



PROGRAM PROJECT REPORT

ACADEMIC SESSION BEGINNING FROM JULY'2023

Online Bachelor of Arts

For Vivekananda Global University, Jaipur
[Signature]
Registrar

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BA (Combination of three subjects)

Programme Project Report

1 Programme's Mission and Objectives

Vivekananda Global University (VGU), Jaipur, established in 2012, is a leading private University of Rajasthan. **VGU, Jaipur is accredited with Grade A+ by National Assessment and Accreditation Council (NAAC)**, offers courses in the field of Engineering, Architecture, Design, Basic and Applied Sciences, Management, Commerce, Hotel Management, Pharmacy, Computer Applications, Law, Agriculture, Journalism & Mass communication, Humanities and Social Sciences. Following the principles of Swami Vivekananda and driven by intellectual creativity and critical thinking. The university is well-known in Rajasthan for its brilliance in technical education, practical research, innovation, entrepreneurship, and industrial consultancy.

VGU is committed to promote quality education, training, research, consultancy, and enhance employability and entrepreneurial skills of our students. To integrate industry with academics in order to prepare our students in an immersive way for the world of work developing an effective interface with the industry and other institutes within and outside the country is the cornerstone of our approach. To meet these ends, we encourage and nurture the development of students' physical, mental, emotional, secular, and spiritual faculties. The programme aims to strengthen the critical and creative thinking of the learners by offering a broad range of social, political, historical and professional courses of study.

The programme aims to achieve following goals-

- **Critical Thinking and Analysis:** Develop the ability to think critically, analyze complex issues, and make informed decisions.
- **Effective Communication:** Enhance written and verbal communication skills for various contexts and audiences.
- **Interdisciplinary Learning:** Foster the integration of knowledge and methods from different disciplines to address multifaceted problems.
- **Cultural Awareness:** Cultivate an appreciation for cultural diversity and an understanding of global perspectives.
- **Practical Skills:** Equip students with practical skills and competencies that are applicable in a wide range of professional and personal settings.

2 Relevance of the Program with Vivekananda Global University, Jaipur Mission and Goals

Vivekananda Global University (VGU) was established with a vision to become a university with commitment to excellence in education, research and innovation aimed towards human advancement.

The proposed B.A. programme in OL Mode is highly relevant to the VGU's mission and facilitate students with an intellectually stimulating environment and course curriculum widely spread over practical training, project work, expert lectures and more. It aims to provide quality education to those aspiring candidates who are deprived of higher education due to the limited number of intakes in the conventional mode of education in the Universities.

Moreover, to keep the quality intact the curriculum and syllabus has been designed at par with the conventional mode keeping in mind the specific needs and acceptability of the learners' online mode and in keeping with the aims and objectives of the University also ensuring the industry and future skills relevance.

3 Nature of Prospective Target Group of Learners

The Bachelor of Arts programme is a broad-based programme with a mix of disciplinary, interdisciplinary and skill-based courses. It is designed to provide the learners with the information and skills necessary to understand and analyses their world by introducing them to the main themes and topics of disciplines in Humanities. For those who can't afford to attend regular classes, and those who wish to pursue their higher studies but do not have the time to do so, this programme is very beneficial. Delivery through ODL and Online mode also contributes towards Gross Enrolment Ratio (GER) of 50% by 2035, as envisaged by the Government of India.

4 Appropriateness of programme to be conducted in OL Mode to acquire specific skills and competence

The objective of Bachelor of Arts is to strengthen the critical and creative thinking of the learners by offering a broad range of social, political, historical and professional courses of study. This 3-year programme provides students with a broad, flexible education that allows them to develop, understand, and disseminate knowledge, to think critically and to build on

these abilities.

Elective Courses in BA (Combination of 3 subjects):

- i. Economics
- ii. Political Science
- iii. English
- iv. Psychology
- v. History
- vi. Computer Applications
- vii. Public Policy and Development
- viii. International Relations

5 Instructional Design

5.1 Curriculum Design

The curriculum is designed by experts in the field of humanities to include contemporary and relevant topics that also promote environmental awareness. It ensures a comprehensive and interdisciplinary education, integrating diverse perspectives and practical skills. The curriculum has been rigorously reviewed and approved by the Board of Studies, the Centre for Internal Quality Assurance, and the University Academic Council, ensuring high academic standards and relevance.

5.2 Programme Structure and Detailed Syllabus

Name of programme	BACHELOR OF ARTS (GENERAL)
Programme Outcome	PO 1: Demonstrate knowledge of key concepts, theories, and principles in the chosen field of study within Humanities & Social Sciences. PO 2: Recall and understand relevant facts, terminology, and historical events related to the discipline. PO 3: Apply theories and concepts from the discipline to analyze and solve problems in various contexts. PO4: Utilize acquired knowledge to generate creative ideas and propose innovative solutions. PO5: Analyze complex ideas, arguments, or works within the discipline, and evaluate their strengths and weaknesses. PO6: Integrate knowledge from different sources or disciplines within Humanities & Social Sciences to develop comprehensive and well-rounded perspectives.

	<p>PO7: Critically evaluate and assess the quality, validity, and reliability of information, arguments, or artistic works within the discipline.</p> <p>PO 8: Demonstrate creativity and originality in expressing ideas, thoughts, or emotions through various mediums relevant to the discipline, such as writing, visual arts, performances, or digital media.</p> <p>PO9: Apply ethical principles and social responsibility in the practice and application of knowledge within Humanities & Social Sciences.</p> <p>PO10: Seek out and utilize resources and opportunities for continuous personal and professional growth within the Humanities & Social Sciences.</p>
<p>Programme Specific Outcome</p>	<p style="text-align: center;">B.A.</p> <p>PSO 1: Demonstrate a comprehensive understanding of various disciplines within the liberal arts, including humanities, social sciences, and natural sciences, and apply critical thinking skills to analyze and evaluate complex ideas and concepts.</p> <p>PSO 2: Develop effective communication skills, both written and oral, to articulate ideas and information clearly and coherently, and engage in meaningful dialogue with diverse audiences.</p> <p>PSO 3: Acquire research skills, including the ability to gather, analyze, and interpret information from multiple sources, and apply appropriate methodologies to investigate and solve problems within the chosen field of study.</p> <p>PSO 4: Cultivate a global perspective and cultural awareness, demonstrating an appreciation for diversity and the ability to engage in interdisciplinary and multicultural contexts.</p>

SEMESTER 1

COURSE CODE	COURSE TITLE	CREDITS	CA	ETE
BA 101	ENGLISH-I	6	30	70
	ELECTIVE I	4	30	70
	ELECTIVE II	4	30	70
	ELECTIVE III	4	30	70

SEMESTER 2

BA 102	ENGLISH -II	6	30	70
	ELECTIVE I	4	30	70
	ELECTIVE II	4	30	70
	ELECTIVE III	4	30	70

SEMESTER 3

BA 103	COMMUNICATION SKILLS	6	30	70
	ENTERPRENEURSHIP DEVELOPMENT	4	30	70
	ELECTIVE I	4	30	70
	ELECTIVE II	4	30	70
	ELECTIVE III	4	30	70

SEMESTER 4

BA 104	FOUNDATION OF MATHEMATICS	6	30	70
	UNIVERSAL HUMAN VALUES	3	30	70
	ELECTIVE I	4	30	70
	ELECTIVE II	4	30	70
	ELECTIVE III	4	30	70

SEMESTER 5

BA 105(Th)	ELEMENTARY OF COMPUTER APPLICATIONS	6	30	70
BA 105(P)	COMPUTER APPLICATIONS LAB	2	30	70
	ELECTIVE I	4	30	70
	ELECTIVE II	4	30	70
	ELECTIVE III	4	30	70

SEMESTER 6

BA 106	ENVIRONMENTAL SCIENCE	6	30	70
	INDIAN KNOWLEDGE SYSTEM	3	30	70
	ELECTIVE I	4	30	70
	ELECTIVE II	4	30	70
	ELECTIVE III	4	30	70

	TOTAL CREDITS	120		
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LIST OF ELECTIVES

COURSE	CODE	SEMESTER I	CODE	SEMESTER II
ECONOMICS	BA_ECO101	MICROECONOMICS	BA_ECO102	MACROECONOMICS
POLITICAL SCIENCE	BA_PO101	POLITICAL THEORY	BA_PO102	INDIAN POLITICAL SYSTEM
PUBLIC POLICY AND DEVELOPMENT	BA_PPD101	INTRODUCTION OF PUBLIC POLICY	BA_PPD102	PRINCIPLES OF PUBLIC ADMINISTRATION
INTERNATIONAL RELATIONS	BA_IR101	INTRODUCTION TO INTERNATIONAL RELATIONS	BA_IR102	HISTORY OF INTERNATIONAL RELATIONS UP TO 1945
PSYCHOLOGY	BA_PSY101	INTRODUCTION TO PSYCHOLOGY	BA_PSY101	BIOPSYCHOLOGY
ENGLISH	BA_ENG101	INTRODUCTION TO LITERATURE	BA_ENG102	INDIAN WRITING IN ENGLISH
HISTORY	BA_HIS101	HISTORY OF ANCIENT INDIA UPTO 1000 A.D.	BA_HIS102	HISTORY OF MEDIEVAL INDIA FROM 1000-1707 A.D.
COMPUTER APPLICATIONS	BA_CA101	FUNDAMENTAL OF C	BA_CA102	OPERATING SYSTEMS
COURSE	CODE	SEMESTER III	CODE	SEMESTER IV
ECONOMICS	BA_ECO103	ECONOMICS OF DEVELOPMENT AND PLANNING	BA_ECO104	INTERNATIONAL TRADE AND PUBLIC FINANCE
POLITICAL SCIENCE	BA_PO103	WESTERN POLITICAL THOUGHT	BA_PO104	COMPARATIVE POLITICS AND GOVERNMENT
PUBLIC POLICY AND DEVELOPMENT	BA_PPD103	INTERNATIONAL TRADE AND PUBLIC FINANCE	BA_PPD104	DEVELOPMENT ECONOMICS
INTERNATIONAL RELATIONS	BA_IR103	HISTORY OF INTERNATIONAL RELATIONS FROM 1945-1970	BA_IR104	INTERNATIONAL RELATIONS THEORY I
PSYCHOLOGY	BA_PSY103	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	BA_PSY104	DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

ENGLISH	BA_ENG103	BRITISH POETRY & DRAMA: 14TH TO 17TH CENTURY	BA_ENG104	BRITISH LITERATURE 20TH CENTURY
HISTORY	BA_HIS103	INDIAN FREEDOM STRUGGLE-I	BA_HIS104	INDIAN FREEDOM STRUGGLE-II
COMPUTER APPLICATIONS	BA_CA103	INTERNET AND WEB TECHNOLOGIES	BA_CA104	COMPUTER NETWORKS
COURSE	CODE	SEMESTER V	CODE	SEMESTER VI
ECONOMICS	BA_ECO105	INDIAN ECONOMY	BA_ECO106	STATISTICAL TECHNIQUES
POLITICAL SCIENCE	BA_PO105	INTERNATIONAL POLITICS	BA_PO106	INTRODUCTION TO THE CONSTITUTION OF INDIA
PUBLIC POLICY AND DEVELOPMENT	BA_PPD105	POLICY INSTITUTIONS IN INDIA	BA_PPD106	POLITICAL PHILOSOPHY OF PUBLIC POLICY
INTERNATIONAL RELATIONS	BA_IR105	INTERNATIONAL RELATIONS THEORY II	BA_IR105	INTERNATIONAL INSTITUTIONS AND GLOBAL GOVERNANCE
PSYCHOLOGY	BA_PSY105	UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS	BA_PSY106	COUNSELING PSYCHOLOGY
ENGLISH	BA_ENG105	WOMEN'S WRITING	BA_ENG106	LITERARY CRITICISM
HISTORY	BA_HIS105	HISTORY OF THE WORLD-I	BA_HIS106	HISTORY OF THE WORLD-II
COMPUTER APPLICATIONS	BA_CA105	MANAGING DATABASE	BA_CA106	PROGRAMMING LAB

Detailed Syllabus

Course Code: BA101

Maximum Marks: 100

Credits: 6

ENGLISH-I

Course Objectives

The course aims at enhancing verbal and non-verbal skills of students with focus on Reading skills. The exposure to close reading of the reference books and journals would enable them to hone their empathetic skills, study skills and writing skills.

Course Outcomes

CO1: Understand and describe importance of communication skills.

CO2: Develop understanding of grammar and its usage and improve writing skills.

CO3: Learn about types of words usage in different parts of speech

CO4: Enhance his reading skills while studying stories of renowned writers.

Course Contents

Unit 1: Functional Grammar: Phrase, Clause, Functional Grammar: Sentence.

Unit 2: Parts of Speech: Noun and Pronoun, Parts Of Speech: Verb and Adverb.

Unit 3: Parts of Speech: Adjective and Preposition

Unit 4: Parts Of Speech: Interjections and Conjunctions.

Unit 5: Comprehension – Seen and Unseen Passages

Unit 6: Paragraph Writing: Types- Descriptive, Narrative etc.

Unit 7: Short Story: Khushwant Singh's "Portrait of a Lady" Detailed Text, Khushwant Singh 's "Portrait of a Lady" Discussion on all spheres of the text and questions.

Unit 8: Short Story: Jhumpa Lahiri's "The Third and Final Continent" detailed study. Jhumpa Lahiri's "The Third and Final Continent" Discussion on all spheres of the text and questions.

Unit 9: Short Story: R.K. Narayan's "Malgudi Days": Detailed study. R.K. Narayan's "Malgudi Days": Discussion on all spheres of the text and questions. R.K. Narayan's "Malgudi Days": Comprehension Passages.

Unit 10: Poem: The World is Too Much with US by William Wordsworth, Poem: Daffodils by William Wordsworth.

Unit 11: Poem: "Where the World is Without Fear" By Rabindranath Tagore

Unit 12: Vocabulary & Usage: Word Building

Unit 13: Same Words used in different parts of Speech: Noun and Verbs.

Unit 14: Vocabulary & Usage: Word Building

Unit 15: Same Words used in different parts of Speech: Adjectives and Adverbs

Unit 16: Explanation of Seen Passages in verse, Explanation of Unseen Passages in verse.

Unit 17: One Act Play: Monkey's Paw- Detailed Study. One Act Play: Monkey's Paw- Discussion on all spheres of the text and questions.

Unit 18: One Act Play J J Bell : Thread O' Scarlet- Detailed Study.

Unit 19: Composition Rearranging Jumbled

Unit 20: Sentence Reading Comprehension

Further Readings:

1. English for Competitive Exams” By Dr. R.P Bhatnagar
2. “Unique Quintessence of General English” Edited By Dr. S. Sen & Others and revised by Dr. G.S Mansukhani.

Course Code: BA102

Maximum Marks: 100

Credits: 6

ENGLISH-II

Course Objectives

The course aims at enhancing grammatical knowledge of students with focus on Reading and writing skills. The exposure to close reading of the reference books and journals, writing précis would enable them to hone their empathetic skills, study skills and writing skills.

Course Outcomes

CO1: Understand and describe importance of grammar.

CO2: Develop understanding of grammar and its usage and improve writing skills.

CO3: Learn about vocabulary and its usages.

CO4: Enhance his reading skills while studying stories of renowned writers.

Course Contents

Unit1: Functional Grammar: Types of sentences, sentence structure, Transformation and Synthesis of Sentences

Unit 2: Functional Grammar: Direct and Indirect (Reported Speech).

Unit 3: Functional Grammar: Common Errors

Unit 4: Comprehension from Seen & Unseen Passages

Unit 5: Explanation of Unseen Passage in verse.

Unit 6: Poetry: John Donne's "The Good Morrow"

Unit7: William Wordsworth's "Ode on Intimations of Immortality"

Unit 8: Nissim Ezekiel's "Night of the Scorpion".

Unit9: Vocabulary and usage : One -Word Substitution, Synonyms & Antonyms

Unit10: Words often Confused & Misused.

Unit 11: Idioms and Idiomatic Phrases and their usage

Unit12: Fiction: Jhumpa Lehri's "Interpreter of Maladies": Detailed Study, discussion on all important spheres of the text and questions

Unit13: Jhumpa Lehri's "This Blessed House": Detailed Study, Discussion on all important spheres of the text and questions

Unit14: Speaking Skills- Conversations- Introduction, Purpose, Features.

Unit 15: Delivering Speeches-Welcome, Introductory.

Unit 16: Vote of Thanks, Farewell Speech, Indianism.

Unit17: Writing Skills- Writing Paragraphs, Writing Articles for Newspapers & Magazines,

Unit18: Essay Writing (Short Essay).

Unit 19: Precis Writing from Seen and Unseen Passages

Unit 20: One Act Play: “Chitra” by Rabindranath Tagore: Background of the Text, Detailed Study, Characterisation, Theme and Plot Construction.

Further Readings:

1. English for Competitive Exams” By Dr. R.P Bhatnagar
2. “Unique Quintessence of General English” Edited By Dr. S. Sen & Others and revised by Dr. G.S Mansukhani.
3. Communication Skills, Pushp Lata & Sanjay Kumar, Oxford Higher Education/ OxfordUniversity Press.

COMMUNICATION SKILLS

Course Objectives

The course aims at enhancing learners communication skills in both social and professional contexts. To sensitize students to their communicative behavior by allowing the learners, understand the basics and the importance of Technical Communication.

Course Outcomes

CO1: Understand and describe importance of communication and barrier in effective communication.

CO2: Equipped learners with the professional skills.

CO3: Student will be well versed in various tasks like letters, technical reports and e-mails

CO4: To communicate effectively with coherence and relevance in speech and writing

Course Contents

Unit 1: Introduction to Communication: Need for effective communication, Functions of Communication and Induction to the students

Unit 2: The Fundamentals of Communication: Communication Cycle, Levels of communication;

Unit 3: Flow of communication networks; General and Technical Communication.

Unit 4: Barriers to Effective Communication: Miscommunication; Noise; Types of barriers;

Unit 5: Communication across Culture, case Studies and Overcoming measures.

Unit 6: Non-verbal Communication and Body Language: Forms of Non-verbal communication;

Unit 7: Kinesics; Proxemics; Chronemics and Effective use of body language.

Unit 8: Presentation Skills: 4Ps (Planning, Preparation, Practice, Presentation), Outlining;

Unit 9: Effective use of A/V aids and Modes of Delivery

Unit 10: Listening Skills: Hearing Vs listening, process of listening, types, Barriers to Listening, Qualities of a Good Listener and Active Vs Passive Listening

Unit 11: Telephone Skills: Telephonic Communication: Do's and Don'ts

Unit 12: Speaking Skills: Introducing yourself, Describing a person, place, situation and event.

