

Film Appreciation (Any Six Films)

#### B. Generic Elective-II

- (i) *The Folk Tales of Uttarakhand* by Govind Chatak, translated by Arun Pant
- (ii) *The Shadow of Kamakhya* by Indira Goswami

OR

Gender and Human Rights: *Mother of 1084* By Mahasweta Devi

## CERTIFICATE COURSE IN ARTS

Programme: Certificate Course in Arts

Year: I Semester: I  
Paper: I

Subject: English

Course Code: UGENG-CC101 Course Title: Introduction to English Prose

## Course Outcomes:

After studying this course, the students will be able to:

- Gain an introductory knowledge of the development and significance of literature in English.
- Have an introductory study of forms such as Drama and Novel.
- Appreciate the art of story-telling through short-stories and define its basic elements such as plot, point of view, characterization, and narrative technique.
- Critically evaluate the style and contributions of some of the greatest short-story writers, including Indian writers towards the development of short-story as a genre.
- Define and distinguish various types of prose and prose-styles.
- Understand important terms pertaining to prose writings, including various stylistic and figurative devices.
- Apprehend the growth of English essays through the contributions of some of the greatest essayist.
- Comprehend the wide variety of subject matter that the genre serves.

Credits: 6

Core Compulsory

Max. Marks:

Min. Passing Marks: As per Univ. rules

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Introduction to Genres: Poetry, Drama, Essay, Novel, Novella and Short Story	15
Unit II	Elements of Short Story: Plot, Themes, Characterization, Narrative Techniques O' Henry: "The Last Leaf" Anton Chekhov: "The Lament"	15
Unit III	Types of Prose & Prose Style: Autobiography, Biography, Memoir, Travelogue, Essay, Literary Devices: Point of View, Imagery, Antithesis, Aphorism, Humour and Irony	15
Unit IV	Francis Bacon: "Of Studies" Charles Dickens: "Dream Children" Oliver Goldsmith: "National Prejudices"	20
Unit V	Virginia Woolf: "Professions for Women"	10

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Programme: Degree

Year: III

Semester: VI

Subject: English

Course Code:  
UGENGRP-306

Course Title: Preparing a Research Proposal ✓

Course Outcomes:

Learn how to conduct research projects

Learn to prepare research paper

Learn to prepare research project

Credits: 4

Max. Marks:

Major (Compulsory)

Min. Passing Marks: As per Univ. rule

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Preparing Research Projects on Translation Studies, Gender Studies, Novels and their Film Adaptation, Ideocriticism, Cultural Studies	60

## DIPLOMA IN ARTS

Programme: Diploma in Arts

Year: Semester: IV  
II Paper

Subject: English

Course Code:  
UGENG-CC203

Course Title: Women's Writing and Indian Literature in Translation

## Course Outcomes:

- This course aims to
- Help students understand the social construction of woman by patriarchy.
- Examine feminism's concerns of equality with men.
- Highlight the structural oppression of women.
- Foreground resistance by women.
- Discuss women's writing as an act of resistance and of grasping agency.
- Facilitate an understanding of the body of woman and its lived experience.
- Help students engage with the heterogeneity of the oppression of women in different places, historically and socially.
- Understand the rich and diverse tradition of literatures written in regional and vernacular languages.
- Develop a comparative and intertextual approach to analyse literatures.
- Develop an appreciation of the diverse multilingual and multicultural ethos of India.
- Enhance job opportunities by fostering translation skills.
- Critically appreciate the poems of Kabir and gain understanding of his philosophy and assess the strength of Rabindranath Tagore as a translator.

Credits: 6

## Core Compulsory

Max. Marks:

Min. Passing Marks: As per Univ. rule

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Elaine Showalter: "Introduction", in <i>A Literature of Their Own: British Women Novelists from Brontë to Lessing</i> (1977).	10
Unit II	Gilman: "The Yellow Wallpaper" Mahasweta Devi: "Draupadi"	10
Unit III	Autobiography: Harriet Jacobs, selections from <i>Incidents in the Life of a Slave Girl</i> , Chapter 5	15
Unit IV	Maya Angelou: "Still" (1982) Alice Walker: "Helen and Frida", in <i>One Day at a Time: A Story Collection</i> . Sylvia Plath: "Lady Lazarus"	20
Unit V	Introducing Translation: A Brief History and Significance of Translation in a Multilingual and Multicultural Society like India	20
Unit VI	Kabir (Translation) from <i>The English Writings of Rabindra Nath Tagore</i> (1994, Vol. I, Ed. S. Sri Kumar Das, Sahitya Akademi, Verses- 1, 2, 8, 12, 53, 69)	15

## Recommended Readings

- Indian feminism by Jasbir Puar and Avadheshi Kumar Singh
- The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990, by Radha Kumar



- To orient students to the discipline of literary and practical criticism, declamation exercises, script writing and literary movements.
- To develop a critical thinking and to train the students in academic, media and research writing.
- To enable them to write and appreciate various types of literary pieces like poems and short stories

### Suggested Readings:

1. *MLA Handbook for Writers of Research Papers*, Seventh Edition. Modern Language Association, America. 2009
2. Kate L. Turabian. *A Manual for Writers of Research Papers, Theses and Dissertations*. Chicago: The University of Chicago Press, 2007

(F)

### **Generic Elective -(Interdisciplinary): (2)**

(To be taught in Semester V, VI)

#### A. Generic Elective -I

- (i). *Wings of Fire* by A. P. J. Abdul Kalam
- (ii). *The Origin of Science* by Will Durant

OR

• Film Appreciation (Any Six Films)

#### B. Generic Elective-II

- (i) *The Folk Tales of Uttarakhand* by Govind Chatak, translated by Arun Pant
- (ii) *The Shadow of Kamakhya* by Indira Goswami

OR

Gender and Human Rights: *Mother of 1084* By Mahasweta Devi

## ENVIRONMENT STUDIES AND VALUE EDUCATION

Programme: Under Graduation	Year: 1	Semester: 2
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Subject: Co-curricular Course

Course Code: CCS 02	Course Title: 'Environment studies and Value Education' ✓
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### Course outcomes:

The mission of the course on Human Values and Environmental Studies is to create morally articulate solutions to be truthful and just and to become responsible towards humanity. The course seeks to establish a continuous interest in the learners to improve their thought process with intent to develop a new generation of responsible citizens capable of addressing complex challenges faced by the society due to disruptions in human interactions effecting human values. This course works towards

- Building fundamental knowledge of the interplay of markets, ethics, and law,
- Look at various challenges faced by individual to counter unethical issues
- Look at core concepts for business ethics
- Look at core concepts of anti-corruption
- Look at core concepts for a morally articulate solution evolved to management issues in general,
- Issues of sustainable development for a better environment.
- To know how environmental degradation has taken place.
- Be aware of negotiations and international efforts to save environment.
- How to develop sustainable?
- Efforts taken up by UN in Sustainable Development.
- Efforts taken by India in Sustainable Development.

The course intends to create a sense of how to be more responsible towards the environment. Upon finishing of the course students will be able to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalise ethical choices.

The course integrates various facets of human values and environment.

Credits: Nil

Core Compulsory

Max. Marks: 100

Min. Passing Marks: 40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Renewable and Nonrenewable Natural resources. Ecosystem concept, structure & function. Ecosystem: producer, consumer, decomposer, food web, food chain, energy flow, Ecological pyramids Conservation of Biodiversity- In-situ & Ex-situ conservation of biodiversity.	07
Unit II	Environmental pollution, Role of individual in Pollution control, Social Issues and Environment, Human Population & Environment Sustainable Development, Natural Hazards, India and UN Sustainable Development Goals Concept of circular economy and entrepreneurship Environment Protection Act 1986	08



Unit III	International Advancements in Environmental Conservation Role of National Green Tribunal Air Quality Index Importance of Indian Traditional knowledge on environment Bio assessment of Environmental Quality Environmental Management System Environmental Impact Assessment and Environmental Audit	07
Unit IV	<b>Human Values-</b> Introduction- Values, Characteristics, Types, Developing Value system in Indian Organization, Values in Business Management, value based Organization, Trans –cultural Human values in Management. Sri Vivekananda's philosophy of Character Building, Gandhi's concept of Seven Sins, A.P.J. Abdul Kalam view on role of parents and teachers. <b>Human Values and Present Practices</b> – Issues: Corruption and Bribe, Privacy Policy in Web and social media, Cyber threats, Online Shopping etc. Remedies <b>Corporate Social Responsibility-</b> Nature, Levels, Phases and Models of CSR, Corporate Governance. CSR and Modern Business Tycoons Ratan Tata, Azim Premji and Bill Gates. <b>Holistic Approach in Decision making-</b> Decision making, the decision making process, The Bhagavad Gita: Techniques in Management, Dharma and Holistic Management. <b>Case Studies</b>	08

#### Suggested Reading:

1. A foundation course in Human Values and Professional Ethics by R.R. Gaur, R. Sangal et al.
2. JUSTICE: What's the Right Thing to Do? Michael J. Sandel.
3. Human Values by A. N. Tripathi New Age International
4. Environmental Management by N.K. Oberoi
5. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
6. <https://www.india.gov.in/my-government/schemes>
7. <https://www.legislation.gov.uk/ukpga/2010/23/contents>
8. Daniel Kahneman, Thinking, Fast and Slow; Allen Lane
9. Environment Protection Act 1986; Universal Publications
10. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
11. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. Ahmedabad- 380013, India
12. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
13. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
14. Cunningham, W.P. Cooper T.H. Gorhani, F & Hepworth, M.T. 2001. Environmental Encyclopedia, New Publ. House. Mumbai. 1196p
15. De A.K., Environmental Chemistry, Eastern Ltd.
16. Down to Earth, Centre for Science and Environment(R)
17. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute. Oxford Univ. Press. 473p
18. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
19. Heywood, Vil & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
20. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws.

Himalaya Pub. House, Delhi 284 p.

21. McKinney, M.L. & Schoel, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
  22. Mhaskar A.K., Matter Hazardous, Techno-Science Publications (TB)
  23. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
  24. Odum, E.P. 1971. Fundamentals of Ecology. W.B.Saunders Co. USA, 574p
  25. Rao MN.& Dalla, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt.Ltd. 345p.
  26. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut
  27. Survey of the Environment, The Hindu (M)
  28. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
  29. Trivedi R.K., Handbook of Environmental Laws, Rules, Guidelines Compliances and Standards, Vol I and II, Enviro Media (R)
  30. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB)
  31. Wagner K.D., 1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p
- (M) Magazine (R) Reference (TB) Textbook

Suggested Online Link: None

Suggested equivalent online courses: None

This course can be opted as a co-curricular course by the students of following subjects:

B.A  
B. Com  
B.B.A  
B.Sc.  
B.F.A  
B. Lib  
B.A.LL.B. (Hons)  
B.A.LL. B  
B.B.A.LL.B.  
B. Pharm

Suggested Continuous Evaluation (25 Marks):

Internal Assessment	Marks	External Assessment	Marks
Midterm Test	10	Written Examination	75
Assignment	5		
Presentation	5		
Attendance & class performance	5		

Course Prerequisites:

No pre-requisite required, open to all.



Semester-V

Discipline Specific Elective Course (DSE)-III

**Environmental Economics**

**1. Introduction**

Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights and other approaches.

**2. The Design and Implementation of Environmental Policy**

Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.

**3. Environmental Valuation Methods and Applications**

Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.

**4. Sustainable Development**

Concepts; measurement; perspectives from Indian experience

**Suggested Readings**

1. Roger Perman, Yue Ma, Michael Common, David Maddison and James McGilvray, "Natural Resource and Environmental Economics", Pearson Education/Addison Wesley, 4th edition, 2011.
2. Charles Kolstad, "Intermediate Environmental Economics", Oxford University Press, 2nd edition, 2010.
3. Robert N. Stavins (ed.), "Economics of the Environment: Selected Readings", W.W. Norton, 6th edition, 2012.
4. Robert Solow, "An Almost Practical Step toward Sustainability," Resources for the Future 40th anniversary lecture, 1992.
5. Kenneth Arrow et al., "Are We Consuming Too Much?" *Journal of Economic Perspectives*, 18(3): 147-172, 2004.
6. IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report (forthcoming 2014).

## Vocational/Skill Development Course in Economics Department

Vocational Course-02		
Programme: Certificate Course in Economics		Year : First
		Semester-II
Course code: ECOVC-02		Paper- II VC
Course outcome:		Course Title: Environmental Economics
1. To learn an economic approach to environmental problems.		
2. To understand complementary view of environmental economics.		
3. To develop economic tool kit to evaluate applied problems.		
Credit: 3 (Three)		Elective
Maximum marks: 25+75		Minimum passing marks: 33
Total no. of lectures-tutorials-practical(labour per week):3-0-0		
Unit	Topic	No. of lectures
Unit 1	<b>Environment and Economics:</b> 1. Fundamental concepts of Environmental Economics 2. Meaning, nature and scope of Environmental Economics 3. Environmental pollution- air, water and deforestation 4. Inter-linkages between Environment and Economics 5. Economics of Natural Resources- land, air and water	15
Unit 2	<b>Environment and Development:</b> 1. Environment and Economic Growth: 2. Concepts of Sustainable Development 3. Policy Approach of Sustainable Development 4. Role of State in Environmental Conservation 5. People's participation in management of Natural Resources	15
Unit 3	<b>Environmental issues:</b> 1. Global warming 2. Climate change 3. Green House Effect, Ozone Depletion 4. Acid Rain 5. Biodiversity Conservation , Chipko movement	15

## Suggested readings:

- Bhattacharya, R.N.(ed) Environmental Economics: An Indian perspective, Oxford New Delhi  
 Boumal, W.J. and W.E. Oats, (1998) Theory of Environmental Policy, Cambridge University Press  
 Bromely, D.W.(ed) Hand Book of Environmental Economics, Blackwell, London  
 P.Das Gupta and K.G. Miller, (1997) The Environmental and Emerging Development Issues  
 Ram Prasad Sen Gupta (2007) Ecology and Economics, Oxford New Delhi  
 Seneca, Joseph, J. Taussig M.K. (1979), Environmental economics, New Jersey, Prentice Hall.

*Handwritten signatures and marks:*  
 Maindolo, Keshu, Pann, [Signature], [Signature]  
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Learning Issues  
Economics  
SDSU V (Semester System) Econo.

## INDIAN ECONOMY-II

Course Name: **Indian Economy - II**  
Course No: UG/ECO(C)/202

Maximum Marks: 100

(a) Semester Examination: 80 Marks

Duration of Examination: 2 Hours

(b) Sessional Assessment: 20 Marks

### Unit 1 :

Problem of Unemployment and under-employment in India, Poverty in India, Major Programmes for Poverty Alleviation and Employment, Employment Trends in Organized and Unorganized Sector, National Income: Trends and Structure of National Income, Inequality in the Distribution of Income in India, Labour Welfare and Social Security in India.

### Unit 2 :

Role of Infrastructure in Economic Development, Development of Transport and Communications, Private Sector Participation, Development of Irrigation, Irrigation Policy, Energy Crisis in India, Energy Policy, Social Infrastructure, Issues and Trends in Health and Education, National Health Policy, Education Policy of India.

### Unit-3

Concept and Importance of Human Development, Human Development Index (HDI), Millennium **/Sustainable Development Goals** and Human Development, Human Development in Indian States, Measurement of Human Development, Human Development Indicators, **Gender Discrimination, Woman's Empowerment.**

### Unit-4

Economic Reforms: Liberalization, Privatization, Globalization in India, An Appraisal of Economic Reforms in India; Competitiveness of Indian Trade and Industry: Special Economic Zones, Disinvestment in India, W.T.O. and its Impact on the Different Sectors of the Economy; Foreign Direct Investment.

**SUGGESTED READINGS: (LATEST EDITIONS) :**

- b. Frequency curve, histogram and polygon; Measures of Central Tendency- Mean, Median, Mode.
- c. Measures of dispersion- Quartile, Standard Deviation and Coefficient of Variation.
- d. Coefficient of Correlation- Karl Pearson's and Spearman's methods, Scatter Diagrams.
- e. SPSS Software basic knowledge.