Unit 13: Giving instruction, making inquiries – at a bank, post-office, air-port, hospital, reservation counter and role play

Unit 14: Writing Skills: Basics of Writing, Paragraph Writing, Precise Writing.

Unit 15: Memos, Advertisements, Paraphrasing and Summarizing

Unit 16: Letter Writing: Informal Letter, (Formal) Business Letters: Essential and Occasional Parts of a letter, layout, Characteristic and Letter of Inquiry, Complaint and Adjustments, orders and replies of it

Unit 17: Report Writing: Format, Structure and Types, Technical Reports, Description and Proposal

Unit 18: Reading Skills: Skimming and Scanning, Intensive and Extensive Reading, Poor habits of reading and The SQ3R Method

Unit 19: Study Skills: Taking/making notes from reference Materials, Comprehending and Describing- Graphs and charts

Unit 20: Grammar and Vocabulary: Tenses, Determiners, prepositions, conjunctions, Modal Auxiliaries, concord, active and passive voice, Homonyms, Homophones, Acronyms (general abbreviations).

Further Readings

1. Muralikrishna C., Sunita Mishra “Communication Skills for Engineers” 2nd edition, Pearson, New Delhi 2010
2. Vyas Manish A., Yogesh L. Patel, “Tasks for the English Classroom”, MacMillan, New Delhi, 2012.
3. Achar Deeptha, Charul Jian and et al, English for Academic Purposes, Book-1&2 University Granthnirman Board, Gujarat, 2011
4. Michael vince, ‘Advanced Language Practice’, Macmillan Education, oxford, 2003.

Course Code: BA103

Maximum Marks: 100

Credits: 4

ENTREPRENEURSHIP DEVELOPMENT

Course Objectives

This course aims to introduce students to the fundamental concepts and practices of entrepreneurship. It will provide an understanding of how to identify and develop entrepreneurial opportunities. The course will cover government policies and incentives designed to support small enterprises and entrepreneurs. Additionally, students will learn to create comprehensive business plans and explore various sources of finance to support entrepreneurial ventures. The course emphasizes the importance of innovation, creativity, and strategic thinking in the entrepreneurial process.

Course Outcomes

CO1: Describe the foundational concepts of entrepreneurship and its relevance in various fields, including the humanities.

CO2: Identify and analyze government policies and incentives aimed at supporting small enterprises and entrepreneurs.

CO3: Explain and critically appraise government policies related to entrepreneurship, understanding their impact on new and existing businesses.

CO4: Develop, create, and present a comprehensive business plan that incorporates strategic planning, market analysis, and financial forecasting.

CO5: Compare and contrast different sources of finance, evaluating their suitability for various types of entrepreneurial ventures.

Course Contents

Unit 1: Entrepreneurship Development - Concept & Scope, Charms of becoming an entrepreneur.

Unit 2: Entrepreneurship: scope in local and global Market, Steps in setting up of a business. Traits of successful entrepreneur.

Unit 3: Facility Planning- Selection of Product/ Service, core competence, product life cycle

Unit 4: New product development process, mortality curve, creativity and innovation in product modification/development.

Unit 5: Process selection: Technology life cycle, forms and cost of transformation.

Unit 6: Factors affecting process selection. Factors affecting selection of location for an industry. Importance of material handling and its relevance with facility location.

Unit 7: Calculate capacity of plant and its relation with economies of scale including flexibility in capacity.

Unit 8: Support agencies for MSME- Categorization of MSME, ancillary industries, Support agencies for entrepreneurship guidance, training, registration.

Unit 9: Support agencies for technical consultation, technology transfer and quality control. Support agencies for marketing and finance.

Unit 10: Managing critical resources- Managing finance: Sources of finance types, advantages and disadvantages, methods of cost control & importance, managing working capital.

Unit 11: Materials Management: MRP, JIT. Time management: art of managing time. Information system: Developing suitable information systems

Unit 12: Project planning, Managing enterprise & Risk Management- Preparation of business plan and techno economic feasibility study.

Unit 13: Breakeven point, return on investment and return on sales. Identifying a USP, developing a marketing plan, Developing supply chain, planning for initial orders.

Unit 14: Planning for calculated risk taking, initiation with low-cost projects. Integrated futuristic planning, angel investors, and role of incubation centers.

Readings:

1. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2017). *Entrepreneurship* (10th ed.). McGraw-Hill Education. ISBN-13: 978-1259586127
2. Kuratko, D. F., & Hodgetts, R. M. (2017). *Entrepreneurship: Theory, process, practice* (10th ed.). Cengage Learning India. ISBN-13: 978-8131528313
3. Rao, C. S. (2016). *Entrepreneurship Development: A Guide to Successful Business Venture* (1st ed.). PHI Learning Private Limited. ISBN-13: 978-8120352817
4. Desai, V. (2015). *Entrepreneurship: Concepts and Cases* (1st ed.). Himalaya Publishing House. ISBN-13: 978-9351344036
5. Gupta, R. C. (2016). *Entrepreneurship Development and Management* (1st ed.). Ramesh Publishing House. ISBN-13: 978-9350123865

FOUNDATION OF MATHEMATICS

Course Objectives

The course builds on the mathematical skills acquired during school education. Upon completion, students will be able to understand the mathematical tools for analysing economic theories. The course focuses on strengthening the basic understanding of mathematical notations, differentiation and integration required for solving real world problems of optimisation. The course will make students aware of various areas where mathematical tools can be applied.

Course Outcomes

CO 1: Compute definite and indefinite integrals of algebraic, trigonometric, inverse trigonometric, exponential, logarithmic functions

CO 2: Describe and solve some real time problems using concepts of matrix and linear programming

CO 3: Apply the calculus in solving economic problems

CO 4: Solve the problems using what they studied.

Course Contents

Unit I: Calculus: ϵ - δ definition of the limit of a function, Algebra of limits, Continuity, Differentiability, Successive differentiation

Unit 2: Leibnitz theorem, Role's Theorem, Mean value theorems, Taylor's and Mclauren's series.

Unit 3: Geometry of dimensions: General equation of second degree, Pair of lines, Parabola, Tangent, normal.

Unit 4: Pole and polar and their properties. Ellipse, Hyperbola, Tangent, normal, pole and polar.

Unit 5: Conjugate diameters, Asymptotes, Conjugate hyperbola and rectangular hyperbola.

Unit 6: Differential Equations: Formulation of differential equations, Order and degree of a differential equation.

Unit 7: Equations of first order and first degree, solutions of equations in which variables are separable.

Unit 8: Homogeneous equations, Linear equations and Bernoulli equations.

Unit 9: Exact differential equations, integrating factors, Change of variables.

Unit 10: Algebra: Types of relation, Equivalence relations, Partitions.

Unit 11: Congruent modulo n, symmetric and skew symmetric matrices

Unit 12: Elementary row operations, Elementary matrices and their properties, Singular and non-singular matrices and their properties.

Unit 13: Functions of Several Variables: Functions of several variables, Domain and range, Level curves and level surfaces.

Unit 14: Limits and continuity, Partial derivatives, Total differential, Fundamental lemmas

Unit 15: Implicit functions, inverse functions, Curvilinear coordinates, Geometrical applications,

Unit 16: The directional derivatives, Partial derivatives of higher order

Unit 17: Group Theory: Sets, relations, functions, binary operations, Definition of groups with examples and its elementary properties.

Unit 18: Subgroups, order of an element of a group, cyclic groups, Group Homomorphism, Isomorphism, kernel of a homomorphism

Unit 19: Subgroups, order of an element of a group, cyclic groups.

Unit 20: Group Homomorphism, Isomorphism, kernel of a homomorphism

Further Readings

1. Gorakh Prasad: Differential Calculus, Pothishalas Pvt Ltd, Allahabad.
2. C. H. Edwards and D. E. Penny, Differential Equations and Boundary Value Problems: Computing and Modelling, Pearson education, India 2005.
3. I. N. Herstein: Topics in Algebra, Wiley; 2nd edition (June 20, 1975).
4. P.B. Bhattacharya, S. K. Jain and S. R. Nagpaul: First course in Abstract Algebra.
5. K. B. Dutta: Matrix and Linear Algebra.
6. S.C. Malik and Savita Arora: Mathematical Analysis, New Age International (P) Ltd. Publishers, 1996
7. N S Gopalakrishan, University Algebra, New Age International (P) Limited, New Delhi.
8. Surjeet Singh and Qazi Zameeruddin, Modern Algebra, Vikas Publishing House Pvt. Ltd., New Delhi.

Course Code: BA106

Maximum Marks: 100

Credits: 6

UNIVERSAL HUMAN VALUES

Course Objectives:

This course aims to introduce students to the foundational concepts of Universal Human Values (UHV) and their significance in personal and societal contexts. It seeks to foster personal growth through self-exploration techniques such as introspection, self-excellence, and natural acceptance.

Students will learn to analyze and prioritize basic human aspirations for happiness and prosperity. The course will also help students evaluate the harmony between the sentient 'I' and the material 'Body' using tools like SWOT analysis and personality tests. Additionally, it will emphasize the application of concepts such as self-control (Sanyam) and health to achieve holistic well-being.

Course Outcomes:

CO1 : Understand the concept and significance of Universal Human Values (UHV) in personal and societal contexts.

CO2: Demonstrate self-exploration techniques including introspection, self-excellence, and natural acceptance to foster personal growth and development.

CO3: Analyze the basic human aspirations and prioritize them correctly in relation to happiness and prosperity.

CO4: Evaluate the harmony between the sentient 'I' and the material 'Body' through activities such as SWOT analysis and personality tests.

CO5: Apply concepts of Sanyam (self-control) and health to achieve holistic well-being, distinguishing between prosperity and mere accumulation

Course Contents

Unit-1. Introduction, Purpose and motivation of the Universal Human Values-I, Self-Exploration– what is it? - Its content and process; Personality Traits- Self Excellence, „Natural Acceptance“ and Experiential Validation- as the process for self-exploration, Adaptability, Belief and Understanding- Self discipline

Unit-2. Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfil the above human aspirations: understanding and living in harmony at various levels. Myers-Briggs Type Indicator (MBTI) Personality test Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on liking-disliking.

Unit-3. Understanding human being as a co-existence of the sentient „I“ and the material „Body“, Understanding the needs of Self („I“) and Body“ - happiness and physical facility, Understanding the Body as an instrument of „I“ (I being the doer, seer and enjoyer)- Habits and Hobbies, SWOT Analysis (Activity), Understanding the characteristics and activities of „I“ and harmony in „I“ – Dalai Lamas“ Tibetan Personality Test – Dr. Menninger“s Psychometric Test.

Unit 4. Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Health. Epidemiology- Definition of health, Social and Preventive Medicine, Personal, hygiene and handling stress, WHO Guidelines, Include practice sessions to discuss the role others have played

in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and, accumulation. Discuss program for ensuring health vs dealing with disease

Unit 5. Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship, Understanding the meaning of Trust; Difference between intention and competence, Understanding the meaning of Respect, Difference between respect and differentiation; the, other salient values in relationship, Friends and Foes, Empathy, False Prestige.

Unit 6. Concept of an Ideal family- Marriage as an Institution, Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society, Universal Human Order- from family to world family. Include practice sessions to reflect on relationships in family, hostel and institute as extended

family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students lives

Unit 7. Understanding the harmony in the Nature and its Equanimity, Respect for all, Nature as Teacher, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence of mutually interacting units in all- pervasive, space, Holistic perception of harmony at all levels of existence. Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and role of technology etc.

Unit 8. Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people, friendly and eco-friendly production systems, c. Ability to identify and develop appropriate, technologies and management patterns for above production systems. Case studies of typical holistic technologies, management models and production systems

Unit 9. Vision for the Holistic alternatives, UHVs for entrepreneurship, Strategy for transition from the present state to Universal Human Order: (a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, (b) At the level of society: as mutually enriching institutions and organizations – Right understanding and dilemmas of professional ethics in today's world.

Future Readings

1. Shastri, R. S. (2018). Universal Human Values. Prabhat Prakashan. ISBN: 978-9386262691
2. Swami Ranganathananda. (2019). Universal Human Values. Advaita Ashrama. ISBN: 978-8175053533
3. Pandit, M. K. (2019). Universal Human Values: A Study of Their Reflection in the Indian Wisdom Tradition. D. K. Printworld (P) Ltd. ISBN: 978-8124609741
4. Sharma, S. P. (2018). Human Values and Professional Ethics. Pearson Education India. ISBN: 978-9352865627

5. Krishnananda. (2019). Universal Human Values: A Quest for Self-Realization. Sri Ramakrishna Math. ISBN: 978-8178236741

ELEMENTARY OF COMPUTER APPLICATIONS

Course objectives

This course provides an overview of introductory concepts about computers, number systems and components of computer system. It builds the foundation of the computer application courses that follow.

Course outcomes (CO)

CO 1: Handle a computer system for day to day use.

CO 2: Enumerate different types of input/ output devices and types of memory.

CO 3: Perform basic arithmetic operations using different number systems including binary arithmetic.

CO 4: Differentiate between system and application software.

Course Contents

Unit 1: Introduction to Information Technology: evolution and generation of computers, types of computers, micro, mini, mainframe and super computer.

Unit 2: Architecture of a computer system: CPU, ALU, Memory (RAM, ROM families), cache memory, input/output devices, pointing devices.

Unit 3: Number system: Binary, octal, decimal and hexadecimal) and their interconversions, character codes (ASCII, EBCDIC and Unicode).

Unit 4: Logic gates. Boolean Algebra, machine, assembly and high level language including 3 GL and 4 GL.

Unit 5: Concept of Operating system: types of operating systems, need of OS, batch processing, multi-processing, Single user & Multi user OS, distributed and time sharing operating systems.

Unit 6: Process and memory management concept, Introduction to Unix, Linux.

Unit 7: Windows, Windows NT systems and their simple commands.

Unit 8 Internet: Concepts, email services, world wide web, web browsers, search engines,

Unit 9: Word processing packages: standard features like tool bar, word wrap, text formatting, paragraph formatting. Effect to text. Mail-merge.

Unit 10: Software Programming and Development: What is computer Program, hardware/ Software Interaction, Planning a Computer Program, How programs Solve Problems,

Unit 11: Programming Languages and Programming Process: Categories of Programming Languages, Machine and Assembly Language, Higher Level Languages.

Unit 12: WWW development languages, The SDLC of Programming.

Unit 13: Computer networking: Type of networks, LAN, MAN and WAN, concept of bridges and routers, gateways and modems.

Unit 14: ISDN and leased lines, Teleconferencing and videoconferencing.

Unit 15: Multimedia Technology: Introduction, framework for multimedia devices, image compression standards, JPEG, MPEG and MIDI formats.

Unit 16: Database Management Systems: The Database, The DBMS, Working with a database, Databases at Work, Common Corporate Database Management Systems

Unit 17: E-commerce: Concept of e-commerce, benefits and growth of ecommerce.

Unit 18: Security considerations and hazards of virus and other security risks, anti-virus software, electronic payment system.

Unit 19 Overview of Emerging Technologies: Bluetooth, cloud computing, big data, data mining, mobile computing

Unit 20: **Understanding the Need of Security Measures:** Basic Security Concepts, Threats to Users, Threats to Hardware, Threat to Data, Cyber Terrorism.

Further Readings

1. Title: Introduction to Computers, Author: Peter Norton, Publisher: McGraw Hill, Sixth Edition
2. Title: Maran Illustrated Computers Guided Tour, Author: Ruth Maran; Kelleigh Johnson, Publisher: Course Technology PTR
3. Title: Computing Fundamentals, Author: Peter Norton, Publisher: McGraw Hill, Sixth Edition.

Course Code: BA107 (P)

Maximum Marks: 100

Credits: 2

COMPUTER APPLICATIONS LAB

Practical :

The practical assignment must include connecting parts of a computer and assembling it to an extent, media formatting and installation of some software.

Practical exercises based on Open Office tools using document preparation and spreadsheet handling packages.

Text Editor

1. Prepare a **grocery list** having four columns (Serial number, The name of the product, quantity and price) for the month of April, 06.

Font specifications for Title (Grocery List): 14-point Arial font in bold and italics.
The headings of the columns should be in 12-point and bold.
The rest of the document should be in 10-point Times New Roman.
Leave a gap of 12-points after the title.

2. Create a **telephone directory**.

The heading should be 16-point Arial Font in bold
The rest of the document should use 10-point font size
Other headings should use 10-point Courier New Font.
The footer should show the page number as well as the date last updated.

3. Design a **time-table form** for your college.

The first line should mention the name of the college in 16-point Arial Font and should be bold.
The second line should give the course name/teacher's name and the department in 14-point Arial.
Leave a gap of 12-points.
The rest of the document should use 10-point Times New Roman font.
The footer should contain your specifications as the designer and date of creation.

4. BPB Publications plans to release a new book designed as per your syllabus. Design the **first page of the book** as per the given specifications.

The title of the book should appear in bold using 20-point Arial font.
The name of the author and his qualifications should be in the center of the page in 16-point Arial font.
At the bottom of the document should be the name of the publisher and address in 16-point Times New Roman.
The details of the offices of the publisher (only location) should appear in the footer.

5. Create the following one page documents.

- a. Compose a note inviting friends to a get-together at your house, Including a list of things to bring with them.
- b. Design a certificate in landscape orientation with a border around the document.
- c. Design a Garage Sale sign.
- d. Make a sign outlining your rules for your bedroom at home, using a numbered list.

6. Create the following documents:

A newsletter with a headline and 2 columns in portrait orientation, including at least one image surrounded by text.

Use a newsletter format to promote upcoming projects or events in your classroom or college.

7. Convert following text to a table, using comma as delimiter

Type the following as shown (do not bold).

Color, Style, Item

Blue, A980, Van Red, X023, Car

Green, YL724, Truck

Name, Age, Sex

Bob, 23, M

Linda, 46, F

Tom, 29, M

8. Enter the following data into a table given on the next page.

Salesperson	Dolls	Trucks	Puzzles
Kennedy, Sally	1327	1423	1193
White, Pete	1421	3863	2934
Pillar, James	5214	3247	5467
York, George	2190	1278	1928
Banks, Jennifer	1201	2528	1203
Atwater, Kelly	4098	3079	2067

Add a column Region (values: S, N, N,S,S,S) between the Salesperson and Dolls columns to the given table Sort your table data by Region and within Region by Salesperson in ascending order:

In this exercise, you will add a new row to your table, place the word "Total" at the bottom of the Salesperson column, and sum the Dolls, Trucks, and Puzzles columns.