**Division of Marks:**

Examination - Departmental committee appointed by HoD for University Campuses.  
External Examiners will be appointed by the university for Affiliated Colleges.

- a. Lab Work-one question from each section with internal choice (duration three hours-50 MM)
- b. Sessional record and viva-voce- 20

**Reading List**

1. Dent B. D., 1999: *Cartography: Thematic Map Design*, (Vol. 1), McGraw Hill.
2. Gupta K. K and Tyagi V. C., 1992: *Working with Maps*, Survey of India, DST, New Delhi.
3. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept Publishing.
4. Robinson A., 1953: *Elements of Cartography*, John Wiley.
5. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers.
6. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers
7. Singh R. L., 1998: *Prayogic Bhoogol Rooprekha*, Kalyani Publications.
8. Steers J. A., 1965: *An Introduction to the Study of Map Projections*, University of London.

**7. Environmental Geography (Core, 4 Credits)**

1. Environmental Geography: Concepts and approaches; Ecosystem – Concept and structure; Ecosystem functions.
2. Human-Environment Relationship in Equatorial, Desert, Mountain and Coastal Regions.
3. Environmental Problems and Management; Air Pollution; Biodiversity Loss; Solid and Liquid Waste.
4. Environmental Programs and Policies; Developed and Developing Countries.
5. Protected Areas; National Parks; Biosphere Reserves and Wildlife Sanctuaries in Uttarakhand.

**Reading List**

1. Casper J.K. (2010) *Changing Ecosystems: Effects of Global Warming*. InfoBase Pub. New York.
2. Hudson, T. (2011) *Living with Earth: An Introduction to Environmental Geology*, PHI Learning Private Limited, New Delhi.
3. Miller, G.T. (2007) *Living in the Environment: Principles, Connections, and Solutions*. Brooks/ Cole Cengage Learning, Belmont.
4. Singh, R.B. (1993) *Environmental Geography*, Heritage Publishers, New Delhi.
5. UNEP (2007) *Global Environment Outlook: GEO4: Environment For Development*, United Nations Environment Programme. University Press, Cambridge.
6. Wright R. T. and Boorse, D. F. (2010) *Toward a Sustainable Future*, PHI Learning Pvt Ltd, New Delhi.
7. Singh, Savindra 2001. *Paryavaran Bhugol*, Prayag Pustak Bhawan, Allahabad. (in Hindi)

**8. Practical-IV (Core , 2 Credits)**

Head  
Department of Geography  
School of Earth Science  
H.N.B Garhwal University  
Srinagar (Uttarakhand)



Programme: Certificate Course in Arts/Science	Year: I	Semester: II Paper-I
Subject: <b>Geography</b>	<i>Geography</i>	
Course Code: GEOG201T	Course Title: <b>Human Geography</b>	

**Course Outcomes:**

1. Learn Meaning, Concept, Nature, Scope and development of Human Geography.
2. Understand Cultural Changes in and around the world.
3. Learn about the different races, religions, tribes, their culture and cultural development

Credits: 04	Core Compulsory
Max. Marks: 25+75	Min. Passing Marks: 33

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Definition and scope of Human Geography; human versus physical geography; branches of Human Geography; Development of Human Geography; Contributions of German and French Geographers. Contribution of Indian Geographers.	12
Unit II	Schools: Determinism, possibilism, welfare or humanistic and positivism; Approaches: ecological, landscape, locational, welfare and humanistic.	12
Unit III	Elements of environment; physical and human environment; constraints and opportunities of the environment; impact of environment on man; impact of man on environment; environmental problems; pollution, Hazards, and climate change.	12
Unit IV	Evolution of man: Classification of races, Characteristics of races and their world distribution, Human adaptation to the environment: Eskimo, Bushman and Masai. Tribes of India: habitat, economy and culture with special reference to Naga, Bhil, Santhal, Gaddi, Bhotia, Jounsari and Tharu tribes.	14
Unit V	Human Settlements: Origin, types and patterns (Rural and Urban) characteristics. House types and their distribution with special reference to India.	10

**Suggested Reading:**

1. Singh, L.R. (2005). Fundamentals of Human Geography. Sharda Pustak Bhawan, Allahabad.
2. DeBlij, H.J. Human Geography: Culture, Society and Space. John Wiley, New York.
3. Haggett, P. (2004). Geography: A Modern Synthesis. Harper & Row, New York
4. Hussain, M. (1994). Human Geography. Rawat Publication, Jaipur.
5. Norton W. (1995). Human Geography. Oxford University Press, New York.
6. Singh, K. N. & Singh J. (2001). Manviya Bhoogol. Gyanodaya Prakashan, Gorakhpur
7. Kaushik, S.D. & Sharma, A.K. (1996). Principles of Human Geography (in Hindi), Rastogi Pub. Meerut

**Suggested equivalent online courses:**

Courses on Swayam / MOOCs [https://onlinecourses.swayam2.ac.in/nou20\\_hs18/preview](https://onlinecourses.swayam2.ac.in/nou20_hs18/preview)

This course can be opted as an elective by the students: Open to all.

Suggested Continuous Evaluation (25 Marks): Assignment / Test / Quiz (MCQ) / Seminar/ Presentations

*[Signature]*

4. Halt Jensen A. – Geography – Its History and concepts. Harper and Row London.
5. Dixit R.D. – Geographical Thought – A Contextual History of Ideas. Prentice Hall, New Delhi.
6. Kaushik S.D. – Bhaugolik Vichardharayen (Hindi) – Sahitya Bhawan Pub. Agra.
7. Hussain Majid – Evolution of Geographical Thought (English and Hindi) Rawat Publication Jaipur.
8. Taylor G. Geography In Twentieth Century : London
9. Jagdish Singh – Bhaugolik Chintan ka Kram Vikas (Hindi Gyanodaya, Gorakhpur)

### Paper – 5 : Environmental Geography

1. Environmental Geography : Definition, Concepts and Approaches, Ecosystem – Concept, Structure, Ecosystem Functions, Tropic level, Food Chain and Food web.
2. Man – Environment Relationship in all the Geographical Region: Plains, Desert, Mountain and Coastal Regions.
3. Environmental Problems and Management : Pollution Types, Biodiversity Loss, Solid and Liquid Waste and ecosystem and Environmental Conservation and Management
4. Environmental Programme and Policies at Global, National and Regional level, Government and Civil Society initiatives to conserve Environment with reference to Uttarakhand.

#### Reading List :

1. Casper J.K. (2010) *Changing Ecosystems: Effects of Global Warming* InfoBase Pub, New York.
2. Hudson, T. (2011) *Living with Earth: An Introduction to Environment Geology*. PHI Learning Private Limited, New Delhi.
3. Miller, G.T. (2007) *Living in the Environment: Principles. Connections and Solutions*. Brooks/ Cole Cengage Learning, Belmont.
4. Panwar, Mohan Singh (2007) *Environmental Changes and Sustainable Development in the New Millennium*, Research India Press, New Delhi.
5. Singh. R.B. (1993) *Environmental Geography*. Heritage Publishers, New Delhi.
6. Singh R.B. and Hietala, R. (Eds) (2014) *Livelihood Security in North-western Himalaya : Case Studies from Changing Socio – economic environments in Himachal Pradesh, India*. Advances in Geographical and Environmental Studies. Springer
7. Singh, Savindra 2001. *Paryavaran Bhugol*. Prayag Pustak Bhawan. Allahabad (In Hindi)
8. Teli, B.L. 2005, *Paryavaran Adhayan*, College Book Depot, Jaipur.
9. Nautiyal, Rajesh, Prasad Gayatri, *Paryavaran Bhoogol*.

### Paper – 6 : Practical – II

- a. Maps- Definition, basic concepts and classification, Map Composition.
- b. Map Projections – Classification, Properties, Choice and Merits and Demerits.
- c. Construction of Conical Projection with one and two standard parallel, Bonne's cylindrical equal area. Mercator's and Polar Zenithal Equal Area Map projection.
- d. Study and interpretation of Indian Daily Weather Report Maps/ reports of January, June and July with weather interpretation report.