9. Wrapping of text around the image.
10. Create your resume by incorporating most of the options learned till now.

11. Following features of menu option must be covered

FILE	Complete menu
EDIT	Complete menu
VIEW	Complete menu
INSERT	Complete menu
FORMAT	Complete menu
TABLE	Complete menu
WINDOW	Complete menu
HELP	Complete menu
TOOLS	All options except Online collaboration, Tools on Macro, Templates

(a) Apply Formatting as follow:

I.Title in TIMES NEW ROMAN

Font Size - 14

Remaining text - ARIAL, Font Size -10

State names and Qtr. Heading Bold, Italic with Gray Fill Color.

Numbers in two decimal places.

Qtr. Heading in center Alignment.

Apply Border to whole data.

(b) Calculate State and Qtr. Total

(c) Calculate Average for each quarter

(d) Calculate Amount = Rate * Total.

(e)

2. Given the following worksheet

	A	B	C	D
1	Roll No.	Name	Marks	Grade
2	1001	Sachin	99	
3	1002	Schwag	65	
4	1003	Rahul	41	
5	1004	Sourav	89	
6	1005	Har Bhajan	56	

Calculate the grade of these students on the basis of following guidelines:

If Marks	Then Grade
≥ 80	A+
$\geq 60 < 80$	A
$\geq 50 < 60$	B
< 50	F

3. Given the following worksheet

	A	B	C	D	E	F	G	
1	Salesman	Sales in (Rs.)						
2	No.	Qtr1	Qtr2	Qtr3	Qtr4	Total	Commission	
3	S001	5000	8500	12000	9000			
4	S002	7000	4000	7500	11000			
5	S003	4000	9000	6500	8200			
6	S004	5500	6900	4500	10500			
7	S005	7400	8500	9200	8300			
8	S006	5300	7600	9800	6100			

Calculate the commission earned by the salesmen on the basis of following Candidates:

If Total Sales	Commission
< 20000	0% of sales
> 20000 and < 25000	4% of sales
> 25000 and < 30000	5.5% of sales
> 30000 and < 35000	8% of sales
≥ 35000	11% of sales

The total sales is sum of sales of all the four quarters.

4. A company XYZ Ltd. pays a monthly salary to its employees which consists of basic salary, allowances & deductions. The details of allowances and deductions are as follows:

1. HRA Dependent on Basic

30% of Basic if Basic ≤ 1000

25% of Basic if Basic > 1000 & Basic ≤ 3000

20% of Basic if Basic > 3000

4. DA Fixed for all employees, 30% of Basic

• Conveyance Allowance Rs. 50/- if Basic is ≤ 1000 Rs.

75/- if Basic > 1000 & Basic ≤ 2000

Rs. 100 if Basic > 2000

1. Entertainment Allowance NIL if Basic is ≤ 1000

Rs. 100/- if Basic > 1000

Deductions

- Provident Fund 6% of Basic
- Group Insurance Premium Rs. 40/- if Basic is ≤ 1500
Rs. 60/- if Basic > 1500 & Basic ≤ 3000
Rs. 80/- if Basic > 3000

Calculate the following:

Gross Salary = Basic + HRA + DA + Conveyance + Entertainment

Total deduction = Provident Fund + Group Insurance Premium =

Net Salary Gross Salary – Total Deduction

5. Create Payment Table for a fixed Principal amount, variable rate of interests and time in the format below:

No. of Instalments	5%	6%	7%	8%	9%
3	XX	XX	XX	XX	XX
4	XX	XX	XX	XX	XX
5	XX	XX	XX	XX	XX
6	XX	XX	XX	XX	XX

6. Use an array formula to calculate Simple Interest for given principal amounts given the rate of Interest and time

Rate of Interest	8%
Time	5 Years
Principal	Simple Interest
1000	?
18000	?
5200	?

7. The following table gives year wise sale figure of five salesmen in Rs.

Salesman	2000	2001	2002	2003
S1	10000	12000	20000	50000
S2	15000	18000	50000	60000
S3	20000	22000	70000	70000
S4	30000	30000	100000	80000
S5	40000	45000	125000	90000

- (a) Calculate total sale year wise.
- (b) Calculate the net sale made by each salesman
- (c) Calculate the maximum sale made by the salesman
- (d) Calculate the commission for each salesman under the condition.
- (i) If total sales $> 4,00,000$ give 5% commission on total sale made by the salesman.
- (ii) Otherwise give 2% commission.
- (e) Draw a bar graph representing the sale made by each salesman.
- (f) Draw a pie graph representing the sale made by salesman in 2000.

8. Enter the following data in Excel Sheet

PERSONAL BUDGET FOR FIRST QUARTER
Monthly Income (Net): 1,475

EXPENSES	JAN	FEB	MARCH	QUARTER TOTAL	QUARTER AVERAGE
Rent	600.00	600.00			
Telephone	48.25	43.50	60.00		
Utilities	67.27	110.00	70.00		
Credit Card	200.00	110.00	70.00		
Oil	100.00	150.00	90.00		
AV to Insurance	150.00				
Cable TV	40.75	40.75	40.75		
Monthly Total					

- Calculate Quarter total and Quarter average.
- Calculate Monthly total.
- Surplus = Monthly income - Monthly total.
- What would be total surplus if monthly income is 1500.
- How much does telephone expense for March differ from quarter average.
- Create a 3D column graph for telephone and utilities.
- Create a pie chart for monthly expenses.

9. Enter the following data in Excel Sheet

TOTAL REVENUE EARNED FOR SAM'S BOOKSTALL

Publisher name	1997	1998	1999	2000	total
A	Rs. 1,000.00	Rs. 1100.00	Rs. 1,300.00	Rs. 800.00	
B	Rs. 1,500.00	Rs. 700.00	Rs. 1,000.00	Rs. 2,000.00	
C	Rs. 700.00	Rs. 900.00	Rs. 1,500.00	Rs. 600.00	
D	Rs. 1,200.00	Rs. 500.00	Rs. 200.00	Rs. 1,100.00	
E	Rs. 800.00	Rs. 1,000.00	Rs. 3,000.00	Rs. 560.00	

- Compute the total revenue earned.
- Plot the line chart to compare the revenue of all publisher for 4 years.
- Chart Title should be 'Total Revenue of sam's Bookstall (1997-2000)'
- Give appropriate categories and value axis title.

10. Generate 25 random numbers between 0 & 100 and find their sum, average and count. How many no. are in range 50-60

ENVIRONMENTAL SCIENCE

Course Objectives

The course should enable the students to analyse the interrelationship between living organism and environment. Student will understand the importance of environment by assessing its impact on the human world. Enrich the knowledge on themes of biodiversity, natural resources, pollution control and waste management. Student also acquires knowledge about the constitutional protection given for environment.

Course Outcomes

CO1: Discover knowledge in ecological perspective and value of environment.

CO 2: Understand the significance of various natural resources and its management.

CO 3: Demonstrate a comprehensive understanding of the world's biodiversity and the importance of its conservation.

CO 4: Categorize different types of pollutions and their control measures. Discover effective methods of waste Management. Analyse global environmental problems and come out with best possible solutions and understand environmental laws and sustainable development.

Course Contents:

Unit 1: An Introduction to Environment and Environmental Issues Our Environment Concept of environment; Different components of environment and their relationship.

Unit 2: Human-environment relationship: concept of Sustainability and Sustainable development; Multidisciplinary nature of the environmental studies, its scope and importance.

Unit 3 Ecosystems: What is an ecosystem? (Concept of ecosystem, Components of ecosystem- producer consumers, decomposers).

Unit 4: Structure and function of ecosystem; Energy flow in ecosystem: trophic levels, food chains, food web, and ecological pyramid; Ecological succession.

Unit 5: Major Ecosystems: Forest, grassland, desert and aquatic ecosystems: Case studies.

Unit 6: Natural Resources: Land and Water: Renewable and non-renewable resources; Land as a resource.

Unit 7: Forest as a resource; Deforestation and its Causes; Impact of mining and dam building on environment, forest,

Unit 8: Biodiversity and tribal populations; Conservation and management of forest resources: Case studies.

Unit 9 Levels of biodiversity: genetic, species and ecosystem diversity; Bio-geographic zones of India;

Unit 10: Biodiversity patterns and global biodiversity hot spots; India as a mega-biodiversity nation.

Unit 11: Endangered and endemic species of India; Ecosystem and biodiversity services: ecological, economic, social ethical, aesthetic informational value.

Unit 12: Energy Resources: Renewable and non-renewable energy sources; uses of alternate energy sources; growing energy needs; conservation and management of energy resources: Case studies.

Unit 13: Environmental Issues and Concerns: Biodiversity: Threats and Conservation

Unit 14: Threats to biodiversity: habitat loss, poaching of wildlife, Human-wildlife conflicts in Indian context, biological invasions;

Unit 15: Conservation of biodiversity: In situ and Ex-situ conservation of biodiversity.

Unit 16: Environmental Pollution and Hazard: Definitions; Types, causes, effects and controls of: air, water, soil and noise pollution;

Unit 17: Nuclear Hazard. Hazard and Pollution Case Studies (human health risks).

Unit 18: Solid waste management: Control measures of urban and industrial waste. Case Studies.

Unit 19: Global warming, climate change, ozone layer depletion, acid rain and their impact.

Unit 20: Environmental Legislation: Environment Protection Act; Air (Prevention & control of Pollution) Act; Water (Prevention and Control of Pollution) Act;

Unit 21: Wildlife Protection Act; Forest Conservation Act, International Agreements: Montreal protocols and conventional on Biological Diversity (CBD).

Unit 22: Sustainable Development Goals and India's National Action Plan on Climate Change Environment legislation in India: Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974;

Unit 23: Forest (Conservation) Act 1980, Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Unit 24: Human population growth: Impacts on environment, human health and welfare Resettlement and rehabilitation of project affected persons; case studies

Unit 25: Disaster management, Chipko movement, Silent valley movement, Narmada Bachao Andolan etc. Environment justice: National Green Tribunal and its importance. case studies (e.g., CNG vehicles and Electric Vehicles , Swachh Bharat Abhiyan.

Further Readings

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt. 2. Gadgil, M., and Guha, R. 1993. This Fissured Land: An Ecological History³⁴ of India. Univ. of California Press. 3. Gleick, P. H.

1993. Water in Crisis. A Guide to the World's Fresh Water Resources. Oxford Univ. Press, USA.
2. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
 3. Rosencranz, A., Divan, S., and Noble M.L. 2002. Environmental Law and Policy in India: Cases, Material & Statutes. Oxford University Press
 4. Sengupta, R. (Ed.) 2013. Ecological Limits and Economic Development. Oxford University Press, New Delhi, India.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2017. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.

INDIAN KNOWLEDGE SYSTEM

Course Objectives:

The course aims to enable students to appreciate and understand the rich heritage of Indian Knowledge Systems (IKS). It will help students analyze the interconnections between traditional Indian knowledge and contemporary issues. Students will gain insights into the diverse themes of IKS, including philosophy, science, art, culture, and governance, and their impact on modern society. The course will also highlight the contributions of IKS to sustainable living, health, and well-being, and emphasize the importance of preserving and integrating this knowledge into contemporary practices.

Course Outcomes:

CO1: Understand the concept of Indian Knowledge System (IKS) and its significance in contemporary times.

CO2: Analyze the historical context and reasons for the necessity of preserving and studying IKS.

CO3: Demonstrate knowledge of the organizational structure of IKS, including its classification and components.

CO4: Evaluate the historicity of IKS, considering its evolution and contributions to various fields.

CO5: Identify and discuss the salient aspects of IKS with a focus on the Vedic Corpus, including the Vedas and Vedāᅅgas, and their relevance in shaping Indian thought and culture.

Course Contents

UNIT 1: Indian Knowledge System & The Vedic Corpus: What is IKS?, Why do we need IKS?, Organization of IKS, Historicity of IKS., Some salient aspects of IKS, Introduction to Vedas, A synopsis of the four Vedas, Sub-classification of Vedas, Messages in Vedas, Introduction to Vedāᅅgas, Prologue on Śikᅅᅅā and Vyākaraᅅa, Basics of Nirukta and Chandas, Introduction to Kalpa and Jyotiᅅa, Vedic Life: A Distinctive Features

UNIT 2: Philosophical Systems: An introduction to philosophical systems, Development of philosophy, Unique features of philosophy, Sāᅅkhya approach of philosophy, Introduction to Yoga, Tenet of Nyāya philosophy, Principles of Vaiᅅᅅika, Doctrine of Pūrva-Mīmāᅅsā Darśana, Thesis of Vedānta and synopsis of Advaita, Philosophy of Viᅅiᅅādvaita, Ideology of Dvaita, Tenets of Jaina, Doctrine of Buddhism Notions of Cārvāka

UNIT 3: Wisdom through the Ages: Gateways of ancestral wisdoms, Introduction to Purāᅅa, The

Purāṇic repository, Issues of interest in Purāṇas, Introduction to Itihāsas, Key messages in Itihāsas, Wisdom through Nīti-śāstras ,Wisdom through Subhāṣita

UNIT 4: Knowledge Framework and classifications: Indian scheme of knowledge, The knowledge triangle , Prameya – A vaiśeṣikan approach to physical reality , Dravyas – the constituents of the physical reality , Attributes – the properties of substances and Action – the driver of conjunction and disjunction , Sāmānya, viśeṣa, samavāya Pramāṇa – the means of valid knowledge , Saṃśaya – ambiguities in existing knowledge , Framework for establishing valid knowledge, Deductive or inductive logic framework ,Potential fallacies in the reasoning process , Siddhānta: established tenets in a field of study

UNIT 5: Linguistics: Introduction to Linguistics , Aṣṭādhyāyī , Phonetics , Word generation , Computational aspects , Mnemonics , Recursive operations , Rule based operations, Sentence formation ,Verbs and prefixes ,Role of Sanskrit in natural language processing.

UNIT 6: Number Systems and Units of Measurement: Number systems in India – Historical evidence . Salient aspects of Indian Mathematics, Bhūta-Saṃkhyā system , Kaṭapayādi system , Measurements for time, distance, and weight , Piṅgala and the Binary system

UNIT 7: Health Wellness and Psychology: Introduction to health , Āyurveda: approach to health, Sapta-dhātavaḥ: seven-tissues , Role of agni in health, Tri-doṣas , Āyurveda: definition of health, Psychological aspects of health , Disease management elements, Dinacaryā: daily regimen for health & wellness , Importance of sleep , Food intake methods and drugs , Approach to lead a healthy life , Indian approach to psychology , The tri guṇa system & holistic picture of the individual . The Nature of Consciousness , Consciousness studies and issues

UNIT 8:Town Planning and Architecture: Perspective of Arthaśāstra on town planning , Vāstu-śāstra – The science of architecture. Eight limbs of Vāstu , Town planning, Temples in India: marvelous stone architecture for eternity. Temple architecture in India , Iconography

UNIT 9: Governance and Public Administration: Introduction to raja dharma ,Arthaśāstra: a historical perspective , Elements of a kauṭilyan state The king & the amātya , Janapada & durga, Treasury and the State Economy (Kośa) , Danda Mitra, The Administrative Setup . Relevance of Arthaśāstra, Public Administration in Epics

Further Readings

37

1. Murthy, GRK, Epic Leadership: Timeless Lessons from Ramayana, Vive Books-Ed. 1. ISBN:

9386243318.

2. Oberoi, Meera. Leadership Secrets from Mahabharata, 13th Edition, Penguin Random House India Pvt. Ltd. ISBN: 9780143030409.

3. Das, Dhanesvara. Lessons in Spiritual Economics: Lessons from Bhagwat Gita, 2nd Edition, CreateSpace Independent Publishing Platform. ISBN: 9781451589719.

4. Simpson, A. V. Leadership Lessons from the Bhagwad Gita, 6th Edition, Sage Publication, New Delhi. ISBN: 9789353286866.

ELECTIVE COURSES FOR I, II, III, IV, V and VI SEMESTERS

ECONOMICS

Course Code: BA_ECO101

Maximum Marks: 100

Credits: 4

MICROECONOMICS

Course Objectives

The objective of the paper is to develop an understanding of different concepts of microeconomics. Some of these concepts are : the economic problem: scarcity and choice, the role of assumptions, gains from trade, Supply and Demand, elasticity and its application, controls on prices, consumer surplus, producer surplus , budget constraint and equilibrium of consumer, labour supply and savings decision, perfect competition, Production, imperfect markets, income distribution between factors of production

Course Outcomes

CO1: Perform supply and demand analysis to analyze the impact of economic events on Markets.

CO2: Analyze the behaviour of consumers in terms of the demand for products and explain how input markets work

CO3: Analyze the performance of firms under different market structures, * Recognize market failure and the role of government in dealing with those failures.

CO4: Use economic analysis to evaluate issues and policies and various factors affecting firm behavior, such as production and costs.

Course Contents:

Sr.No. Topics

- Unit 1: Basic concepts and principles: Definitions and scope; types of economic analysis;
- Unit 2: managerial economics; economic principles relevant to managerial decision.
- Unit 3: Demand and Supply Analysis: Introduction; Demand: Law of demand; shift and movement; exceptions of the law of demand,
- Unit 4: Law of supply: shift and movements. Market Equilibrium,
- Unit 5: Elasticity of demand: introduction; price, income and cross elasticity.
- Unit 6: Consumer preference and choice: Utility Analysis; Indifference curve analysis;
- Unit 7: Consumer's equilibrium: Cardinal & Ordinal; consumer surplus, income, Price & Substitution effect.
- Unit 8: Production Theory: Types of input; production function; Isocost lines; producer's equilibrium; expansion path.
- Unit 9: Cost concepts: Introduction, kinds of cost, short & long run cost;
- Unit 10: Linkage between cost, revenue and output through optimization, Economies of Scale; internal and external
- Unit 11 Market structure: Perfect competition: Introduction, features, short run & long run equilibrium. Perfect competition: Existence in Real World
- Unit 12 Monopoly: Introduction, types; price and output determination in short run & long run. Economic inefficiency of monopoly.
- Unit 13 Monopolist Competition: Introduction, features, short run & long run equilibrium, monopolistic competition and advertising.
- Unit 14 Oligopoly: Features, Types, Kinked demand curve.
- Unit 15 Pricing Decisions: Cost based pricing; pricing based on firm's objective; competition based pricing.

Further Reading

1. Geetika, Piyali Ghosh, Purba Roy Choudhury, Managerial Economics, Tata McGraw Hill, New Delhi, 2008.

MACROECONOMICS

Course Objectives

This paper helps students to understand the basic concepts in macroeconomics. Some of these concepts are as follows: National Income Accounting, balance of payments accounts, current and capital accounts. Money and Functions of money, tools of monetary policy. . It also introduces students to various microfounded theories of macro behaviour and the Closed Economy in the Short Run Classical and Keynesian systems, IS-LM model, fiscal and monetary multipliers.

Course Outcomes

CO1: Students understand how the concepts of microeconomics help them take economic decisions in real life

CO2: The paper helps students in understanding different market structures that exist in an economy.

CO3: Also after studying the paper they are able to understand how production and consumption decisions are taken

CO4: Discuss the basic elements of consumer theory and production theory involving household decisions, inter-temporal decisions, cost structure and production dynamics of a producer.

COURSE CONTENTS:

Sr.No. Topics

- Unit 1: Introduction to Macro Economics, its importance and scope. National Income : Concepts.
- Unit 2: Methods and Problems in measuring National Income, Circular Flow of Income in 2,3 and 4 sector model.
- Unit 3: Theories of Income, Output and Employment Determination: Classical and Keynesian.
- Unit 4: Principle of effective demand. Classical Vs Keynesian. Say's Law.
- Unit 5: Consumption function: Concept, Propensity to consume, factors affecting propensity to consume.
- Unit 6: Investment: Meaning and factors affecting investment decisions.
- Unit 7: Concept of Multiplier, Types of multiplier and limitation, Static and Dynamic Multiplier.
- Unit 8: Money-Meaning and Functions, Measures of Money, Factors affecting Demand for Money.
- Unit 9: General Equilibrium of economy: IS – LM curve analysis.
- Unit10: Inflation: Meaning, Theories – Demand Pull and Cost Push, Control of inflation, Phillips Curve.

- Unit 11: Balance of payments: introduction and its types.
- Unit 12: Factor responsible for imbalance in BOP and the India's Balance of Payments, Automatic adjustment in BOP.
- Unit 13: Macroeconomic policies; Monetary Policy its instruments, transmission and effectiveness.
- Unit 14: Fiscal Policy its instruments, transmission and effectiveness.

Further Readings:

1. Dwivedi, D. N (2006), Macroeconomics: Theory and Policy, Tata McGraw Hill 2nd edition.
2. Edward Shapiro (2010), Macroeconomic Analysis, Galgotia Publications Pvt. Ltd.
3. Ahuja. H. L (2007) Macroeconomics Theory and Policy, S.Chand and Company Ltd.

ECONOMICS OF DEVELOPMENT AND PLANNING

Course Objectives

To introduce students to the multidimensional concept of development, understand economic growth models and cross-national comparisons of the growth experience that can help evaluate these models and to analyse relationship between inequality and growth

Course Outcomes

- CO1: Demonstrate familiarity with some central themes and issues of economic development.
- CO2: Demonstrate the understanding of the difference between growth and development, major growth theories, the measurement of inequality, significance of agriculture in developing countries, poverty and population issues facing the world, international trade, and importance of foreign aid.
- CO3: Analyse empirical evidence on the patterns of economic development.
- CO4: To analyse determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.

Course Content:

Sr.No. Content

- Unit 1: Economic Development: Meaning, difference between developed and developing economies.
- Unit 2: Features of Indian Economy- a developing economy.
- Unit 3: Distinction between Economic Growth and Economic Development.
- Unit 4: Use of per capita income as an index of economic development and its limitations.
- Unit 5: Human Resources and Economic Development; Theory of demographic transition, Size and growth rate of population in India.
- Unit 6: Urbanization and economic growth. Population growth as a Factor of economic development and Human Development index.
- Unit 7: Strategies of Development- Low-level equilibrium trap and big push.
- Unit 8: Balanced Growth and Unbalanced Growth; choice of technique-basic issues.
- Unit 9: International Trade and development.
- Unit 10: Role of World Bank, IMF and WTO and economic development
- Unit 11: Objective and Strategy of Economic Planning in India

- Unit 12: Public Sector, Private Sector and Indian Planning: Evolution, Role.
- Unit 13: Causes for the expansion of Public Enterprises and Private Sector, Performance, Shortcomings.
- Unit 14: Planning in India- Eleventh and Twelfth Five Year plan.

Further Readings:

1. DattRuddar and Sundharam KPM, (2008), Indian Economy, S chand and Company, New Delhi
2. Mahajan V.S. (1986), Economic Development of India,Deep and Deep Publication,New Delhi.
3. Gupta K.C. and KaurHarinder, (2004) New Indian Economy and reforms, Deep and Deep Publication, New Delhi.
4. Thirlwall A. P. (1999) Growth and Development, Palgrave Macmillan publisher, N. Delhi

INTERNATIONAL TRADE AND PUBLIC FINANCE

Course Objectives

The course enables students to understand the intricacies of International trade and public finance and public policy. It focuses on analysing the gains from trade, the changing patterns of trade, the income distributional consequences of liberalising foreign trade, the relationship between trade, investment, and economic growth, and the reasons for and consequences of trade policies. Also provides a thorough understanding of rationale for public policy along with fiscal federalism.

Course Outcomes

CO1: Apply partial equilibrium and (where required) general equilibrium models in analysing the economic effects of (a) trade policy instruments such as tariffs, quotas, export subsidies, (b) retaliatory measures such as anti-dumping duties and countervailing duties and (c) the creation of regional trading arrangements such as free trade areas, customs unions and common market..

CO2 Thoroughly comprehend concepts and theories related to Public policy and rational choice.

CO3: Identify differences in processes, revenue sources, and budgetary challenges that exist between different levels of government

CO4: Develop comprehensive understanding of theories of public expenditure and their application

Course Content:

Sr.No. Topics

- Unit 1: **International Economics:** An overview- reasons for trade, intra vs international trade.
- Unit 2: The theories of International trade: Absolute Advantage, Comparative Advantage.
- Unit 3: Factor proportions theory, Factor Endowment and the Heckscher-Ohlin theory.
- Unit 4: Balance of payments, Balance of Trade and Foreign Direct Investments.
- Unit 5: International Trade Policy: Tariffs, Quota, Customs Unions and Free trade areas.
- Unit 6: International Trade and Economic development: Introduction, Importance of trade, Terms of trade, Import substitution versus Export Orientation.
- Unit 7: Public Finance: Introduction, Role of Government in changing perspective, public and private sector,.
- Unit 8: economic planning and development, Public choice and Public Policy, Rationale of Public Policy.
- Unit 9: Public Expenditure: Pure Theory and General Theory of public expenditure, Structure, growth and effects of public expenditure.
- Unit 10: Taxation: Sources of public revenue, Theories of taxation, Benefit and ability to pay approaches Impact and incidence. 45

- Unit 11: Public Debt: Classification of public debt, Effects of public debts Budgetary deficits and its implications, Burden of public debt.
- Unit 12: Principles of debt management and repayment, Methods of debt redemption.
- Unit 13: Central-State financial relations in India: Meaning of federalism, Division of Power and Resources.
- Unit 14: Methods of Financial adjustment, Horizontal and vertical imbalances.

ADDITIONAL READINGS:

1. Salvatore D: International Economics, 8th Edition, Wiley India Pvt. Ltd., New Delhi, 2007.
2. Bhatia, H. L., Public Finance, Vikas Publication, New Delhi, 2005.
3. Francis Cherunilam : International Economics, 5th Edition, Tata McGraw-Hill publishing Company Limited, New Delhi, 2008.
4. Sawyer w. Charles and Sprinkle Richard L., International economics, Prentice- Hall of India Pvt. Ltd. New Delhi, 2005.
5. Gupta, J.R., Public Economics in India: Theory and Practice, atlantic Publishers, N Delhi, 2007.
6. Musgrave. R.A. and P.B., Public Finance in theory and Practice, McGraw Hill, Tokyo, 2005.

INDIAN ECONOMY**Course Objectives**

The course enables students to understand the intricacies of International trade and public finance and public policy. It focuses on analysing the gains from trade, the changing patterns of trade, the income distributional consequences of liberalising foreign trade, the relationship between trade, investment, and economic growth, and the reasons for and consequences of trade policies. Also provides a thorough understanding of rationale for public policy along with fiscal federalism.

Course Outcomes

CO1: Analyse the reasons behind income inequality and unemployment

CO2 Comprehensively interpret the reasons for low productivity in agriculture.

CO3: Explain the need of industrial planning and growth to foster Economic Development.

CO4: Explain the economic planning and current issues in Indian economy.

Course Contents**Sr.No. Content**

Unit 1: Introduction to Indian Economy: Indian Economy since Independence, Evolution and Features, Poverty in India, National Income.

Unit 2: Distribution of Income and Capital Formation, Profile of Human Resource in India.

Unit 3: Agriculture in India: Importance and Productivity, Land Reforms, Irrigation.

Unit 4: Agriculture Finance and Marketing, Agriculture Policy.

Unit 5: Indian Industry: Industrial Development in India.

Unit 6: Industrial Policy and Licensing, Public Enterprises and Privatization,

Unit 7: Micro, Small and Medium Enterprises, Problems of Large Scale Industry

Unit 8: Foreign Trade: Introduction, Trends and Pattern of Foreign Trade in India, Problems of Foreign Trade.

Unit 9: Fiscal System in India: Budgetary Policy and Economic Development, Federal Finance in India.

Unit10: Finance Commission and Problems of Centre, State Financial Relations,

Unit 11: Taxation Policy in India.

Unit 12: Economic Planning in India: Meaning and Significance of Economic Planning

Unit 13: Twelfth Five Year Plan, State of Planning in India

Unit 14: Current Issues in Indian Economy: Third Generation Reforms, Globalization and Indian Economy

Further Readings:

1. Dhingra, Ishwar C, The Indian Economy, Environment and Policy (2011) SULTAN CHAND & SONS, 20th Edition, New Delhi.
2. Jain, T.R, TrehanMukesh, Trehan Ranju, Indian Economy (2011): V.K. Publications, New Delhi

Course Code: BA_ECO106

Maximum Marks: 100

Credits: 4

STATISTICAL TECHNIQUES

Course Objectives

The course is based on statistics and its application to Economics that would enable students to comprehend statistical techniques that can be applied to various economic scenarios/problems to find solutions.

Course Outcomes

CO1: Understand the have the basic knowledge on data collection and various statistical elementary tools.

CO2: Have the critical thinking in the theory of probability and its applications in real life problems

CO3: Understand the Correlation Analysis and Regression Analysis

CO4: Know the various sampling methodologies and their efficiencies in theoretical and practical aspects.

Course Contents

Sr. No.	Topics
Unit 1:	Measure of Central Tendency: Introduction and Uses of Central Tendency, Central Tendency - Mean, Median, Mode, Percentile, Decile and Quartiles
Unit 2:	Measure of Dispersion and Skewness: Introduction, Range, Mean deviation, Standard deviation, Coefficient of Variation, Variance.
Unit 3:	Introduction to Skewness - Karl Pearson's Coefficient of Skewness
Unit 4:	Correlation Analysis and Regression Analysis: Introduction to Correlation, Measure of Correlation - Scatter Diagram,
Unit 5:	Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation Method. Introduction to Regression, Least Square Regression Equation for Two Variables Case.
Unit 6:	Index Numbers: Meaning, Importance of Index Numbers, Problems in The Construction of Index Numbers,
Unit 7:	Methods of Constructing Index Number Laspeyres Method, Paasche Method, Fisher Method, Bowley's Method.
Unit 8:	Marshall - Edgeworth Method, Chain Base Index, Consumer - Price Index
Unit 9:	Analysis of Time Series: Concept of Time Series and Its Components
Unit10:	Method of Semi- Average, Method of Moving Average, Method of Simple Average
Unit 11:	Probability: Definition and Its Concept, Addition Theorem, Multiplicative Theorem
Unit 12:	Probability Distribution: Concept of Probability

Unit 13: Distribution, Binomial Distribution, Poison Distribution, Normal Distribution

Unit 14: Sampling and Sampling Distribution: Test of Hypothesis - Large Sample Test, Small Sample Test, Chi-Square Test

Further Readings:

1. Rao, Aditham B., (2010): Quantitative Techniques in Business, Jaico Publishing House, New Delhi.
2. Gupta S.P. (2008): Statistical Methods, Sultan Chand and Sons, Educational Publisher New Delhi

ELECTIVE COURSES FOR I, II, III, IV, V and VI SEMESTERS POLITICAL SCIENCE

Course Code: BA_PO101

Maximum Marks: 100

Credits: 4

POLITICAL THEORY

Course Objectives

The course aims to explore some of the central concepts analysed by both classical and contemporary political thinkers (e.g. liberty, democracy, equality etc.) as well as more recent developments in political theory

Course Outcomes

CO1: Introducing the Indian Constitution with a focus on the role of the Constituent Assembly and examining the essence of the the Preamble.

CO2. Critically analyzing the important institutions of the Indian Union: the Executive: President; Prime Minister, Council of Ministers; Governor, Chief Minister and Council of Ministers; The legislature: Rajya Sabha, Lok Sabha, Speaker, Committee System, State Legislature, The Judiciary: Supreme Court and the High Courts:

CO3: Evaluating the Electoral Process in India with focus on the Election Commission: Composition, Functions and Role

CO4. Critically evaluating the Indian Party system – its development and looking at the ideology of dominant national parties

Course Contents

Sr. No. Topics

- Unit 1: Nature and Significance of Political Theory: Meaning, nature, characteristics and varieties of political theory;
- Unit 2: Importance of the classics of political theory; uses of political theory.
- Unit 3: Power and Authority: Authority, power and coercion; the nature of authority; social theories of power
- Unit 4: State: The state in political philosophy, the economic theory of the state, the organic theory of the state
- Unit 5: Sovereignty: Concept, characteristics and history
- Unit 6: Austin's theory of sovereignty, pluralism and state sovereignty.
- Unit 7: Rights: Rights in political theory; human rights, economic and social rights.
- Unit 8: Liberty: Meaning, negative and positive liberty, liberty as autonomy,
- Unit 9: John Stuart Mill and the value of liberty.

- Unit10: Equality: The equality principle, human nature and equality, equality of opportunity.
- Unit 11: Justice: Meaning, procedural justice, social justice and Rawls's theory of justice.
- Unit 12: Welfare and Welfare State: The origins and rise of welfare theory, contemporary welfare arguments.
- Unit 13: The market and welfare; equality, liberty and the welfare state
- Unit 14: The Public Interest and Democracy: The public interest, democracy, procedural democracy and the public interest.

Further Readings:

1. Barry, N.P. 2000. Introduction to Modern Political Theory, London: Palgrave Macmillan.
2. Johari, J.C., Contemporary Political Theory: New Dimensions, Basic Concepts and Major trends, Sterling Publishers Pvt. Ltd
3. Pruthi, R.K. 2005. The Political Theory, Sarup and Sons.
4. Ramaswamy, S. 2002. Political Theory: Ideas and Concepts, Delhi: Macmillan

INDIAN POLITICAL SYSTEM**Course Objectives:**

The main objective of this course is to make the students able to:

Acquire information regarding the history of formation and development of Indian constitution.

To understand the key concepts and processes related with Indian Political System. To apply the knowledge of Indian political system to the current political happenings of India.

Course Outcomes:

CO1: Understand the details of the Preamble of Indian Constitution.

CO2: Understand the Importance of the preamble.

CO3: Know the Date of Adoption of Constitution of India.

CO4: Know the Interpretation of Nature of Constitution.

Course Contents**Sr. No. Topics**

- Unit 1: Preamble of Indian Constitution
- Unit 2: Fundamental Rights
- Unit 3: Fundamental Duties
- Unit 4: Directive Principles of State Policy
- Unit 5: Union Government, Parliament and President
- Unit 6: Prime Minister and Council of Ministers.
- Unit 7: The Judiciary: Supreme Court, High court, Judicial Review.
- Unit 8: Public Interest Litigation and Judicial Reforms.
- Unit 9: State Government: State Legislature, Governor
- Unit10: Chief Minister and Council of ministers.
- Unit 11: Indian Federalism: Centre-State relations; Legislative
- Unit 12: Administrative, financial and Political.
- Unit 13: Political Parties in India: Indian National Congress, Bhartiya Janta Party
- Unit 14: Communist Party of India (M), Shrimoni Akali Dal.

Further Readings:

1. J.C. Johri: Principles of Political Science, Seterling Publication, new Delhi, 2002
2. Subhash Kashyap, 'Indian Government and Politics', S. Chand Publication, 2004

WESTERN POLITICAL THOUGHT
Course Objectives

To introduce the students to the key debates and ideas in Western political thought. Familiarity with the ideas or concepts of some major western political thinkers will help the students to understand different perspectives and approaches to state, politics, government, sovereignty, citizenship and so on.

Course Outcomes

CO1: Providing an insight into the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Aristotle and Plato; Roman Political Thought: its contributions with special emphasis on the emergence of Roman law.

CO 2- Examining the features of Medieval Political Thought.

CO 3- Evaluating the Renaissance; political thought of Reformation; and Machiavelli.

CO 4- Critically examining different philosophers contributions to the theory of Sovereignty; Hobbes as the founder of the science of materialist politics; Locke as the founder of Liberalism with focus on his views on natural rights, property and consent; and Rousseau's views on Freedom and Democracy; Bentham's Utilitarianism; and John Stuart Mill's views on liberty and representative government.