# SDSUV (Annual System)

Geography

Sri Dev Suman Uttarakhand State University

Badshahithaul, Tehri Garhwal

B.A./B.Sc. Part-III

PAPER II Environment, Geography

*Note: This question paper consists of three section 'A', 'B' and 'C' all question of section 'A' are compulsory. Attempt any four questions each from section 'B' and attempt any three question from section 'C' respectively.*

- Unit I** Concept of Environment, Elements of Environment, Concepts of Ecology and Ecosystems and its Structure, Tropic level and food chain, Function of Ecosystems, Man environment relationship.
- Unit II** Environmental Degradation-Concept, cause and consequences, Economic Development and Environmental Crisis, Acid Rain, Greenhouse effect, ozone and layer depletion, impact of Growth of population, industrialization, technology and consumerism of Environment.
- Unit III** Cause and Consequences of Deforestation, Soil Erosion, Energy Crisis, Climatic changes due to Environmental pollution and deflation, biodiversity global warming
- Unit IV** Natural Disasters and Disaster, Management-meaning and concept natural hazards and classification, (natural and man made Special reference to India. Disaster mitigation and preparedness.
- Unit V** Environmental conservation and management- concept and significance, programme and policies of global, national and Regional level, Environmental, impact Assessment concept of Eco-Development.

## Recommended Books:

1. Allen, P.D.:- Environment & Development
2. Gerasimov: Ecology & Geography
3. Kayastha, S.L.:- Fundamentals & Environmental Studies
4. Khushoo, T.N. :- Environment and Sustainable Development of India.
5. Singh, J. :- Vatavaran Niyojan aum Samvikas
6. Singh, Savindra; Environmental Geography (Hindi & English)
7. Shrivastava, V.K. & Rao, B.P. :- Paryavaran Evam Paristhiti
8. Nautiyal, Rajesh, Prasad Gayatri, paryavaran Bhoogal

HNBGU, CBCS

SEM - VI

Sociology

BA (Program)

Skill Enhancement Course 04

Theory and Practice of Development

Course Objective:

This course aims to familiarise students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

**Course Outline:**

1. What is development?
2. Recent trends in Development
- 2.1 Neo-liberalism: Growth as Development
- 2.1a. Re-emergence of Neo-classical perspective
- 2.1b. SAP and its Critique

- 2.2 Post development Theory
- 2.2a. Knowledge as Power
- 2.2b. Participatory Development
- 2.2c. GAD

2.3 Sustainable Development Theory: UN Earth Charter 1992

- 2.3a. Hegemonic approach: PPP
- 2.3b. Environmental discourse

**3. Human Development Theory: Growth vs. Development**  
**Course Content and Itinerary**

1. What is development? (1 Week)



**CHOICE BASED CREDIT SYSTEM SYLLABI AND READING LIST B.A. POLITICAL SCIENCE**  
**DISCIPLINE SPECIFIC CORE COURSE(4)**

**Paper I- Introduction to Political Theory**

**Course Objective:** This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

1. a. What is Politics?

b. What is Political Theory and what is its relevance? (11 lectures)

2. Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State (36 lectures)

3. Debates in Political Theory:

a. Is democracy compatible with economic growth?

b. On what grounds is censorship justified and what are its limits?

c. Does protective discrimination violate principles of fairness?

d. Should the State intervene in the institution of the family? (13 lectures)

**Course Outcome:**

To provide the various concepts of Politics

Through this the students can understand the various concepts of Political Science and Politics.

**Paper-II - Indian Government and Politics**

1) Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)

2) Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

3) Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)

4) Power Structure in India: Caste, class and patriarchy (07 lectures)

5) Religion and Politics: debates on secularism and communalism (06 lectures)

6) Parties and Party systems in India (05 lectures)

7) Social Movements : Workers, Peasants, Environmental and Women's Movement (10 lectures)

8) Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

## Bachelor of POLITICAL SCIENCE

Programme: Bachelor of POLITICAL SCIENCE

Year: III Semester: VI  
Paper-I

Subject: Political Science

Course  
Code:  
PS301MT

Course Title: Contemporary Issues in International Politics

**Course Outcomes:** This course seeks to equip students the basic tools for understanding International relations. It also introduces major events and developments that have shaped the contemporary international system. It aims to capture the changing dynamics of the international politics by taking up burning and relevant issues which have potential to alter its contours.

Credits: 5

Core Compulsory

Max. Marks: 100

Min. Passing Marks: 33

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Cold War, Detente and New Cold War. Unipolarity in the post cold war period	10
Unit II	Non Aligned Movement: Emergence, role and relevance	10
Unit III	The world of Nuclear politics: Nuclear race, PTBT/CTBT, NPT, expansion of the nuclear world	10
Unit IV	Bretton woods system, GATT, Liberalisation and Globalisation, WTO	10
Unit V	International Environmental Concerns: Major Treaties and role of UNO, Global Warming	15
Unit VI	Human Rights: UN Declaration and Issues	10
Unit VII	Post Cold war issues: Democracy, Clash of Civilisation, End of History, Non State Actors, International Terrorism, and Emerging Power Axis	10

**Suggested Reading:**

1. Andrew Heywood- Global Politics
2. Globalisation of World Politics : An Introduction to International Relations by John Baylis, Smith and Owen
3. Vinod Sharma- Human Rights violation - A Global Phenomenon
4. M.S. Agwani- Détente: Perspectives and Repercussions
5. Paul Kennedy- Preparing for the Twenty-First Century
6. S. Mukherjee - International Relations
7. Pushpesh Pant- International Relations in 21<sup>st</sup> Century



SDSU V - (NEP)

SEM- I-IV

*(Environment and Sustainability)*

## **Skill Enhancement Course / Vocational Course**

### **1. Public health and Hygiene**

Unit 1: Scope of Public health and Hygiene – nutrition and health – classification of foods – Nutritional deficiencies - Vitamin deficiencies.

Unit 2: **Environment and Health hazards** – Environmental degradation – Pollution and associated health hazards.

Unit 3: Communicable diseases and their control measures such as Measles, Polio, Chikungunya, Rabies, Plague, Leprosy and AIDS.

Unit 4: Non-Communicable diseases and their preventive measures such as Hypertension, Coronary Heart diseases, Stroke, Diabetes, Obesity and Mental ill-health

## DISASTER MANAGEMENT

### Objective:

The course will provide general insight to understand and manage disaster risk and disaster response, with a focus on disaster, typology and management along with various approaches.

### Unit-I Disaster Management

- A. Meaning and definition of disaster management
- B. Concept and Significance
- C. Approaches to Disaster Management: Elements, Rationale and Objectives

### Unit-II Typology of Disaster

- A. Natural Disaster.
- B. Manmade Disaster.

### Unit-III Policy

- A. National.
- B. Options and significance.
- C. Disaster management support.

### Unit-IV Elements of Disaster Management

- A. Relief
- B. Relief
- C. Rehabilitation
- D. Mitigation

### Unit-V Disaster and War

- A. Socio-economic effects,
- B. Health and environmental effects
- C. Education for Disaster risk reduction.

MSM 1



# SDSUV (NEP) Geography

This course can be opted as an elective by the students: Open to all  
Suggested Continuous Evaluation (25 Marks): N.A.

<b>DEGREE IN ARTS/SCIENCE</b>		
Programme: Degree in Arts/Science		Year: III Semester: VI Paper-IV
Subject: Geography		
Course Code: GEOG604R	Course Title: Survey/ Research Project-2	
<b>Course Outcomes:</b>		
1. Implementation of Research Methodology.		
2. Field Survey and Data collection and Data Analysis.		
3. Report Writing.		
Credits: 4	Core Compulsory	
Max. Marks: 100	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-4		
Unit	Topic	No. of Lectures
Unit I	Project should be based on problem oriented research using quantitative techniques and appropriate graphical representation of Data.	60
Note	1. Each faculty member shall teach and guide to his/her Group of students independently. 2. Student shall choose supervisor according his/her research interest and specialisation of Faculty member.	