Course Contents

Sr.No.	Topics
Unit 1:	Plato: Republic, ideal state: theory of justice, communism, education
Unit 2:	Aristotle: Organic theory of state, classification of states, theory of revolution
Unit 3:	Niccolo Machiavelli: Separation of ethics from politics, State craft
Unit 4:	Thomas Hobbes: Individualism, social contract
Unit 5:	John Locke: State of nature and Natural rights and property, Social contract theory
Unit 6:	Jean-Jacques Rousseau: Human nature, social contract, general will
Unit 7:	Jeremy Bentham: Utilitarianism, theory of state and government
Unit 8:	Friedrich Hegel: Dialectics, theory of state and freedom
Unit 9:	Karl Marx: Historical materialism and class struggle
Unit10:	Dialectical materialism, Theory of surplus value
Unit 11:	John Stuart Mill: Theory of liberty, representative government

Unit 12:	Edmund Burke Restraining Royal Authority ,Ireland East India Company , American Colonies , Criticism of the French Revolution , Critique of Natural Rights and Social Contract.
Unit 13:	Rousseau: Social Contract; General Will
Unit 14:	Kant: Enlightenment; Morality, autonomy and freedom

Further Readings:

1. Mukherjee, S. and Ramaswamy, S. 2004: A History of Political Thought, PHI Learning Pvt. Ltd.
2. Mukhopadhyay, A.K. 1990. Western Political Thought, Calcutta -KP Bagchi Company.
4. Skoble, A.J. and Machan, T.R. 2007. Political Philosophy, New Delhi: Pearsons
5. Jha, S. 2010: Western Political Thought: From Plato to Marx, Pearson Education India

COMPARATIVE POLITICS AND GOVERNMENT

Course Objectives: The student will be able to compare and contrast variety of governmental systems and politics, identify and distinguish range of political forms, analyze patterns, processes and regularities among political systems, compare and contrast models of development strategies.

Course Outcomes

CO1: Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government.

CO 2- Investigating the nature and scope of Comparative Politics.

CO 3- Analysing the approaches the approaches and models of comparison: systems analysis; structural functionalism; and institutional approach.

CO4: Critically analyzing the features of a liberal democratic and socialist political system with focus on UK, USA and the People's Republic of China and discussing the features of a federal system with special reference to USA and Russia.

Course Contents:

Sr.No.	Topics
Unit 1:	Nature and Scope of Comparative Politics: Definitions, development of comparative politics, comparative politics and comparative government, comparative method and comparative politics, traditional approach to the study of comparative politics
Unit 2:	Constitutions and Constitutionalism: Constitution- Meaning, Process of growth, kinds of constitution, necessity of a good constitution;
Unit 3:	Constitutionalism- Meaning, development of Constitutionalism, Liberal and Marxist notions.
Unit 4:	Political Culture and Political Socialisation: Political Culture- meaning, mapping the three levels of political culture; Political socialisation- meaning, agents of political socialisation, trends in contemporary political cultures.
Unit 5:	Socio - Economic bases and Salient Features of the Constitutions: Constitutions of UK, USA, Russia, France, China and Switzerland; Amendment Process in the Constitution of USA and Switzerland, Federal System of the USA and Switzerland.
Unit 6:	Constitutional Structure - Executive: British King and Prime Minister, the President of the USA, France, Russia, China and Plural Executive of Switzerland.
Unit 7:	Constitutional Structure - Legislature: Composition and Powers of the British Parliament, US Congress, Swiss Federal Assembly.
Unit 8:	Russian and French Parliament and National People's Congress of China.

- Unit 9: **Constitutional Structure - Judiciary:** US Supreme Court and Judicial Review, Judicial system of UK Russia, France and Federal Judiciary of Switzerland.
- Unit10: **Political Parties and Party systems:** Party system-Meaning of a political party, functions of political parties, kinds of party system;
- Unit 11: Pressure groups- Meaning of a pressure group, difference between political parties and pressure groups, role of pressure group
- Unit 12: **Politics of Representation and Participation:** Political Parties in the USA, U.K. Russia and France
- Unit 13: Role of Communist Party in China, Interests Groups in the USA, UK, Russia and France.
- Unit 14: **Globalization:** Globalisation and Comparative Politics, Trans-national state, Responses from developed and developing societies.

Further Readings:

1. Palekar, S.A., 2009: Comparative Politics and Government, New Delhi: PHI Learning Pvt. Ltd.
2. Almond, G.A. et., 2000: Comparative Politics Today: A World View, New York: Harper/Collins.
3. S.R. Maheshwari, 2000 : Comparative Government and Politics ,Narain's Publications.
4. Johari, J.C., 2006: New Comparative Government, New Delhi: Lotus Press

INTERNATIONAL POLITICS**Course Objectives:**

Demonstrate a critical, well-grounded understanding of multiple worldviews, experiences, power structures, ethical and cultural positions in relation to contemporary global problems, recognizing multiple historical and contemporary narratives in and about the international politics.

Course Outcomes:

CO1: Gain broader understanding of realist and idealist approaches of international politics.

CO2: It also provides insight into system of balance of power and collective security.

CO3: Understand the Bipolar, Unipolar and Nature of Emerging World Order.

CO4: Understand and demonstrate the New International Economic Order

Course Contents

Sr. No.	Topics
Unit 1:	Meaning, Nature and Scope of International Politics
Unit 2:	Realist and Idealist Approaches to International Politics
Unit 3:	National Power: Its Elements
Unit 4:	System of Balance of Power and Collective Security
Unit 5:	United Nations: Aims, Objectives and Principles
Unit 6:	Collective Security -meaning & provisions under U.N.
Unit 7:	Disarmament: Problems & Prospects
Unit 8:	Cold War and Post-Cold War Era of International Politics
Unit 9:	Bipolar, Unipolar and Nature of Emerging World Order
Unit10:	Foreign Policy -Meaning, Determinants, Non-alignment - Relevance Diplomacy -meaning and forms
Unit 11:	Regional Organization: SAARC and EU
Unit 12:	Maintenance of World Peace and United Nations
Unit 13:	New International Economic Order – NIEO
Unit 14:	International Terrorism and majors to fight against it.

Further Readings:

1. Badyal, J.S. 2014: Comparative Political System and International Politics, Jalandhar City, Raj Publishers (Regd.)

INTRODUCTION TO THE CONSTITUTION OF INDIA**Course Objectives:**

To realise the significance of constitution of India to students from all walks of life and help them to understand the basic concepts of Indian constitution. To identify the importance of fundamental rights as well as fundamental duties. To understand the functioning of Union, State and Local Governments in Indian federal system. To learn procedure and effects of emergency, composition and activities of election commission and amendment procedure.

Course Outcomes:

CO1 Understand and explain the significance of Indian Constitution as the fundamental law of the land.

CO2. Exercise his fundamental rights in proper sense at the same time identifies his responsibilities in national building.

CO3. Analyse the Indian political system, the powers and functions of the Union, State and Local Governments in detail

CO4. Understand Electoral Process, Emergency provisions and Amendment procedure.

Course Contents**Sr.No Topics**

- Unit 1: Constitution Assembly and Making of India's Constitution, Features of Indian Constitution
- Unit 2: Preamble of India and Its Importance
- Unit 3: Nature of Indian Federalism and Centre - State Relations.
- Unit 4: Fundamental Rights, Features, Kinds and Evaluation and Fundamental Duties
- Unit 5: Directive Principles of State Policy
- Unit 6: Parliament: Composition, Powers and Role
- Unit 7: President: Elections, Power and Position, Indian Cabinet.
- Unit 8: Prime Minister: Power and Changing Role
- Unit 9: Supreme Court and High Court: Composition, Powers and Role
- Unit 10: Governor: Appointment, Powers and Role
- Unit 11: State Legislature: Composition, Power and Role. Council of Ministers and Chief Minister – Powers and Role

- Unit 12: District's Administration Head - Role and Importance, Municipalities - Mayor and role of Elected Representative – Pachayati Raj
- Unit 13: Elected officials and their roles - Block level Organizational Hierarchy, Village level - Role of Elected and Appointed officials - Importance of grass-root democracy
- Unit 14: Chief Election Commissioner - State Election Commission - Functions of Commissions for the welfare of SC/ST/OBC and women.

Further Readings:

1. Badyal, J.S. 2013: Indian Constitution, Jalandhar City, Raj Publishers (Regd.)
2. R.N Duggal, 2013: Indian Constitution and Indian Political System, Duggal Publishing House, Jalandhar

ELECTIVE COURSES FOR I, II, III, IV, V and VI SEMESTERS
PUBLIC POLICY AND DEVELOPMENT

Maximum Marks: 100

Credits: 4

BA_PPD101

INTRODUCTION OF PUBLIC POLICY

Course Objectives:

This course aims at familiarizing students with the broader theoretical, financial and practical context in which public policies are discussed, justified, designed and sought to be implemented. This paper seeks to introduce the interface between public policy and administration in India. The essence of public policy lies in effectiveness in translating the governing philosophy into programmes and policies and making it a part of the community living.

Course Outcomes:

CO 1: This course is meant to complement the other course in the sub discipline, administrative theory, it will ground the students' understanding in the Indian and other context, so that there is an acquaintance with the ground realities of policy making and implementation.

CO 2: This course focuses specially on the Indian context, so the students become familiar with details of public policy adopted in India.

CO 3: The students are introduced to theoretical perspectives on public policy, a major sub-discipline of public administration

CO 4: Students will gain knowledge to explain and analyze Policy at large context.

CO 5: To inculcate critical outlook towards policy making process

Course Contents

Sr.No Topics

Unit 1: **Introduction:** Nature, Scope and Importance of Public Policy, Evolution of Public Policy and Policy Sciences

Unit 2: Public Policy and Public Administration

Unit 3: Public Policy Cycle

Unit 4: **Approaches to Public Policy Analysis:** The Process Approach, the Logical Positivist Approach

Unit 5: The Phenomenological Approach, The Participatory Approach and Normative Approach

Unit 6: Theories and Process of Public Policy Making:) Theories and Models of Policy Making (Group Theory, Elite Theory, Rational Choice Theory, Game Theory)

- Unit 7: Perspectives of Policy Making Process
- Unit 8: Institutions of Policy Making
- Unit 9: **Policy Implementation and Evaluation:** Concept of Policy Implementation
Techniques of Policy Implementation
- Unit10: Policy Impact, Evaluation and Change. Criteria for Evaluation. Types and methods of evaluation, Cost Benefit Analysis, Management by Objectives (MBO).
- Unit 11: Operations Research, Programme Evaluation and Review Technique (PERT) & Critical path Method (CPM).
- Unit 12: Concept of Policy Evaluation, Constraints of Public Policy Evaluation
- Unit 13: **Globalization and Public Policy:** Global Policy Process, Transnational Actors:
Impact on Public Policy Making
- Unit 14: Impact of Globalization on Policy Making

Further Readings:

1. Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston, Houghton Bardach, Eugene (1977), The Implementation Game: What Happens After a Bill Becomes a Law, Cambridge, MA: MIT Bergerson,
2. Peter J. (ed.), (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press
3. Thomas A., (2005), An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, Armonk; M.E.
4. SharpeBrewer, Gary D., and Peter de Leon (1983), The Foundations of Policy Analysis, Homewood, IL.: The Dorsey Press.
5. Dahl, Robert and Charles Lindblom, (1976), Politics, Economics and Welfare, New York, Harper.
6. Lindblom, C.E., and E.J., Woodhouse, (1993), The Policy making Process, 3rd ed., New Jersey., Prentice - Hall.
7. McCool, Daniel C. (ed.), (1995), Public Policy Theories, Models, and Concepts: An Anthology, NJ: Prentice-Hall.

PRINCIPLES OF PUBLIC ADMINISTRATION

Course Objectives: This course is designed to allow students to develop an understanding of the field of public administration. A wide variety of topics will be covered including a survey of major figures and theories of public administration, bureaucratic theory, organizational theory, and an overview of contemporary issues.

Course Outcomes:

CO 1: Identify & explain the different phases in growth of study of public administration.

CO 2: Describe features of Human Relations Approach & critically evaluate human relation approach

CO 3: discuss various principles of organisation

CO 4: discuss the significance of various administrative theories

Course Contents:

Sr. No.	Topic
Unit 1:	Introduction Meaning, Nature, Scope and importance of public Administration
Unit 2:	Public and Private Administration
Unit 3:	Public Administration and its relationship with (i) Political science (ii) Economics
Unit 4:	Principles of organization: Planning, Division of work, Hierarchy
Unit 5:	Coordination, Span of Control, Line and Staff agencies Bases of Organisation Purpose, Process, People, Place
Unit 6:	Theories of Organisation: Classical- Luther Gullick, Henery Fayol
Unit 7:	Behaviourial-Marry Follet Parker, Elton Mayo, Ecological - F.W. Riggs
Unit 8:	Human Resource Management in Government : Recruiting Agencies
Unit 9:	Union Public Service Commission, Recruitment and Selection process, Training - Methods, Morale and Motivation
Unit10:	Financial Administration - Principles of Budget, Preparation of Budget
Unit 11:	Enactment & Execution of Budget, Accounting and Auditing
Unit 12:	Administration in Government Offices: Office accommodation and layout
Unit 13:	Records Management, Office Automation and use of Computers

Unit 14:	Control over Administration Legislative Control, Executive Control, Judicial Control, Citizen Control
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Further Readings:

1. Avasthi & Maheshwari (2012) Public Administration, Lakshminarayana Agarwal, Agra.
2. Bhattacharya, Mohit (2013), New Horizons of Public Administration, Jawahar Publishers, New Delhi.
3. Donald Menzel and Harvey White (eds) (2011) The State of Public Administration: Issues, Challenges and Opportunities, New York, M.E. Sharpe.
4. Henry, Nicholas (2006) Public Administration and Public Affairs, Prentice Hall of India, New Delhi.
5. M.P. Sharma, B.L. Sadana and Harpreet Kaur (2014) Public
6. Maheshwari Administration in Theory and Practice, Kitab Mahal, Delhi. S.R. (1996) Theories and Concepts in Public Administration, Allied Publishers, Hyderabad.
7. O’Leary, Rosemary et al (2010) The Future of Public Administration around the World: The Minnowbrook Perspective, GeorgeTown University Press, D.C.
8. Ravindra Prasad, VS Prasad, Satyanarayana, P., and Y. Pardhasaradhi (eds) (2016) Administrative Thinkers, Sterling, New Delhi. Telugu Akademi, BA. Ist Year Public Administration.

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INTERNATIONAL TRADE AND PUBLIC FINANCE

Course Contents:**Sr. No. Topics**

1. **International Economics:** An overview- reasons for trade, intra vs international trade.
2. The theories of International trade: Absolute Advantage, Comparative Advantage, Factor proportions theory, Factor Endowment and the Heckscher-Ohlin theory.
3. Balance of payments, Balance of Trade and Foreign Direct Investments.
4. **International Trade Policy:** Tariffs, Quota, Customs Unions and Free trade areas.
5. **International Trade and Economic development:** Introduction, Importance of trade, Terms of trade, Import substitution versus Export Orientation.
6. **Public Finance:** Introduction, Role of Government in changing perspective, public and private sector, economic planning and development, Public choice and Public Policy, Rationale of Public Policy.
7. **Public Expenditure:** Pure Theory and General Theory of public expenditure, Structure, growth and effects of public expenditure.
8. **Taxation:** Sources of public revenue, Theories of taxation, Benefit and ability to pay approaches Impact and incidence.
9. **Public Debt:** Classification of public debt, Effects of public debts Budgetary deficits and its implications, Burden of public debt, Principles of debt management and repayment, Methods of debt redemption.
10. **Central-State financial relations in India:** Meaning of federalism, Division of Power and Resources, Methods of Financial adjustment, Horizontal and vertical imbalances.

ADDITIONAL READINGS:

1. Salvatore D: International Economics, 8th Edition, Wiley India Pvt. Ltd., New Delhi, 2007.
2. Bhatia, H. L., Public Finance, Vikas Publication, New Delhi, 2005.
3. Francis Cherunilam : International Economics, 5th Edition, Tata McGraw-Hill publishing Company Limited, New Delhi, 2008.
4. Sawyer w. Charles and Sprinkle Richard L., International economics, Prentice- Hall of India Pvt. Ltd. New Delhi, 2005.
5. Gupta, J.R., Public Economics in India: Theory and Practice, atlantic Publishers, N Delhi, 2007.
6. Musgrave. R.A. and P.B., Public Finance in theory and Practice, McGraw Hill, Tokyo, 2005.

DEVELOPMENT ECONOMICS

Course Objectives: The aims of the course are to give students an understanding of the causes and consequences of uneven patterns of growth and development; structural features that are typical of the economies in developing countries. Cross-national comparisons of the growth experience that can help evaluate growth models. Policies that can be applied in less developed countries and how to measure their effects

Course Outcomes:

CO1: Understand the basics of development economics, with in-depth discussions of the concepts of development, growth,

CO2: interpret the theoretical and empirical knowledge using the indicators of economic growth and development and models.

CO3: Develop understanding of working of international bodies and their functioning.

CO4: Examine the features of underdeveloped countries with the domestic and international aspects of economic growth and development and sources of economic growth.

CO5: Use the economic development approaches with real world issues.

Course Contents

Unit1: Introduction-Economics of Growth and Development: Meaning, Measurement, structural features, Difference and Comparisons.

Unit 2: Economic Growth Models: Harrod-Domar Growth Model.

Unit 3: Neo-Classical Growth Models

Unit 4: Social and Institutional Aspects of Development-Difference between Development and Underdevelopment

Unit 5: Measurement and Indicators of Development, financing of economic development

Unit 6: Political Institutions and the Functioning of the State: The determinants of democracy.

Unit 7: Alternative institutional trajectories and their relationship with economic performance within-country.

Unit 8: differences in the functioning of state institutions

Unit 9: State ownership and regulation; government failures and corruption.

Unit 10: Approaches to Development: Vicious Circle of Poverty and Unlimited Supply of Labor.

Unit 11: Lewis Model Ranis and Fei Model, Big Push Theory of Growth.

Unit 12: Balanced and Unbalanced Growth Theories, Dualistic Theories and Lewis Theory of

Unlimited Supplies of Labour, Sen's Model of Disguised Unemployment, Rural-Urban Migration.

Unit 13: Mechanisms that generate poverty traps, and path dependence of growth processes

Unit 14: state ownership and regulation; government failures and corruption.

Further Readings:

1. Kindlerberger, C.P. and B. Harrik (1983) : Economic Development, McGraw-Hill, Tokyo
2. D. Ray: Development Economics, Princeton University Press (1998)
3. Misra, S.K.&V.K. Puri, Economics of Growth and Development, Himalaya Publishing House, Mumbai
4. M. Todaro, S. Smith: Economic Development, Pearson (2015)
5. Sundaram, R.M. (1984) : Development Economics : A Framework for Analysis and Policy

Maximum Marks: 100

POLICY INSTITUTIONS IN INDIA

Course Objectives: The course enables the student:

- (i) To have an over view of the changing trends in policy making.
- (ii) To analyze the institutional frame of policymaking (legislature, executive and judiciary);
- (iii) To explain the emergence of other agencies in policymaking

Course Outcomes:

CO1: Understand various Types of Public Policies

CO2: Develop an understanding on the Concepts of Public Policy

CO3: Compare various Dynamics of Public Policy in India

CO4: Evaluate the role of Participants in Public Policy Making

Course Contents:

Unit 1 Policy Making at Union Level Indian Parliament: Role and Functions;

Unit 2: Legislature, Executive and Judiciary: Structure, Functions and Processes;

Unit 3: Prime Minister: Office and Powers; Cabinet Secretariat Prime Minister's Office: Central Secretariat;

Unit 4: NITI AYOOG and Finance Commission: Composition, Role and Functions.