Suggested Readings:

Suggested equivalent online courses:

This course can be opted as an elective by the students: Open to all

Suggested Continuous Evaluation (25 Marks): Presentation




## Human Values

**ENVIRONMENT STUDIES AND VALUE EDUCATION**

Programme: Under Graduation

Year: 1

Semester: 2

Subject: Co-curricular Course

Course Code:

Course Title: **Environment studies and Value Education** ✓

CCS 02

**Course outcomes:**

The mission of the course on Human Values and Environmental Studies is to create morally articulate solutions to be truthful and just and to become responsible towards humanity. The course seeks to establish a continuous interest in the learners to improve their thought process with intent to develop a new generation of responsible citizens capable of addressing complex challenges faced by the society due to disruptions in human interactions effecting human values. This course works towards

Building fundamental knowledge of the interplay of markets, ethics, and law,

Look at various challenges faced by individual to counter unethical issues

Look at core concepts for business ethics

Look at core concepts of anti-corruption

Look at core concepts for a morally articulate solution evolved to management issues in general,

Issues of sustainable development for a better environment.

To know how environmental degradation has taken place.

Be aware of negotiations and international efforts to save environment.

How to develop sustainable?

Efforts taken up by UN in Sustainable Development.

Efforts taken by India in Sustainable Development.

The course intends to create a sense of how to be more responsible towards the environment. Upon finishing of the course students will be able to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalise ethical choices.

The course integrates various facets of human values and environment.

Credits: Nil

Core Compulsory

Max. Marks: 100

Min. Passing Marks: 40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Renewable and Nonrenewable Natural resources. Ecosystem: concept, structure & function. of ecosystem: producer, consumer, decomposer, food web, food chain, energy flow, Ecological pyramids Conservation of Biodiversity- In-situ & Ex-situ conservation of biodiversity.	07
Unit II	<b>Environmental pollution</b> , Role of individual in Pollution control, Social Issues and Environment, Human Population & Environment Sustainable Development, Natural Hazards, India and UN Sustainable Development Goals Concept of circular economy and entrepreneurship Environment Protection Act 1986	08



Unit III	International Advancements in Environmental Conservation Role of National Green Tribunal Air Quality Index Importance of Indian Traditional knowledge on environment Bio assessment of Environmental Quality Environmental Management System Environmental Impact Assessment and Environmental Audit	07
Unit IV	<b>Human Values-</b> Introduction- Values, Characteristics, Types, <b>Developing Value system in Indian Organization</b> , Values in Business Management, value based Organization, Trans –cultural Human values in Management. <b>Sri Sri Vivekananda's philosophy of Character Building, Gandhi's concept of Seven Sins, A.P.J. Abdul Kalam view on role of parents and Teachers.</b> <b>Human Values and Present Practices-</b> Issues: Corruption and Bribe , Privacy Policy in Web and social media, Cyber threats, Online Shopping etc. Remedies <b>Corporate Social Responsibility-</b> Nature, Levels, Phases and Models of CSR, Corporate Governance. CSR and Modern Business Tycoons Ratan Tata, Azim Premji and Bill Gates. <b>Holistic Approach in Decision making-</b> Decision making, the decision making process, The Bhagavad Gita: Techniques in Management, Dharma and Holistic Management. <b>Case Studies</b>	08

#### Suggested Reading:

1. A foundation course in Human Values and Professional Ethics by RR. Gaur, R. Sangalet.al
2. JUSTICE: What's the Right Thing to Do? Michael J.Sandel.
3. Human Values by A. N. Tripathi New Age International
4. Environmental Management by N.K.Oberoi
5. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
6. <https://www.india.gov.in/my-government/schemes>
7. <https://www.legislation.gov.uk/ukpga/2010/23/contents>
8. Daniel Kahneman, Thinking, Fast and Slow; Allen Lane
9. Environment Protection Act 1986; Universal Publications
10. Agarwal, K.C.2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
11. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. Ahmedabad- 380013, India
12. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hi'll Inc.480p
13. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
14. Cunningham, W.P.Cooper T.H.Gorhani, E & Hepworth, M.T.200 I, Environmental Encyclopedia, Talco Publ. House. Mumbai. 1196p
15. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
16. Down to Earth, Centre for Science and Environment(R)
17. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute. Oxford Univ. Press. 473p
18. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
19. Heywood, Vil & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
20. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws.

- Himalaya Pub. House, Delhi 284 p.
21. McKinney, M.L. & Schoel, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
  22. Mhaskar A.K, Matter Hazardous, Techno-Science Publications (TB)
  23. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
  24. Odum, E.P. 1971. Fundamentals of Ecology. W.B.Saunders Co. USA, 574p
  25. Rao MN. & Dalla, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt.Ltd. 345p.
  26. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut
  27. Survey of the Environment, The Hindu (M)
  28. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
  29. Trivedi R.K., Handbook of Environmental Laws, Rules, Guidelines Compliances and Standards, Vol I and II, Enviro Media (R)
  30. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB)
  31. Wagner K.D., 1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p
- (M) Magazine (R) Reference (TB) Textbook

**Suggested Online Link:** None

**Suggested equivalent online courses:** None

**This course can be opted as a co-curricular course by the students of following subjects:**

B.A  
B. Com  
B.B.A  
B.Sc.  
B.F.A  
B. Lib  
B.A.LL.B. (Hons)  
B.A.LL. B  
B.B.A.LL.B.  
B. Pharm

**Suggested Continuous Evaluation (25 Marks):**

Internal Assessment	Marks	External Assessment	Marks
Midterm Test	10	Written Examination	75
Assignment	5		
Presentation	5		
Attendance & class performance	5		

**Course Prerequisites:**

No pre-requisite required, open to all.



# MANAGEMENT PARADIGMS FROM BHAGAVAD GITA

Programme: Under Graduation

Year:2

Semester:

3

Subject: Co-curricular Course

CourseCode: CCS 03 Course Title: Management Paradigms from Bhagavad Gita

Business Management curriculum provides a variety of the oretical inputs that enables an individual to take decisions for effective running of an organization. In the current situation theses inputs are characterized by a peculiar aspects. Firstly, these are based mainly on the western paradigm of the "world view". While this is one aspect of the knowledge, it is worthwhile to understand alternative "world views". Secondly, the current management theories are by and large prescriptions for the business organizations. Even when issues pertaining to individuals are addressed, they are in the context of organizational performance. For instance, theories on motivation are developed to improve the organizational performance. This overwhelming focus on organizations has over time pushed the "individuals" to the residual in the equations. It is increasingly felt that the current ideas do not adequately cover all the issues of major concern to individuals and organizations. Many feel the need for alternative perspectives on the problems and possible solutions. Ancient Indian wisdom has set off ideas that present a different perspective of the problems that individuals and organizations face and proposes alternative ways of understanding several aspects pertaining to the domain of management. This course is an attempt to bring these perspectives using Bhagavad Gita as the main reference frame for culling out ideas from Ancient Indian wisdom.

The course is designed with the following main objectives:

- To identify some of the commonly felt problems that individuals, organizations and the society face
- To illustrate the usefulness of Gita in addressing some of these problems
- To demonstrate how alternative world views and paradigms of management could be developed with a knowledge of Ancient Indian wisdom such as Gita
- To provide a good introduction to Ancient Indian wisdom using Gita as a vehicle

Credits: Nil

Core Compulsory

Max. Marks: 100

Min. Passing Marks:40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	<p>Spirituality in Business and Workplace</p> <p>Current Challenges in Business Management &amp; Society</p> <p>Relevance of Ancient Indian Wisdom for contemporary society</p> <p>Spirituality in Business</p> <p>The notion of Spirituality</p> <p>An introduction to Bhagavad Gita &amp; its relevance</p> <p>Assignment: Read five chapters of Bhagwat Gita for Group Discussion.</p> <p>Chapter 1: Visada Yoga</p> <p>Chapter 2: Sankhya Yoga</p> <p>Chapter 3: Karma Yoga</p> <p>Chapter 4: Jnana Yoga</p> <p>Chapter 5: Karma Vairagya Yoga</p>	07