Unit 5: Policy Making at State Level Governor: Role, Powers and Functions;

Unit 6: Chief Minister and the Council of Ministers; Chief Secretary; State Secretariat;

Unit 7: Union-State Relations: Legislature, Administrative and Financial;

Unit 8: Centre-State relations: Areas of Conflict; Role of Finance Commission.

Unit 9: Policy Making at Local Level Features of the 73rd and 74th Constitutional Amendments

Unit 10 Rural and Urban Local Government, Rural Local Government

Unit 11: Municipal Corporations, Municipal Councils, Notified Area Committees;

Unit 10: Town Area Committees, Metropolitan Organization

Unit 11: Policy Environment: Role of Non-State actors in Policy-Making Civil Society Organizations in India (i) Policy-Making Process (ii) Promoting Good Governance (iii) Regulation (iv) Effective Policy/Programme Implementation (v) Ensuring Accountability.

Unit 12: Role of Media and Interest Groups in Determining the Public Policy.

Unit 13: Recent Issues and Trends in Policymaking in India Changing Trends in Public Policy and

Administration: The Global Context Nature and Process of Policy-making in India

Unit 14: Problems with multi-party system; Role of external actors; Decline of the Legislature vis-à-vis Policy Processes;

Further Readings:

1. Ayyar, Vaidyantha, 2009, Public Policy Making in India, Pearson, New Delhi. Barthwal, C.P. and Kumkum Kishore (eds.), 2003, Public Administration in India (Current Perspectives), A.P.H. Publishing Corporation, New Delhi.
2. Basu, D. D., 2004, Introduction to the Constitution of India; Prentice Hall: New Delhi.
3. Chandoke, N., 2003, 'The Civil and the Political in Civil Society', Carolyn M. Elliott (ed), Civil Society and Democracy: A Reader, Oxford University Press, New Delhi.
4. Court, Julius, Enrique Mendizabal, David Osborne and John Young, 2006, Policy Engagement: How Civil Society Can be More Effective, Overseas Development Institute.
5. Godbole, Madhav. "Good Governance: A Distant Dream," Economic and Political Weekly (Mar 13, 2004): 1103-1107 J
6. Jain, R.B., 2001, Public Administration in India – 21st Century Challenges for Good Governance, Deep & Deep Publications Pvt. Ltd., New Delhi. Jain, S.P., (ed.), 1995, Panchayati Raj Institutions in India: An Appraisal. Hyderabad. NIRD, 1995

Course Code: BA_PPD106

Maximum Marks: 100

Credits: 4

POLITICAL PHILOSOPHY OF PUBLIC POLICY

Course Objectives: Develop an understanding about the nature and process of Public Policy and its interface with society. Enable the students to develop qualities of responsible and active citizenry in a democracy.

Course Outcomes:

CO 1: become familiar with some of the major texts of political philosophy, as well as the main debates and concepts of the discipline (the emphasis is set on the concept of justice, but we will also consider other relevant or closely related concepts, such as freedom, coercion, happiness, virtue, security, and so on).

CO 2: acquire a close understanding of key modes of reasoning, interpreting and constructing an argument in political philosophy

CO 3: Students should be able to identify the main claim or thesis of a philosophical text, summarize the way in which the argument is articulated and identify the limits of a philosophical argument

CO 4: able to read political philosophy texts with a critical eye and think about the way in which the historical and political context of these texts matter for the argument that is being presented or for the mode of reasoning and the discourse adopted by various political philosophers

CO 5: able to articulate the ways in which the questions raised by political philosophers can impact or inform the problems of governance, public policy and administration

Course Contents

Unit 1: Introduction to Political Philosophy: Meaning, Nature, Significance and Scope.

Unit 2: Public policy- Meaning, nature and scope Evolution of Public Policy as a discipline

Unit 3: Types of Public Policy Relationship between Public Policy and Public Administration

Unit 4: Conceptual framework of Public Policy, Basis of Policy making, Significance and reasons for the study of Public Policy.

Unit 5: Role of Institutions/ Official Policy Makers In Policy Making- Role And Reality

Unit 6: The context of Public Policy- Political, Economic, Governing, Social and cultural contexts

Unit 7: Development of the Policy approach, public policy as Policy Science

Unit 8: Legislature, Executive, Bureaucracy, Judiciary

Unit 9: Policy Analysis: Meaning and Nature of Policy Analysis; Elements of Policy Analysis

Unit 10 Rationalist Model for Policy Analysis, Constraints to rationality and Criticism of Rational

Policy Analysis

Unit 11: Forces in Policy making: Individual Citizen, Electorate Power, Interest & Pressure Groups and Influence of the Media

Unit 12: Critical Rational Approach to Policy making - Yehezkel Dror's Optimal Policy Making Eight Steps in Policy Making- Eugene Bardach

Unit 13: Policy Evaluation: Concept of Policy Evaluation and types of Policy Evaluation

Unit 14: Evaluating Agencies-State & Non-State actors Problems in Policy Evaluation

Further Readings:

1. RumkiBasu- Public Administration
2. Prabhiv Kumar De (2012)- Public Policy and Systems
3. R.K. Sapru (2010)- Public Policy- Formulation, Implementation and Evaluation.
4. Michael Moran et.al (2006)- The Oxford Handbook of Public Policy
5. Anderson J.E. (2006)- Public Policy Making: An Introduction
6. Thomas Dye- (1994), Understanding Public Policy Prentice Hall
7. Peter John- Analyzing Public Policy
8. R.L. Sapru- Public Policy: Formulation, Implementation and Evaluation
9. Gerston Larry N (2004), Public Policy making: Process and Principles, Armonk M.E. sharpe.
10. Dror.Y (1989), Public policy making reexamined, 2nd Edition, San Francisco.

ELECTIVE COURSES FOR I, II, III, IV, V and VI SEMESTERS

INTERNATIONAL RELATIONS

Course Code: BA_IR101Credits:

4

Maximum Marks: 100

INTRODUCTION TO INTERNATIONAL RELATIONS

Course Objective: This course introduces students to some of the most important theoretical approaches for studying international relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives

Course Outcomes

CO1: Demonstrate an appreciation for the practice of comparative political inquiry, and an understanding of institutions of American government or traditions of Western and non-Western political thought.

CO2: Become familiar with contemporary theories of international relations to use as lenses to differently explain outcomes and events in world affairs

CO3: Become conversant in current international events through a close reading of the news and interpretation of events through international relations theories and concepts

CO4: Identify the role of major actors and international organizations in international relations

Course Contents:

Unit 1: Evolution of the International System: Rise of Modern Nation-States

Unit 2: Nationalism, Westphalia Sovereign State System

Unit 3: Hegemony and Balance of Power in the Imperial World Politics

Unit 4: Genesis of Collectivization of States in the 19th and 20th century, Withering of the State in the Era of Globalization.

Unit 5: Theoretical Perspectives: Studying International Relations

Unit 6: Realism and Neorealism, Liberalism and Neo liberalism

Unit 7: World Systems, Feminism and International Relations

Unit 8: An Overview of Twentieth Century IR History

Unit 9: World War I: Causes and Consequences Significance of the Bolshevik Revolution

Unit 10: Rise of Fascism / Nazism

Unit 11: World War II: Causes and Consequences, Cold War: Different Phases

Unit 12: Emergence of the Third World, Collapse of the USSR and the End of the Cold War

Unit 13: Post-Cold War Developments and Emergence of Other Power

Unit 14: Centres of Power: Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)

Further Reading:

1. Timothy Dunne and Steve Smith, eds., *International Relations Theories: Discipline and Diversity*, Oxford University Press, 2007.
2. Scott Burchill, Andre Linklater and Terry Nardin, eds., *Theories of International Relations*, 4th Edition, Palgrave Macmillan Publishers, 2009.
3. Aron Raymond, „*Peace and War: A Theory of International Relations*,“ New Brunswick, New Jersey, London, Transaction Publishers, 2003.
4. Strange Susan, *States and Markets: An Introduction to International Political Economy*, London: Pinter Publishers, 1994.

HISTORY OF INTERNATIONAL RELATIONS UP TO 1945

Course Objectives:

By strengthening their critical thinking and giving them the basic instrument for historiographical inquires, at the end of the course the students will have more instruments to analyze, in the light of historical processes, and to communicate, with a proper specific vocabulary, both the past and present dynamics of international politics.

Course Outcome:

CO1: Describe the historical evolution of the international system up to 1945

CO2: Analyze the major issues and problems in each region of the world;

CO3: Understand the principal global challenges of this era.

CO4: Evaluate the role global governance can play in addressing the major problems in the contemporary world

Course Contents:

Unit 1: Introduction: World History and History of International Relations, Why Europe? The Origins: Christendom

Unit 2: Universal Power and Universal Thinking in the middle Ages

Unit 3: The Making of a New Set Of Rules: International Law. – The Peace of Westphalia and the birth of The International Community

Unit 4: The Invention of a New Game: Renaissance Diplomacy.

Unit 5: Italian beginnings (i): the Italian city-states and their ambassadors, renaissance diplomacy and its beginnings (ii): the development of the new diplomatic machinery in Italy

Unit 6: The French and Spanish Interventions in Italy and the Spread of the New Diplomacy.

Unit 7: The Context and the Uses of the New Diplomacy. – Dynastic Power Politics. – The Wars of Religion and the Breaking-Up of Christendom.

Unit 8: The Struggle for the Old Universal Order: Spain and the Habsburg Empire

Unit 9: The struggle against the old universal order: France, England, Sweden, and the Netherlands, French hegemony and the balance of power in Europe

Unit 10: The French Revolution and the Influence of Nationalism on International Relations.

Unit 11: The Congress of Vienna and the Appearance of the Allies as a Form of International Governance. - The Opening of the Congress and Talleyrand's Strategy

Unit 12: The Two Capital Problems: Poland And Saxony, The British Interests. – Napoleon's One

Hundred Days, The Holy Alliance

Unit 13: Britain's Hegemony. - The Evolution Of The Continental Powers, The Crimean War. – The Wars of German Unification, the Origins of World War I, the Interwar Period. – The Treaty of Versailles and Its Discontents.

Unit 14: The League Of Nations And The Idea Of Collective Security, Collective Security Under The League Of Nations: The Case Of Ethiopia, The League Of Nations And The Sovereignty Of States.

Unit 15: The Failure Of Diplomacy During The Interwar Period: Two Case Studies, EXCURSUS: Politicians And Diplomats, The Advent Of World War II

Further Readings:

1. Puchala, Donald. *Theory and History in International Relations*. London: Routledge, 2003.
2. Schmidt, Brian C., ed. *International Relations and the First Great Debate*. London: Routledge, 2012.
3. Mearsheimer, John J. *The Tragedy of Great Power Politics*. New York: Norton, 2001
4. Wayne C. McWilliams, Harry Piotrowski (Author), *The World Since 1945: A History of International Relations* 2014
5. John Lewis Gaddis, *The Cold War: A New History* 2006

HISTORY OF INTERNATIONAL RELATIONS FROM 1945-1970

Course Objectives:

The main objective of the course is to provide students with a comprehensive knowledge of the history of the Cold war, the policies of the major states, main developments and particular issues on the international agenda. The course also aims at improving the students' ability to use historical methods and primary sources of the study of history.

Course Outcome

CO1: By the end of the course, students should have: — acquired a profound knowledge of the state-of-the-art research of the Cold War history

CO2: Familiarized themselves with the main structural characteristics of the international relations during the Cold War and the main concepts referred to in contemporary international debates;

CO3: Improved their experience of working with primary sources;

CO4: Developed the ability to understand and order facts against the background of more general international developments

Course Contents:

Unit 1: Introduction, World War II and Its Legacies

Unit 2: The Cold War 1945-1962

Unit 3: The Balance of Terror during the Cold War

Unit 4: Issues of International Finance: A conceptual Sketch

Unit 5: Liberal World Order Promotes Global Cooperation Following World War II

Unit 6: Partition Divides India and Pakistan along Religious Lines,

Unit 7: United States Helps Rebuild Post-war Europe through Marshall Plan

Unit 8: How does history informs the Chinese communist party's domestic and foreign policy goals.

Unit 9: Nationalism in the Third World Sessions

Unit 10: The "BRETTON WOODS" System: Challenges

Unit 11: Institutions And Performance, Decolonization, Neo-colonialism

Unit 12: The "OIL SHOCK" and its Consequences: Stagflations and Lost Decades.

Unit 13: The World in Turmoil: Social and Cultural Revolutions

Unit 14: The Socialistic Bloc.

Further Readings:

1. Malchow Howard LeRoy (2016), "History and international relations: from the ancient world to the 21st century" London, UK ; New York, NY, USA : Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc.
2. Edward Keene (2005), "International political thought : A historical introduction" Cambridge, UK
5. John Baylis, Steve Smith, Patricia Owens (2008), "The globalization of world politics : an introduction to international relations" Oxford University Press
6. Torbjørn L. Knutsen (2016), "A history of international relations theory" Oxford University Press

INTERNATIONAL RELATIONS THEORY 1
Course Objectives:

The objective of this course is to introduce you to the major theories of international relations. Students will be able to interpret critique and apply the “levels of analysis” debate central to the study of international politics.

Course Outcome

CO1: Understand the major theories of International Relations and of the purpose of theory in improving our understanding of the workings of global affairs.

CO2: Reflect on the historical development of International Relations theory and the discipline of IR itself.

CO3: Critically engage with the concepts of each of the theories under discussion

CO4: Compare, contrast and critically evaluate the key theories of International Relations

Course Contents

Unit 1: The History of Idealism in International Relations

Unit 2: Classical Realism, Theory and Evidence: the ‘Right’ way to Study International Relations?

Unit 3: Neo-Realism: International Structure and the Balance of Power

Unit 4: Neo-Realism and Strategic Reasoning

Unit 5: Neo-Realism and Cooperation

Unit 6: The Neo-Liberal Critique

Unit 7: Liberalism and International Organizations

Unit 8: Neo-Liberalism and the Democratic Peace

Unit 9: Cooperation, Institutions and regimes

Unit 10: Constructivism: a Heterodox Paradigm

Unit 11: Applied Constructivism: NGO’s and International Social Movements

Unit 12: Assessing the Evidence: Human Rights

Unit 13: Prosecutions in International Politics

Unit 14: Assessing the Evidence: Nuclear Proliferation

Further Readings:

1. Timothy Dunne and Steve Smith, eds., *International Relations Theories: Discipline and Diversity*, Oxford University Press, 2007.
2. Scott Burchill, Andre Linklater and Terry Nardin, eds., *Theories of International Relations*, 4th Edition, Palgrave Macmillan Publishers, 2009.

3. Aron Raymond, „Peace and War: A Theory of International Relations,“ New Brunswick, New Jersey, London, Transaction Publishers, 2003.
4. Strange Susan, States and Markets: An Introduction to International Political Economy, London:Pinter Publishers, 1994.

INTERNATIONAL INSTITUTIONS AND GLOBAL GOVERNANCE

Course Objectives

This course aims to give the students an advanced introduction to global governance and the key international institutions that form the basis of global governance, leading to a thorough knowledge of the most important institutions. It will ground the analysis in the theories of International Political Economy (IPE) / International Relations, and the emergent literature on global governance as a particular approach in its own right.

Course Outcomes

CO1: Appreciate the different levels of analysis – international, domestic, regional, transnational – at which global policy is formulated; understand the different mechanisms of interest creation, articulation, and implementation at those different levels; and understand the relationship and interplay between them in the formulation of global policy

CO2: Summarise and critically assess the dominant theories of policy making, from the local to the global.

CO3: Understand and evaluate the relative merits of different approaches to global policy making in multilateral diplomacy, including the opportunities and limitations of each approach.

CO4: Understand and analyse the emergence and development of global institutions and especially the United Nations system.

Course Contents:

Unit 1: Introduction to International Institutions

Unit 2: A Growing Need for Global Governance in International Institutions.

Unit 3: The League of Nations and the UN

Unit 4: The United Nations System and UN Security Council Model UN Simulation

Unit 5: Introduction to Economic Governance

Unit 6: Economic Governance: The WTO, International Development and Aid.

Unit 7: The IMF and the World Bank Group

Unit 8: Foreign Aid & Development

Unit 9: Peace and Transnational Security

Unit 10 Regional Organization and Integration

Unit 11: The African Union Session Organization and Integration

Unit 12: Greece and the European Union Regional

Unit 13: The Environment, Climate Change and Global Governance

Unit 14: The World Health Organization, Non State Actors and Global Civil Society

Further Readings:

1. Stewart Patrick, “Irresponsible Stakeholders? The Difficulty of Integrating Rising Powers,” *Foreign Affairs*, 2010.
2. Inis Claude, Jr. *Swords into Plowshares: The Problems and Progress of International Organization*. Random House, New York, 1971.
3. Kenneth W. Abbott and Duncan Snidal, “Why States Act Through Formal International Organizations,” *Journal of Conflict Resolution*, 1998.
4. Michael Barnett and Martha Finnemore, “Genocide and the Peacekeeping Culture at the United Nations,” in *Rules for the World: International Organizations in Global Politics*. Ithaca, Cornell University Press, New York, 2004.
5. Ian Hurd. , “Myths of Membership: The Politics of Legitimation in UN Security Council Reform,” *Global Governance*, 2008.

ELECTIVE COURSES FOR I, II, III, IV, V and VI SEMESTERS

PSYCHOLOGY

BA_PSY101

Credits: 4

Maximum Marks: 100

INTRODUCTION TO PSYCHOLOGY

Course Objective: To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes

CO1: Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.

CO2: Gain knowledge of scientific methodology—the variety of ways in which psychological data are gathered and evaluated / interpreted.

CO3: Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.

CO4: Understand the physiological and biochemical links of human behavior.

Course Contents

Unit 1: What is psychology? Perspectives on behaviour.

Unit 2: Methods of psychology (special emphasis on experimentation)

Unit 3: Subfields of psychology

Unit 4: Psychology in modern India.