- Volumes, Advaita Ashrama, Kolkata.
3. Swami Dayananda Saraswati, (2007), "The value of values", Arsha Vidya Research & Publication Trust, Chennai.
  4. Swami Chinmayananda, (1996), "Holy Geeta", Central Chinmaya Mission Trust, Mumbai.
  5. Geus, A. (1997), "The Life Span of a Company: Chapter 1 in The Living Company", Nicholas Brealey Publishing, London, pp. 7 – 19.
  6. Beer, S. (1994). "May the Whole Earth be Happy: LokaSamastatSukhinoBhavantu", Interfaces, 24 (4), 83 – 93.
  9. Mahadevan, B. (2013) "Spirituality in Management: Sparks from the Anvil", IIM B Management Review, 25 (2).
  10. Houston, D.J. and Cartwright K.E. (2007), "Spirituality and Public Service" Public Administration Review, Jan. – Feb., 2007, 88 – 102.
  11. Payne, S.G. (2010). "Leadership and spirituality: Business in the USA", The International Journal of Leadership in Public Services, 6 (2), 68 – 72.
  12. Poole, E. (2007). "Organizational Spirituality – A literature review", Journal of Business Ethics, 84, pp. 577 – 588.
  13. Bhattathiri, M.P. "Bhagavad Gita and Management"
  14. Mahadevan, B. (2009). "Shrimad Bhagavad Gita – Ideas for Modern Management", One day Seminar on "Towards a New Paradigm of Business management: Alternative Perspectives from Ancient Indian Wisdom", IIM Bangalore, December 12, 2009.
  15. (2012). "Bhagavad Gita and Management", Arsha Vidya News Letter, April 2012, 23 – 30.
  16. Ancona, D., Peterson, L.W., Orlikowski, W.J. and Senge, P.M. (2007). "In praise of the incomplete leader", Harvard Business Review, 85 (2) 92 – 100.
  17. Mahadevan, B., (2013). "Inspirational Leadership: Perspectives from Gita", Chapter 13 in Sanskrit and Development of World Thought, Kutumba Sastry V. (Ed.), D K Print World, New Delhi, pp 199 - 210.
  18. Mehrotra, R. (2010). "Work Builds, Charity Destroys", Chapter 8 in Ennoble, English course book, Second Year Pre-University, The Karnataka Text Book Society, pp. 63 – 70.
  19. Michaelson, C. (2009). "Teaching Meaningful Work: Philosophical Discussions on the Ethics of Career Choice", Journal of Business Ethics Education, 6, pp. 43 – 68.
  20. Corner, P.D. (2008). "Workplace Spirituality and Business Ethics: Insights from an Eastern Spiritual Tradition", Journal of Business Ethics, 85, pp. 377 – 389.
  21. Adhia, H., Nagendra, H.R. and Mahadevan, B. (2010). "Impact of Adoption of Yoga Way of Life on the Emotional Intelligence of Managers". IIMB Management Review. Vol. 22 (1&2), pp. 32 – 41.
  22. Swami Dayananda Saraswati. (2007). "The value of values", Arsha Vidya Research & Publication Trust, Chennai, pp. 1 – 54.
  23. Biswas, M. (2010). "In search of personality inventory for Indian managers: an application of structural equation modelling", Journal of Services Research, 10 (1), pp 101 – 123.
  24. Capra, F. (2004), "Life and Leadership in Organizations: Chapter 4 in Hidden Connections", Anchor Books, New York, pp. 97 – 128.
  25. Amory B. Lovins, A.B., Lovins, L.H. and Hawken, P. (2007). "A Road Map for Natural Capitalism", Harvard Business Review, 85 (4), 172 – 183.
  26. Ehrenfeld, J. R. (2005). "The Roots of Sustainability", MIT Sloan Management Review, 46 (2), pp. 23-25.
  27. David Elrod II, P. and Tippet, D.D. (2002). "The "death valley" of change", Journal



## VEDIC STUDIES 'वैदिक अध्ययन'

Programme: Under Graduation

Subject: Co-Curricular Course

Year: II Semester:

Course Code: CCS04

Course Title: वैदिक अध्ययन

Course Outcomes: अधिगम उपलब्धि

वेद शब्द का अर्थ ज्ञान की राशि या ज्ञान का संग्रह ग्रन्थ है। प्राचीन ऋषियों ने जो ज्ञान अर्जित किया था, उसका संग्रह वेदों में है। वेद अवीरक्य एवं आत्मवेदन हैं। वे प्रतिपादित धर्म और ज्ञान शब्द-प्रमाण हैं। प्रत्यक्ष और अनुमान से जिन बातों का ज्ञान नहीं हो सकता, उनका बोध वेदों से ही होता है। विद्यार्थियों को वैदिक अध्ययन के अन्तर्गत वेद परिचय, वैदिक साहित्य, वेदाङ्ग, वैदिक मन्त्र, देवता, सूक्तों एवं कल्पसूत्रों में निहित समग्र-ज्ञान राशि का अवबोध एवं घातार्थ ज्ञान से आत्मगौरव का अनुभव होगा। इ उद्देश्य से सह-पाठ्यक्रम के अन्तर्गत स्नातक चतुर्थ सत्राब्दी में 'वैदिक अध्ययन' पाठ्यक्रम सनादेशित किया गया है। विद्यार्थियों के सर्वाङ्गीण विकास के लिए एवं भारतीय संस्कृति परम्परा को अग्रसारित करने हेतु भी वैदिक-अध्ययन का 'पाठ्यक्रम' सहायक होगा।

Credits: Nil

Co-Curricular Course

Max. Marks: 100

Min. Passing Marks:

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Topic	No. of Lectures
Unit I वेद परिचय-संहिताएँ- ऋग्वेद, यजुर्वेद, सामवेद, अथर्ववेद- 4 एवं महत्त्व। ब्राह्मण- परिचय, वेदों से सम्बन्धित ब्राह्मण ग्रन्थ, प्रतिपाद्य विषय एवं महत्त्व। आरण्यक- परिचय, वेदों से सम्बन्धित आरण्यक ग्रन्थ, प्रतिपाद्य विषय एवं महत्त्व। उपनिषद्- परिचय, वेदों से सम्बन्धित उपनिषद्, प्रतिपाद्य विषय एवं महत्त्व। वेदाङ्ग- परिचय, प्रतिपाद्य विषय एवं महत्त्व।	05
Unit II वैदिक मन्त्र, सूक्त देवता एवं कल्पसूत्र- वैदिक मन्त्र, सूक्त, देवता परिचय एवं विशेषताएँ। कल्पसूत्र परिचय एवं महत्त्व, श्रौत सूत्र एवं वेद के श्रौतसूत्र, गृह्यसूत्र परिचय एवं प्रमुख गृह्यसूत्र, धर्मसूत्र परिचय एवं प्रमुख धर्मसूत्र, शुल्ब सूत्र परिचय, प्रमुख शुल्बसूत्र एवं महत्त्व।	05
Unit III वेदों में विज्ञान- वेदों में निहित विज्ञान का परिचय, सम्बन्ध एवं महत्त्व, वेद में निहित विविध रसायन, भौतिक, वनस्पति, जन्तुविज्ञान, कृषि विज्ञान परिचय एवं महत्त्व, वेद में आयुर्विज्ञान परिचय एवं महत्त्व, वेदों में निहित गणितशास्त्र परिचय एवं महत्त्व, वेदों में निहित पर्यावरण परिचय एवं महत्त्व।	05
Unit IV वैदिक समाज एवं परिवार- परिचय एवं महत्त्व, वैदिक जनराज्य, वैदिक प्रशासनिक व्यवस्था, वैदिक कालीन भौगोलिक स्थिति, वैदिक कालीन आर्थिक जीवन वैदिक ऋषि एवं ऋषिकाओं का परिचय एवं उनकी महत्त्वपूर्ण भूमिका।	05
Unit V वैदिक गुरुकुल परम्परा- गुरुकुल परम्परा परिचय एवं महत्त्व, शिक्षा, शिक्षा के छः घटक तत्त्व- शिक्षक, शिक्षार्थी, शिक्षा के केन्द्र, शिक्षा का विषय, माता-पिता तथा समाज परिचय एवं महत्त्व।	05
Unit VI वैदिक यज्ञ परिचय- वैदिक यज्ञ परिचय, महत्त्व, प्रमुख यज्ञ-दर्श, परिष्कार, सोमयाज्ञ, सवनेध, वाजपेय, रतसूय, सौत्रान्त्य, अश्वमेध परिचय एवं महत्त्व।	05
Class Room Lectures	

# PERSONALITY DEVELOPMENT THROUGH APPLIED PHILOSOPHY OF RAMANAYA AND RAMCHARITRA MANAS

Programme: Under Graduation	Year:3	Semester: 5
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Subject: Co-curricular Course

Course Code: CCS 06	Course Title: Personality development through Applied Philosophy of Ramcharitra Manas
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Course Outcomes:

1. After the study of this course the student will be able to develop humanitarian perspective and develop the ability of balanced leadership by focusing on various aspects of personality development.
2. They will become acquainted with life values which are required in the society at present.
3. Student will become motivational speaker and good orator in the field of stress management and personality development.

Credits: Nil	Core Compulsory
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Max. Marks: 100	Min. Passing Marks: 40
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Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	<b>Background of Indian Culture</b> <ol style="list-style-type: none"> <li>1. Spirituality and Dharmas as root sources of Indian Culture.</li> <li>2. Description of Four Ages (Yuga) in Vedas, Upanishads and Puranas - Satyug, Tretayug, Dwaparyug and Kali yug.</li> <li>3. In perspective of Prakriti Explanation of Trigunas as Sat, Raj and Tama.</li> <li>4. Difference between Ramayana and Shri Ramcharitmanas</li> </ol> <b>Assignment:</b> Read following chapter(s) of Ramcahritra Manas for Group Discussion. Chapter 1: Bal Kand	07
Unit II	<b>Metaphysics of Manas</b> <ol style="list-style-type: none"> <li>1. Period of Creation of Shri Ramcharitmanas and introduction of Valmiki and Goswami Tulsidas.</li> <li>2. Description of Brahman and Jiva, Incarnation of Divine existence in Manas.</li> <li>3. Different Conditions of Prakriti and Human Mind.</li> <li>4. Capacity to bear the divine qualities and sign of higher personality</li> </ol> <b>Assignment:</b> Read following chapter(s) of Ramcahritra Manas for Group Discussion. Chapter 2: Ayodhya Kand Chapter 3: Arannya Kand	08
Unit III	<b>Highest Qualities of Human Personality</b> <ol style="list-style-type: none"> <li>1. Amenity (Open Mindness), Decency, Patience, Softness. Sanyam- combined practice of Dharna-Dhyan-Samadhi, Discipline.</li> </ol>	07



# MEDITATION

Programme: Under Graduation

Year:3

Semester: 6

Subject: Co-curricular Course

CourseCode: CCS 08 Course Title: Meditation

Meditation is a practice by which a person achieves a greater sense of awareness, wisdom, introspection, and a deeper sense of relaxation. Practiced for millennia, it is the discipline of concentrating on a single object, thought, sound, movement, or on attention itself. Many people meditate to achieve a greater sense of spiritual awareness and understanding of their professed religion, but it can be practiced by anyone regardless of their religious beliefs and background.

In this course, we will explore the various techniques of meditation, such as sitting, standing, and yoga. Becoming aware of your thoughts, surroundings, sounds, smells, bodily movements, and especially your breath are fundamental techniques of meditation. The basic objective is to be present – here and now. It is the act of being precisely in the moment, neither controlling your mind rigidly nor letting it go completely but being aware of who you are and where you are.

Meditation is about being comfortable and at peace. As we explore the several techniques of practicing meditation, you can pick and choose those practices that make you most comfortable. It is important to leave your preconceived notions of meditation behind you, keep an open mind, and be willing to learn the art of meditation.

## Learning Outcomes

By successfully completing this course, students will be able to:

- Demonstrate mindfulness of breathing.
- Demonstrate proper meditation postures.
- Describe health benefits of meditation.
- Summarize history of meditation.
- Summarize meditation and religion.
- Describe path to enlightenment.
- Demonstrate meditation techniques.
- Summarize meditation and yoga.
- Demonstrate mastery of lesson content at levels of 70% or higher.

Credits: Nil

Core Compulsory

Max. Marks: 100

Min. Passing Marks:40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit 1	<b>Fundamentals of Meditation</b> Introduction to Meditation Basic principles of meditation Happiness & Meditation Benefits of Meditation Concentration and meditation Various forms of Meditation	5

Unit II	<b>Concentration and Meditation</b> Definitions of concentration The power of concentration Aids of concentration Patience in concentration Objects for concentration Benefits of concentration	5
Unit III	<b>Meditation</b> The Koshes – Our Great Human Heritage The Chakra System – Centres of Unity The Gunas – Steps of Evolverment Obstacles in Meditation	5
Unit IV	<b>Upanishad &amp; Meditation</b> Sthoola Dhyana (Gross/physical meditation) Jyotirmaya Dhyana (dhyana full of light) Sookshma Dhyana (subtle meditation) Saguna Dhyan (Concrete meditation) Nirgun Dhyan (Abstract meditation) Methods of Meditation – Mandukya Upanishad	5
Unit V	<b>Types of Meditation</b> Tantra: Yantra and Mantra for meditation Japa (chanting) meditation Ajapa Japa Meditation Shounya Meditation Antar Monia Yoga Nidra	5
Unit VI	<b>The Chakra Systems – Centers of Unity</b> Seven Chakras – Muladhara (at the anus), Svadhisthana, (at the root of organ of generation), Manipura (at the navel), Anahata (in the heart), Visuddha (at the neck), Ajna (in the space between two eyebrows) & Sahasrara (at the crown of head) Nadis – Ida, Pingala, Shushumna	5

#### Suggested Reading:

1. Practical yoga Psychology by Bihar School of Yoga
2. Gheranda Samhita by Swami Niranjananada Saraswati
3. Concentration and Meditation by swami Sivananda Saraswati
4. Yoga & Mental Health by P. S. Bhogal
5. Yoga & Modern Psychology by Kaivalyadham Asharam
6. Yoga for Stress Management by Sri Venkatkrishnan
7. Yoga for Stress Relief by Swami Shivapramananda
8. Yoga Nidra by Swami Styananda Saraswati
9. Yoga and Kriya by Swami Satyananda Saraswati
10. Mandukya Upanishad

Suggested Online Link: None

Suggested equivalent online courses: None

This course can be opted as a co-curricular course by the students of following subjects:



# VIVEKANANDA STUDIES

Programme: Under Graduation

Year: 3

Semester: 6

Subject: Co-curricular Course

Course Code: CCS 09 Course Title: Vivekananda Studies

Learning Outcomes

1. To acquaint students with the eternal values of Indian culture as lived and propagated by Swami Vivekananda.
2. To apprise students with the basic philosophy, path breaking ideas and discussions of human upliftment as envisioned in the writings and works of Swami Vivekananda.
3. To build a strong foundation of Vedantic philosophy, with a special focus on Practical Vedanta of Swami Vivekananda.
4. To highlight the significance of our traditional values for generating peace, universal love, acceptance, tolerance, and harmony in our real life.
5. To sensitize students to the values of service, sacrifice, self-control, selflessness, and moral courage and highlight the significance of character building and spirituality in their self-development.