Unit 5: Perception: Perceptual processing, Role of attention in perception

Unit 6: Perceptual organization, Perceptual sets, Perceptual constancies

Unit 7: Depth perception, distance and movement; Illusions

Unit 8: Thinking and Language: mental imagery, concepts

Unit 9: Decision making; nature of language, language development

Unit 10: Learning and Motivation, Principles and applications of Classical conditioning.

Unit 11: Operant conditioning, and observational learning

Unit 12: Learning strategies; Learning in a digital world; Self-regulated learning

Unit 13: Perspectives on motivation, types of motivation, motivational conflicts.

Unit 14: Memory: Models of memory: Levels of processing Parallel Distributed Processing model, Information processing

Unit 15: Forgetting, Improving memory and Emotions: Components, theories

Further Readings:

1. Baron, R. & Misra. G. (2013). Psychology. Pearson.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
- 5.
- 6.

BIOPSYCHOLOGY

Course Objectives:

1. To explore the biological basis of experience and behaviour.
2. To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
3. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Course Outcomes:

- CO1: Know the basics of health and illness from the Bio-psychosocial perspectives.
- CO2: Understand the structure and functioning of important body organs.
- CO3: Understand the significance of behavioral and psychological correlates of health and illness.
- CO4: Understand the significant aspects of coping and importance of health enhancing behavior.

Course Contents

Unit 1: Introduction to biopsychology: Nature and scope.

Unit 2: Methods and ethics in biopsychology

Unit 3: Divisions of biopsychology.

Unit 4: The Functioning brain: Structure, and functions of neurons

Unit 5: Neural conduction and synaptic transmission.

Unit 6: Organization of nervous systems

Unit 7: CNS & PNS: Structure and functions

Unit 8: Functional abnormalities of neurotransmitters

Unit 9: dopamine and serotonin hypothesis.

Unit 10: Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization)

Unit 11: hemispheric specialization.

Unit 12: Endocrine System: Structure, functions and abnormalities of major glands

Unit 13: Thyroid, Adrenal, Gonads

Unit 14: Pituitary, Pancreas and Pineal.

Further Readings:

1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

2. Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
3. Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.
4. Pinel, J. P. J. (2011) *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
5. Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random

PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Course Objective: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Course Outcomes:

CO1: Describe the nature of individual differences;

CO2: Understand how to assess individual differences;

CO3: Discuss the nature and definition of intelligence and tools to measure it

CO4: Discuss the nature of personality and describe the different techniques used in personality assessment.

Course Contents:

Unit 1: Personality: Nature of personality; Biological foundations of personality;

Unit 2: Culture, gender and personality

Unit 3: Perspectives on personality

Unit 4: Psychodynamic, Phenomenological-humanistic, Trait and type.

Unit 5: Intelligence: Concept of intelligence

Unit 6: Psychometric and cognitive approaches to intelligence

Unit 7: Gardner's multiple intelligences; Emotional Intelligence

Unit 8: Heredity, environment and intelligence and Group differences in intelligence

Unit 9: Extremes of intelligence

Unit 10: Indian approach: Self and identity in Indian thought.

Unit 11: Enhancing individual's potential

Unit 12: Motivation: Intrinsic motivation and Self-determination theory

Unit 13: Enhancing cognitive potential and Self-regulation

Unit 14: Enhancing self enhancement; Fostering creativity.

Further Readings:

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Carr, A. (2011): Positive psychology. Routledge.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

4. Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.
5. Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
6. Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
7. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

Course Objectives:

1. This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.
2. Review the development of psychological thought and introduce the issues and debates in contemporary psychology.

Course Outcomes:

CO1: Student will be able to understand the psyche of a person

CO2: Provide practical implications in daily life

CO3: Provide insight into individual differences in order to foster self-awareness, introspection, and social awareness

CO4: Provides a fundamental introduction to the evolution of psychological theories.

Course Contents:

Unit 1: Understanding Psyche: Debates and Issues

Unit 2: Free will and determinism

Unit 3: Empiricism and rationality

Unit 4: Issues of Consciousness and Mind Body Relationship

(From the point of view of an East-West Comparison; Eastern perspective will include Yoga & Vedantic view)

Unit 5: Early Schools of Psychology

Unit 6: Associationism, Structuralism and Functionalism *(Brief Introduction)*

Unit 7: Positivist Orientation: From behaviorism to cognition

Unit 8: Key contributions of Watson, Tolman, Hull, and Skinner

Unit 9: Psychoanalytic and Humanistic-Existential Orientation

Unit 10: Cognitive revolution, Information Processing Model.

Unit 11: Freudian Psychoanalysis, The turn towards 'social' – Adler, Jung, Fromm

Unit 12: Ego psychology – Erik Erikson, Object relations; Cultural psychoanalysis (Sudhir Kakar)

Unit 13: Contributions of Phenomenologically oriented humanistic and existential thinkers

Unit 14: Contemporary Developments and Feminism and social constructionism.

Further Readings:

1. Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.
2. Feist & Feist. Theories of Personality Mc Graw Hill Higher Education.

3. King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.
4. Kurt Pawlik, Gery D'ydewalle (2006). Psychological Concepts: An International Historical Perspective. Taylor Francis Group.
5. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.
6. Mc Adams (2000). The Person: An Integrated Introduction to Personality Psychology John Wiley
7. Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New

UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Course Objectives:

1. Help students develop an understanding of the clinical picture and dynamics of psychological disorders.
2. To introduce the therapeutic interventions for the various psychological disorders.

Course Outcomes:

CO1: To provide an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders.

CO2: This understanding will sensitize the students to information on psychopathology and dispel myths regarding it.

CO3: Help students develop an understanding of how to deal with moderate to severe psychopathology.

CO4: Introduce the etiological understanding and therapeutic interventions for the various psychological disorders.

Course Contents:

Unit 1: Schizophrenia: Clinical Picture, causal factors and subtypes

Unit 2: Mood Disorders: Clinical Picture

Unit 3: Causal factors and subtypes; suicide

Unit 4: Personality Disorders (Clinical Picture and Dynamics)

Unit 5: Antisocial Personality Disorder and Borderline Personality Disorder

Unit 6: Sexual Disorders (Clinical Picture)

Unit 7: Gender Identity Disorder

Unit 8: Paraphilia - Pedophilia, Voyeurism, Exhibitionism

Unit 9: Sexual Masochism, Sexual Sadism

Unit 10: Treatment of disorders: Biological treatment: Pharmacotherapy and Electroconvulsive therapy

Unit 11: Psychological treatment: Psychoanalytic therapy

Unit 12: Behaviour therapy and Cognitive-Behaviour therapy.

Unit 13: Going beyond the Individual and Singular Approaches: Family therapy and group therapies, Efforts towards integration of approaches.

Unit 14: Any two practicum based on topics in BA_PSY104

Further Readings:

1. Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
3. Brewer, K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi : Cengage learning.
6. Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.). NY: John Wiley.
7. Plante, T.G. () *Contemporary Clinical Psychology* John Wiley & Sons.
8. Riskind, J.H., Manos, M.J. and Alloy, L.B. (2004) *Abnormal Psychology : Current Perspectives*. McGraw Hill

COUNSELING PSYCHOLOGY

Course Objectives:

1. To develop an understanding of basic concepts, processes, techniques of Counselling.
2. To acquaint the learner with the challenges of Counselling.

Course Outcome

CO1: To deal with problems, development issues and implements effective interventions, programs that promote and facilitate healthy cognitive

CO2: To deal with behavioural and social-emotional growth of individuals.

CO3: Develop Competencies in using- problem solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems etc

CO4: Actively contribute towards social community by promoting sound cognitive, behavioural, and social-emotional, and educational growth of individuals.

Course Contents

Unit 1: Introduction, Meaning and goals, Counselling as a profession: training, skills and ethics

Unit 2: The effective counsellor: personality and self of the counsellor

Unit 3: Counselling process and relationship

Unit 4: Techniques of Counselling: Psychoanalytic techniques, Humanistic approaches Behavioral techniques and Cognitive techniques

Unit 5: Counselling Applications, Child Counselling

Unit 6: Family Counselling

Unit 7: Career Counselling

Unit 8: Crisis intervention: suicide, grief and sexual abuse

Unit 9: Contemporary Trends: Indian approaches: yoga and meditation

Unit 10: Counselling and technology

Unit 11: Expressive techniques: art, music, dance.

Unit 12:

Unit 13:

Unit 14: Practicum: Any two practicum based on topics in C-PSY-14.

Further Readings:

1. Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.) Philadelphia: Mosby
2. Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown
3. Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.
4. Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
5. Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
6. *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.
7. Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage.
8. Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed):

ELECTIVE COURSES FOR I,II,III,IV,V and VI SEMESTERS

ENGLISH

BA_ENG101

Credits: 4

Maximum Marks: 100

INTRODUCTION TO LITERATURE

Course Objectives:

1. To introduce students to the notion and realm of literature through an introduction to the major genres.
2. To introduce the students to the essential literary terms and concepts.
3. To highlight the nature and objectives of literature as a subject of study.
4. To acquaint the students with various definitions of literature.
5. To develop an interest in literature among learners.

Course Outcomes:

On completion of the course, the student will be able to:

1. Define, and distinguish between, major genres of literature
2. Be acquainted with major forms through select literary texts

Course Outcomes:

CO1: Explain basic literary concepts

CO2: Define, and distinguish between, major genres of literature

CO3: Be acquainted with major forms through select literary texts

CO4: Explain various literatures and Poems

Course Contents

Unit 1: Introduction to Literary terms Definitions of literature.

Unit 2: Origin and growth of various literary forms

Unit 3: **Poetry** – Sonnet, Ode, Elegy, Lyric, Ballad, Prose – Short Story, Novella

Unit 4: **Novel** Michael Drayton The Parting William Shakespeare

Unit 5: Sonnet 116 – Let me not to the marriage of true minds

Unit 6: Sonnet 18 – Shall I compare thee to a summer's day?

Unit 7: John Milton When I consider John Keats

Unit 8: Ben Jonson on my First Son, Ode to a Nightingale

Unit 9: William Wordsworth The Solitary Reaper

Unit 10: Robert Frost Stopping by Woods on a Snowy Evening

Unit 11: **Novel Manohar Malgonkar** – *Spy in Amber*

Unit 12: **Harper Lee**- *To Kill A Mockingbird*

Unit 13: **Drama: J. M. Barrie** - *The Admirable Crichton*

Unit 14: **J. M. Synge** - *Riders to the Sea*

Further Readings:

1. Abrams, M.H. *A Glossary of Literary Terms*, Cengage Learning, 2012.
2. Barrie, J. M. *The Admirable Crichton*. Rover Thrift Publications, 2015.
3. Daiches, David. *A Critical History of English Literature Volume I and II*. Supernova Publishers, 2013.
4. Green, David. *The Winged Word*. Macmillan India Ltd, 2009.
5. Iyengar, Srinivasa K.R. *Indian Writing in English*. Sterling Publishers, India.
6. Lee, Harper. *To Kill A Mockingbird*. J.B. Lippincott & Co. 1960. Reprints.
7. Malgonkar, Manohar. *Spy in Amber*.1971. Reprint Rupa & Co. 2013.
8. Ramchandran, C. N. and Achar Radha, editors. *Five Centuries of Poetry*. Trinity P.
9. Synge, J.M. *Riders to the Sea*. Createspace Independent Publishers.

INDIAN WRITING IN ENGLISH
Course Objectives:

1. To introduce the notion of Indian English - its emergence and characteristics.
2. To develop an understanding of the scope of Indian writing in English with regard to poetry and prose.
3. To develop critical insight into Indian literature in English with regard to form, theme and context.

Course Outcome:

By the end of the course, the student should have gained familiarity with the idea of Indian English literature and should be able to critically appreciate its forms, key concerns and influences through the primary texts and secondary readings prescribed in the course.

Course Content:

Unit 1: Novels: R.K. Narayan - *Swami and Friends*

Unit 2: Anita Desai - *In Custody*

Unit 3: Poetry:

Unit 4: H.L.V. Derozio – “Freedom to the Slave”; “The Orphan Girl”

Unit 5: Kamala Das “Introduction”; “My Grandmother’s House”

Unit 6: Nissim Ezekiel “Enterprise”; “The Night of the Scorpion”

Unit 7: Robin S. Ngangom- “The Strange Affair of Robin S. Ngangom”; “A Poem for Mother”

Unit 8: Short Stories:

Unit 9: Mulk Raj Anand – “Two Lady Rams”

Unit 10: Salman Rushdie - “The Free Radio”

Unit 11: Rohinton Mistry – “Swimming Lesson”

Unit 12: Shashi Deshpande- “The Intrusion”

Unit 13: Indian English, Indian English Literature and its Readership

Unit 14: Modernism in Indian English Literature

Themes and Contexts of the Indian English Novel, The Aesthetics of Indian English Poetry

Further Readings

1. King, Bruce. "Introduction." *Modern Indian Poetry in English*, 2nd ed., Oxford UP, 2005, pp. 1–10. Mukherjee, Meenakshi. "Divided by a Common Language." *The Perishable Empire*, Oxford UP, 2000, pp. 187–203.
2. Rao, Raja. "Foreword." *Kanthapura*, Oxford UP, 1989, pp. v-vi.
3. Rushdie, Salman. "Commonwealth Literature Does Not Exist." *Imaginary Homelands*, Granta Books, 1991, pp. 61–70.

Maximum Marks:100

BRITISH POETRY & DRAMA: 14TH TO 17TH CENTURY

Course Objectives:

To introduce learners to the socio-cultural milieu of the period from 14th to 17th centuries To acquaint learners with Renaissance Humanism

To familiarize learners with the poetry and drama of the period under study

To encourage the independent reading of matter related to the various critical schools of thought prevailing during the period

Course Outcomes:

By the end of the semester, the students will be:

CO1: Familiar with the socio-cultural milieu of the period from 14th to 17th centuries Acquainted with Renaissance Humanism

CO2: Able to appreciate the poetry and drama of the period under study

Course Content:

Unit 1

i. Geoffrey Chaucer – The Wife of Bath’s Prologue

Edmund Spenser- Selections from Amoretti - Sonnet LXVII ‘Like as a huntsman...’ - Sonnet LVII ‘Sweet warrior...’

- Sonnet LXXV ‘One day I wrote her name...’

John Donne

- ‘The Sunne Rising’ - ‘Batter My Heart’

- ‘Valediction: forbidding mourning’

Unit 2

Christopher Marlowe – Doctor Faustus

Unit 3

William Shakespeare – Macbeth

Unit 4

William Shakespeare – Twelfth Night

Background Prose Reading :

Renaissance Humanism

The Stage, Court and City

Religious and Political Thought Ideas of Love and Marriage

The Writer in Society

Further Readings:

Calvin, John. 'Predestination and Free Will', in *The Portable Renaissance Reader*, editors.

James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 704–11.

Castiglione, Baldassare. 'Longing for Beauty' and 'Invocation of Love', in *The Book of the Courtier*.
tr. George Bull. Harmondsworth: Penguin, rpt. 1983. pp. 324–8, 330–5.

Mirandola, Pico Della. Excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, editors. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953.
pp. 476–9.

Sidney, Philip. *An Apology for Poetry*, ed. Forrest G. Robinson. Indianapolis: Bobbs - Merrill, 1970.
pp. 13–18.

BA_ENG104

British Literature: The Early 20th Century

No. of Credits: 04

Learning Objectives:

1. To understand the history of the British Novel and Poetry in the Twentieth Century.
2. To be able to grasp the socio-cultural milieu of the Twentieth Century represented in the texts.
3. To grasp the tenets of Modernism and Post-modernism through the prescribed texts
4. To be able to trace the progression of the themes, theories and techniques of literary writing.

Learning Outcome:

By the end of the course, students will be familiar with

1. Modernism, Post-modernism and non-European Cultures
2. The Women's Movement in the Early 20th Century
3. Psychoanalysis and the Stream of Consciousness
4. The Uses of Myth
5. The Avant Garde

Course Content:

Novels Unit 1: Joseph Conrad *Heart of Darkness*

Unit 2: D.H. Lawrence *Sons and Lovers*

Unit 3: Virginia Woolf *Mrs Dalloway*

Poetry

Unit 4:

- i. W. B. Yeats :
 - a) Leda and the Swan
 - b) The Second Coming
 - c) No Second Troy
 - d) Sailing to Byzantium
- ii. T.S. Eliot: a) The Love Song of J. Alfred Prufrock
 1. Sweeney among the Nightingales
 2. The Hollow Men

Further Readings:

1. Abrams, M.H, Geoffrey, Harpham, editors, *Glossary of Literary Terms*. 11th ed. Cengage Learning, 2015.

2. Drabble, Margaret. *The Oxford Companion to English Literature*. 5th ed. rev. and updated. Oxford UP, 1995.
3. Eliot, T. S. "Tradition and Individual Talent." *Norton Anthology of English Literature*. 8th ed., vol. 2, edited by Stephen Greenblatt, Norton, 2006, pp. 2319–25.
4. Eliot, T. S. "Tradition and Individual Talent." *The English Novel from Dickens to Lawrence*. Introduction by Raymond Williams, Hogarth, 1984, pp. 9–27.
5. Fowler, Roger, editor. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.
6. Freud, Sigmund. "Theory of Dreams", "Oedipus Complex", and "The Structure of the Unconscious." *The Modern Tradition*, edited by Richard Ellman, et al. Oxford UP, 1965, pp. 571, 578–80, 559–63.

BA_ENG105

Women's Writing

No. of Credits: 04

Objectives:

1. To give students a better understanding and appreciation of Women's Writing.
2. To help students understand various perspectives in Women Writing.
3. To consider the contribution of women writers in the development of the female perspective

Learning Outcome:

By the end of the course, the learners will be able to explore the genre of Women's Writing.

1. Evaluate the contribution of women writers
2. Appreciate the woman's perspective through close reading of the prescribed texts.

Course Content:

Unit 1: Poetry

i.

Emily Dickinson :

I cannot live with you

I'm wife

I've finished that

ii.

Sylvia Plath :

Daddy

Lady Lazarus

Eunice De Souza : Advice to Women Bequest

Unit 2: Novel

Alice Walker – *The Color Purple*

Unit 3: Short Story Charlotte Perkins Gilman -The Yellow Wallpaper

1. Katherine Mansfield - Bliss
2. Mahashweta Devi – Draupadi (tr. Gayatri Chakravorty Spivak)

Unit 4: Essay

1. Mary Wollstonecraft, “A Vindication of the Rights of Woman” (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38
2. Ramabai Ranade, “A Testimony of our Inexhaustible Treasures”, in ‘Pandita Ramabai Through Her Own Words: Selected Works’, tr. Meera Kosambi (New Delhi: Oxford UP, 2000) pp. 295–324.
3. Rassundari Debi, Excerpts from Amar Jiban in Susie Tharu and K. Lalita, editors., *Women’s Writing in India*, vol. 1 (New Delhi: Oxford UP, 1989) pp. 191–2.