Credits: Nil

Core Compulsory

Max. Marks: 100

Min. Passing Marks: 40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Life of Swami Vivekananda - as a boy and as a wandering monk Sri Ramakrishna and his impact on Swami Vivekananda	07
Unit II	Parliament of religions; his travels in India and abroad, his return and activities for National regeneration. Vivekananda and Contemporary India	07
Unit III	An introduction to the System of Vedanta, Introduction to Vivekachudamani and Advaita Vedanta Vivekananda's Practical Vedanta.	06
Unit IV	Vivekananda and Yogic Methods: Raj yoga, Bhakti Yoga, Karma Yoga and Jnana Yoga Harmony between Education, Science and different Religions	04
Unit V	Swami Vivekananda's views on: Caste, Society, Politics, Art, Literature and Man- making Education The Message of Swami Vivekananda for the upliftment of masses, women and youth. Vivekananda in Uttarakhand	06

Suggested Reading:

1. Rolland, R. (2001). Life of Ramakrishna, Kolkata: Advaita Ashrama.
2. Godman, D. (1985). Be as You Are: The teachings of Sri Raman Maharishi. Delhi:

# INDIAN TRADITIONAL KNOWLEDGE SYSTEM

Programme: Under Graduation

Object: Co-Curricular Course

Course Code: CCS07

Course Title: भारतीय पारम्परिक ज्ञान परम्परा

Year: III

Course Outcomes: अधिगम उपलब्धि

भारतीय ज्ञान परम्परा ज्ञान-विज्ञान, लौकिक-पारलौकिक, कर्म और धर्म तथा भोग और त्याग का अद्वितीय सम्मिश्रण है। इसमें निहित शिक्षा वैश्विक नीतिगत, सामाजिक और बौद्धिक मूल्यों पर केन्द्रित होकर त्याग, समर्पण, दान, दया, परोपकार, सद्भावना, सह-अस्तित्व, एकता, सौहार्द, सौमनस्य, राष्ट्रप्रेम, बहुलिंग सुदृढत्व, समवेत विश्वज्ञान, अभ्युदय, भातृत्वभाव, मित्रवद्भाव, विनम्रता, सत्यता, अनुशासन, आत्मनिर्भरता और दूसरों के लिए सम्मान जैसे मूल्यों पर जोर देती रही है। करोड़ों में भी निराले ऐसी मूल्यपरक शिक्षा की आवश्यकता है। इसी दृष्टि से पारम्परिक ज्ञान को पाठ्यक्रम में समायोजित किया गया है, जिससे अन्तर्गत स्वास्थ्य, शिक्षा, कृषि, वास्तुकला, ज्योतिष, वैदिकगीत एवं विविध शिल्पकलाओं का समावेश किया गया है। इनके अध्ययन, मनन एवं अनुशीलनोपरान्त विद्यार्थी का सर्वांगीण विकास होगा।

Credits: Nil

Max. Marks: 100

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		Co-Curricular Course
Unit	Topic	Min. Passing Marks: 40
Unit I	स्वास्थ्य के क्षेत्र में पारम्परिक ज्ञान- पारम्परिक ज्ञान परिचय, पारम्परिक ज्ञान की परिभाषा, प्रकृति, शरीर, महत्त्व, भेद (प्रकार)-आयुर्वेद, योग मन्त्र, उपासना, यज्ञ एवं तीर्थ-यात्रा का सामान्य अध्ययन एवं महत्त्व।	No. of Lectures: 05
Unit II	शिक्षा के क्षेत्र में पारम्परिक ज्ञान- शिक्षा की परिभाषा, महत्त्व, भेद एवं साधन। पारम्परिक ज्ञान का शिक्षा का योगदान, गुरुकुल व्यवस्था, ऋषि-मुनि, आचार्य की महत्त्वपूर्ण भूमिका, कर्तव्य, गुरु-शिष्य सम्बन्ध, प्राचीन विश्वविद्यालय-तक्षशिला, नालन्दा, विक्रमशिला, बल्लभी, उज्जयिनी, काशी, विश्वप्रसिद्ध शिक्षा एवं शोध के प्रमुख केन्द्रों का महत्त्वपूर्ण योगदान।	05
Unit III	कृषि के क्षेत्र में पारम्परिक ज्ञान- कृषि की परिभाषा, विशेषताएँ, प्रकार एवं महत्त्व। परम्परागत कृषि विकास योजना, कृषि में सुधार के उपाय, कृषि विकास की अवस्थाएँ, कृषि में तकनीकी परिवर्तन, कृषि द्वारा उत्पन्न अन्न, फल, सब्जियाँ एवं वृक्ष आदि परिचय एवं महत्त्व।	05
Unit IV	राजतन्त्र के क्षेत्र में पारम्परिक ज्ञान- राजतन्त्र की परिभाषा, महत्त्व, जनराज्य, प्रशासनिक व्यवस्था, राजा, महामात्य, सेनापति, सैनिकों के अधिकार, कर्तव्य, अर्थव्यवस्था- परिभाषा, साधन एवं महत्त्व।	05
Unit V	वास्तुकला के क्षेत्र में पारम्परिक ज्ञान- वास्तुशास्त्र का परिचय, महत्त्व, वास्तुस्वरूप, गृहयोजना, ग्रामयोजना, शहरयोजना, राजधानी निर्माण- व्यवस्था एवं महत्त्व, जलव्यवस्था, उद्यान, वनक्षेत्र- परिचय एवं महत्त्व।	05
Unit VI	ज्योतिष के क्षेत्र में पारम्परिक ज्ञान- ज्योतिष का अर्थ, परिचय एवं महत्त्व, ज्योतिष के प्रतिपाद्य विषय- ग्रह, राशि, नक्षत्र, तारे, सौरपरिवार, ब्रह्माण्ड परिचय, खगोलशास्त्र परिचय एवं महत्त्व।	05
	वैदिकगीत के क्षेत्र में पारम्परिक ज्ञान- परिचय एवं महत्त्व।	
	शिल्प के क्षेत्र में पारम्परिक ज्ञान- शिल्पकला-नृदाशिला, काष्ठीशिल्प, लौहशिल्प, कांस्यशिल्प, स्वर्णशिल्प एवं रत्नशिल्प आदि का परिचय एवं महत्त्व।	



## COMMUNICATION SKILLS

Programme: Undergraduate Programme

Year: 1

Semester :1

Subject: Co-curricular Course

Course Code:  
CCS 01

Course Title: Communication Skills

Course outcomes:

- To understand the concept of Personality.
- To learn what personal grooming pertains
- To learn to make good resume and prepare effectively for interview.
- To learn to perform effectively in group discussions.
- To explore communication beyond language.
- To learn to manage oneself while communicating.
- To acquire good communication skills and develop confidence.

Credits: Nil

Core Compulsory

Max. Marks: 100

Min. Passing Marks: 40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	<b>PERSONALITY AND PERSONAL GROOMING</b> Understanding Personality Definition and Meaning of Personality Types of Personality Components of Personality Determinants of Personality Assessment of Personality Grooming Self Dress for success Make up & skincare Hair care & styles for formal look Art of accessorizing Oral Hygiene	7 All topics will include practical learning
Unit II	<b>INTERVIEW PREPARATION AND GROUP DISCUSSION</b> Meaning and Types of Interviews [ Face to Face, Telephonic, Video] Interview procedure [ Greeting, Listening, Closure] Preparation for Interview Resume Writing LinkedIn Etiquette Meaning and methods of Group Discussion Procedure of Group Discussion. Group Discussion simulation Group discussion common error	8 All topics will be included

Unit III	<b>BODY LANGUAGE AND BEHAVIOUR</b> Concept of human behavior Individual and group behavior Developing Self-Awareness Behavior and body language Dimensions of body language: Proxemics Haptics Oculistics Paralanguage Kinesics Sign Language Chromatics Chronemics Olfactics Cultural differences in Body Language Business Etiquette & Body language Body Language in the Post Corona Era Virtual Meeting Etiquette Social Media Etiquette	07
Unit IV	<b>ART OF GOOD COMMUNICATION</b> Communication Process Verbal and Non-verbal communication 7 Cs of effective communication Barriers to communication Paralinguistics Pitch Tone Volume Vocabulary Word stress Pause Types of communication Assertive Aggressive Passive Listening Skills Questioning Skills Art of Small Talk Email Writing	08

**Suggested Reading:**

1. Cloninger, S.C., "Theories of Personality: Understanding Person", Pearson, New York, 2008, 5<sup>th</sup> edition.
2. Luthans F, "Organizational Behaviour", McGraw Hill, New York, 2005, 12<sup>th</sup> edition.
3. Barron, R.A. & Brian D, "Social Psychology", Prentice Hall of India, 1998, 8<sup>th</sup> edition.
4. Adler R.B., Rodman G. & Hutchinson C.C., "Understanding Human Communication", Oxford University Press : New York, 2011.

**Suggested Online Link:** None

**Suggested equivalent online courses:** None

This course can be opted as a co-curricular course by the students of following subjects:

B.A.  
 B. Com  
 B.B.A  
 B.Sc.  
 B.F.A  
 B. Lib  
 B.A.LL.B. (Hons)  
 .A.LL. B