Further Readings:

1. Barrett, Michèle, *Virginia Woolf: on Women & Writing*. Women’s P, 1979.
2. Gilbert, Sandra M. and Susan Gubar, *The Norton Anthology of Literature by Women : the Tradition in English*. W.W. Norton Limited, 2007.
3. Salzman, Paul, editor. *Early Modern Women's Writing: An Anthology 1560-1700*. Oxford UP, 2000.
4. Shattock, Joann., *The Oxford Guide to British Women Writers*. Oxford UP, 1993
5. Tharu, Susie, and K. Lalita. *Women Writing in India: 600 B.C. to the Early Twentieth Century*.
6. *The Feminist P*, 1991.

Literary Criticism

No. of Credits: 04

Learning Objectives:

1. To introduce students to the significant schools of literary criticism
2. To get familiarized with western critics and their literary theoretical perspectives
3. To acquire knowledge of basic concepts underlying select literary theories
4. To understand literature through the application of critical inquiry

Learning Outcome:

1. By the end of the course, students will identify and explain major trends in literary critical thought.
2. Acquire skills of summarizing, critiquing, reading, interpreting and citing from critics' interpretation.
3. Identify and explain concepts like point of view, plot and setting.

Course Content:

Unit 1:

William Wordsworth: Preface to the *Lyrical Ballads* (1802)

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV

Unit 2:

Virginia Woolf: Modern Fiction

T.S. Eliot: Tradition and the Individual Talent (1919)

The Function of Criticism (1920)

Unit 3:

I.A. Richards: *Principles of Literary Criticism* Chapters 1, 2 and 34, 1924 and *Practical Criticism*, 1929

Unit 4:

Cleantb Brooks: “The Heresy of Paraphrase”, and “The Language of Paradox” in *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)

Maggie Humm: *Practising Feminist Criticism: An Introduction*. London 1995.

Further Readings:

Abrams, M. H. *The Mirror and the Lamp*. Oxford UP, 1971.

Bennett, Andrew, and Nicholas Royce. *An Introduction to Literature, Criticism and Theory*, Routledge, 2016.

Lewis, C. S. Introduction. *An Experiment in Criticism*. Cambridge UP. 1992.

Wellek, Rene, and Stephen G. Nicholas. *Concepts of Criticism*. Yale U, 1963.

ELECTIVE COURSES FOR I, II, III, IV, V and VI SEMESTERS

HISTORY

BA_HIS101

Credits: 4

Maximum Marks: 100

HISTORY OF ANCIENT INDIA UPTO 1000 A.D.

- Evidences of Ancient Indian History:** Literature, archaeology, Epigraphy, Numismatics, foreign travellers account.
Physical Features: Physical features of India and their influence on the Indian history
- The Pre-Historic Cultures:** Palaeolithic, Mesolithic, Neolithic, Chalcolithic.
- Indus Valley Civilization:** Extent, Chronology, Origin, Society, Religion and Causes of decline.
- The Vedic Age:** Original homelands, The Aryans, Political, Social, Religious and Economic Life, Difference and similarities between Indus Civilization and Vedic culture.
- The Later-Vedic Age:** Political, Social, Religious and Economic Life.
- The Mauryas:** ChandraGupta, Bindusara, Ashoka (Ashoka dhamm: its nature and propagation), Successors of Ashoka
- The Golden period:** Guptas and their successors(to c.750 A.D.):Changes in political organization of empire, Economy and Society, Literature and Sciences, Arts. Samuragupta 'The Indian Napoleon': Extent of the empire, battles and Administration, Disintegration of the Gupta Empire.
- Religious movements:** Jainism and Buddhism, Vardhamana Mahavira's and Gautama Buddha's contribution. Causes of decline of Jainism, Factors for the spread of Buddhism, Stupa architecture, Buddhist customs and manners.
- Bhagvatism, Shaivism and Brahmanism:** Main Characteristics, important leaders, extent in India.
- State Formation and Urbanization:** Urbanization, Society, political history, Mahajanapadas, Monarchies and Republics, Administration in Monarchies,
Maps:- Important Historical places of Indus Valley Civilization, Ashoka's Empire, Empire of Samundragupta, Extent of Gupta's Empire

ADDITIONAL READINGS:

- Basham, A.L., The Wonder that was India, Fontana,1977.
- Jha, D.N., Ancient Indian in Historical Outline, Delhi: Manohar, (2nd Rev. ed.), 2005.
- Sharma, R.S., India's Ancient Past, Delhi: Oxford University Press, 2005.

4. Sabharwal, S.P, History Ancient India: Duggal Publications, 2011.
5. Thapar, Romila, Early India from the origin to A.D. 1300, Penguin, 2002.

Sr.No. Topics

- 1 **Rise of Islam:** Sources; Rise of Islam, Arab conquest of Sindh: condition of India on the eve of Arab conquest, Arab conquest; Administration.
Map: Important Historical places of Medieval India
- 2 **India on the eve of Muslim conquest:** Multan, Hindushahi kingdom, Kashmir, Kanauj, Chandelas, Chauhans, Chalukyas.
- 3 **Rise and fall of Ghaznavides:** Alaptgin, Subuktgin, Mahmud Ghazni; expeditions and estimate. Muhammad Ghori: Early career; Battles; estimate; causes of Muslim success and Rajput failure.
- 4 **The Slave Dynasty:** Qutub-din-Aibak; Iltutmish; Balban.
- 5 **The Khalji Dynasty:** Jalal-ud-din, Ala-ud-din.
- 6 **The Tughlaqs:** Consolidation by Ghias-ud-din; Innovations of Muhammad Tughlaq; Administrative reforms of Firoz Tughlaq and the Decline of Delhi Sultanate.
- 7 **The Lodhi Dynasty:** Sikander Lodhi, Bahlol Lodhi, Ibrahim Lodhi and the first battle of Panipat.
- 8 **The Mughal Empire:** Establishment and consolidation under Babur; Humayun.
Akbar the Great: early life and Conquests of Akbar, Din-i-Illahi.; Bairam khan. Aurangzeb (1658-1707).
Maps: Empire of Akbar, Empire of Aurangzeb
- 9 **Vijaynagar Empire:** Martial character of the state; features of Nayak system; Role of Brahmins & Temples.
- 10 **The Marathas:** Shivaji(1647-80); Maratha administration under the Peshawas; Chauth and Sardeshmukhi.
Map: Extent of Marathas

ADDITIONAL READINGS:

4. Nigam, S.B.P., Nobility under the Sultans of Delhi, New Delhi; Munshiram Manoharlal, 1971.
5. Chandra, Satish, Medieval India: From Sultanat to the Mughals, 2 vols., New Delhi: Har-Anand Publications,(Reprint), 2003.
6. Habib, Mohammad & Khaliq Ahmad Nizami, (eds.), A Comprehensive History of India, Vol. V: The Delhi Sultanate
7. Richards, John F., The Mughal Empire, New Delhi: Foundation Books/ Cambridge University Press, 1993.
8. Sabharwal, S.P, History of Medieval India: Duggal Publications,2011.

COURSE CONTENTS:**Sr.No. Topics**

1. British Expansion: Carnatic wars, Anglo Mysore wars, Anglo Maratha wars
2. Political Establishment: Battle of Plassey, Battle of Buxar, Reforms of Lord Clive
3. Consolidation of the British Raj: Development of Central structure, Changes in Economic Policy and Educational Policy
4. Constitutional Development: Regulating Act 1773 and Pitt's India Act 1784
5. Implementation of Imperial Policies: Reforms of Cornwallis, Reforms of William Bentinck
6. Age of Reforms: Reforms of Lord Dalhousie
7. Reformist Movements: Brahma Samaj and Singh Sabha Movement
8. Revivalist Movements: Arya Samaj
9. The First Major Challenge 1857: Causes of revolt, Events, Causes for the failure, Aftermath
10. Maps: Important Centers of the Revolt of 1857 & India before independence

COURSE CONTENTS:

Sr.No.	Topics
1.	Establishment of Indian National Congress: Factors responsible for its foundation, Theories of its origin, Moderates and Extremists
2.	Home Rule League: Role of Lokmanya Tilak and Annie Besant, its fallout
3.	Non Cooperation Movement: Circumstances leading to the movement, Events, Impact
4.	Civil Disobedience Movement: Circumstances leading to the movement, Events
5.	Peasant Movements: Peasant Movements' in first half of 20 th Century, Peasant Movement in 30s and 40s
6.	Quit India Movement: Circumstances leading to the movement, Important Events
7.	Indian independence and partition: Loyalists' Crisis, Congress and Partition
8.	Nehru's vision of society: Socialist society, State controlled industrialization, Agrarian reforms
9.	Border conflict with China: Chinese aggression, 1962 Chinese attack
10.	Maps: India in 1947 & States and capitals

COURSE CONTENTS:

Sr.No.	Topic
1.	Enlightenment and Modern Ideas: Renaissance - Its Social Roots, Humanism and Spread in Europe.
2.	Reformation: Origins, Course and Results, The Thirty Years War and It's Significance.
3.	Origin of Modern Politics: American Revolution and The Constitution, French Revolution and The Aftermath (1789-1815), British Democratic Politics (1815-1850) – Parliamentary Reformers, Free Traders, Chartists
4.	Industrialization: English Industrial Revolution - Causes and Impact on Society: USA, Germany, Russia, Social Industrialization - Soviet and Chinese
5.	Nationalism: Rise of Nationalism in The 19th Century, Nationalism - State Building in Germany and Italy, Disintegration of Empires through The Emergence Of Nationalities.
6.	Imperialism: Imperialism and Free Trade - The New Imperialism.
7.	Revolutions and Counter Revolutions: 19th Century European Revolutions, The Russian Revolution of 1917-1921, Italy and Germany.
8.	Opium Wars: The First Opium War, The Second Opium War
9.	The History of Japan: Early Condition in Japan, The Meiji Restoration.
10.	Maps:
	• Extent of Russian Revolution.
	• Area under the influence of Nazism and Fascism.
	• Extent of The First Opium War.
	• Extent of The Second Opium War.

RECOMMENDED READINGS:

1. A.C. Arora & R.S. Arora, History of the World: Pardeep Publishers, Jalandhar
2. Jain , Mathur, Craig Jeffery, History of the Modern World :Jain Parkashan Mandir, Jaipur

COURSE CONTENTS:

Sr.No.	Topic
1	World War I: Social Implications of The 1st World War, Causes and The Consequences of World War I.
2	World War II: Social Implications of The 2nd World War, Causes and Political Consequences of World War II.
3	The Cold War: Emergence of Two Blocs, Integration of West Europe and US Strategy; Communist East Europe, Major Conflicts - Arab-Israel Conflict, Vietnam War, Afghan Civil War.
4	End of the Cold war: Conditions Responsible for The End of Cold War & US Ascendancy in The World.
5	Emergence of Third world and Non Alignment: UN and Dispute Resolution.
6	Colonial Liberation: Latin America - Bolivia, Arab World - Egypt, Africa - Apartheid to Democracy, South East Asia Vietnam.
7	Decolonialization: Break Up of Colonial empires - British, French, and Dutch.
8	Unification of Europe: Post War Foundations - NATO and European Community (Union). Consolidation and Expansion of European Community.
9	Soviet Disintegration and The Unipolar World: Factors in the Collapse of Soviet Communism and Soviet Union, 1985-1991, Political Changes in East Europe (1989-1992).
10	Maps: World War I World War II Areas Under The Influence of Cold War

RECOMMENDED READINGS:

1. A.C. Arora & R.S. Arora, History of the World: Pardeep Publishers, Jalandhar
2. Jain, Mathur, Craig Jeffery, History of the Modern World: Jain Parkashan Mandir, Jaipur

ELECTIVE COURSES FOR I,II,III,IV,V and VI SEMESTERS

COMPUTER APPLICATIONS

BA_CA101 FUNDAMENTALS OF C

Credit 4, 120 hours

Learning objectives:

- Be able to implement, test, debug, and document programs in C
- Understand low-level input and output routines
- Program with pointers and arrays, perform pointer arithmetic, and use the preprocessor
- Be able to write programs that perform explicit memory management
- Understand how to write and use functions, how the stack is used to implement function calls, and parameter passing options
- Understand and use the common data structures typically found in C programs -namely arrays, strings, lists, trees, and hash tables

Unit 1: Programming: What is a program? What is a programming language? Steps in Programming, Skills needed to do programming, A little introduction to C, Writing a Program

Unit 2: Types of Programming: Fundamentals of a Programming Language, Different Programming Techniques, Procedural Programming, Modular Programming, Object Oriented Programming, Getting started with compiler.

Unit 3: Forming Words and Sentences: Words and Sentences in C Language: Alphabets in C, Keywords in C, Rules of forming Words in C language

Unit 4: Data Types: Data Variables, Data Types and Rules for naming and declaring data, variables, Basic Data Types in C, Constants, Comments in C

Unit 5: Input/Output Instructions: Types of instructions, Data Manipulation Instructions, Input/Output Instructions, Flow Control Instructions

Unit 6: Decision Control: Decision Control Instructions, If, if-else, If-else-if, Nested if-else

Unit 7: Loop Control: Loop Control Instructions, For Loop, While Loop, Do While, Selection Instructions

Unit 8: Arrays: What is an array? Array Declaration, Array Initialization, Accessing individual elements of an array,

Unit 9: Two-dimensional Array: Two Dimensional Arrays, Passing an array element to a function, Rules of using an array

Unit 10: Functions: Why use Functions, Components of Function, Name of a function, Body of a function, Local variables of a function

Unit 11: Passing Parameters: Parameters or Arguments to a function, Return Values, Prototype of a function

Unit 12: Pointers and Strings: What is a pointer? Declaring a Pointer variable, initializing a pointer variable, Using a Pointer Variable, Pointer Arithmetic, Pointers and array, passing an entire array to a function, What are strings? String I/O, String Manipulation Functions

Unit 13: Structures: Declaring and Accessing Structure, variables Uses of Structures, Unions Storage Classes and Scoping: Automatic, Register, External, Static, Scope of a Variable

Unit 14: Command Line and File Input/Output: Command-line arguments, File Input and Output, Combining Command-line Arguments and File I/O.

Text/Reference Books:

1. Brian W. Kernighan, Dennis M. Ritchie, "The C Programming Language"
2. K. N. King, "C Programming: A Modern Approach" Prentice-Hall
3. Stephen Prata, "C Primer Plus" published by Sams
4. Steve Oualline, "Practical C Programming" O'Reilly Media
5. Yashwant Kanetkar, "Let us C" BPB Publications, Yashwant Kanetkar, "Pointers in C" BPB Publications

Credit 4, hours 120**Learning Outcomes**

- To learn different types of Operating Systems
- To Perform Scheduling and memory management.
- To Handle Components of Operating System and Deadlocks.

Unit 1: OS Concepts – Evolution of OS, OS Structures- Kernel, Shell, General Structure of MSDOS, Windows 2000, Linux. Introduction- UNIX and ANSI Standards: The ANSI C Standard

Unit 2- The ANSI/ISO C++ Standards, Difference between ANSI C and C++, The POSIX Standards. Introduction and need of operating system, layered architecture/logical structure of operating system,

Unit 3- Type of OS, operating system as resource manager and virtual machine, OS services, BIOS, System Calls/Monitor Calls, Firmware- BIOS, Boot Strap Loader.

Unit 4: - Process & Threads – Process States - Process Control Block. Process Scheduling – Operations on Processes, Threads, CPU Scheduler – Preemptive and Non- Preemptive; Dispatcher, Scheduling Criteria, Scheduling Algorithms – Process Management in UNIX.

Unit 5 UNIX Processes - The Environment of a UNIX Process: Introduction, main function, Process Termination, Command-Line Arguments, Environment List, Memory Layout of a C Program, Shared Libraries

Unit 6- Memory Allocation, Environment Variables, setjmp and longjmp Functions, getrlimit, setrlimit Functions, UNIX Kernel Support for Processes. Process Control

Unit 7 - Concurrent Processes, Co-operating Processes, Precedence Graph, Hierarchy of Processes, Critical Section Problem. Two process solution, Synchronization Hardware, Semaphores – Deadlock-detection, handling, prevention, avoidance, recovery, Starvation, Critical Regions, Monitors, Inter process communication.

Unit 8 Objectives and functions, Simple Resident Monitor Program (No design), Overlays – Swapping; Schemes – Paging – Simple, Multi-level Paging; Internal and External Fragmentation

Unit 9- Virtual Memory Concept, Demand Paging - Page Interrupt Fault, Page Replacement Algorithms; Segmentation – Simple, Multi-level, Segmentation with Paging, Memory Management in UNIX.

Unit 10: - Virtual Memory– Concept, virtual address space, paging scheme, pure segmentation and

segmentation with paging scheme hardware support and implementation details, memory fragmentation,

Unit 11- Overview of IPC Methods, Pipes, popen, pclose Functions, Coprocesses, FIFOs, System V IPC, Message Queues, Semaphores. Interprocess Communication –

Unit 12- Shared Memory, Client-Server Properties, Stream Pipes, Passing File Descriptors, An Open Server-Version 1, Client-Server Connection Functions.

Unit 13 - Files and Directories – Directory Structure –Directory Implementation – Linear List - Hash Table.

Unit 14- Device Management: Dedicated, Shared and Virtual Devices - Serial Access Devices, Direct Access Devices, Direct Access Storage Devices – Channels and Control Units – Disk Scheduling methods.

Credit 4, 120 hours

Learning objectives

- Analyze a web page and identify its elements and attributes.
- Create web pages using XHTML and Cascading Style Sheets.
- Build dynamic web pages using JavaScript (Client side programming).
- Create XML documents and Schemas

Unit 1: Introduction, Evolution of Internet, Internet Applications, Internet Protocol -TCP/IP, UDP, HTTP, Secure Http(https)

Unit 2: Internet Addressing – Addressing Scheme – Ipv4 & IPv6, Network Byte Order

Unit 3: Domain, Name Server, and IP Addresses, Mapping, Internet Service Providers, Types Of Connectivity Such As Dial-Up, Broad band, WiFi

Unit 4: Introduction, HTML tags, Dtd(Document Type Definition, Basic Html Elements, Tags and usages

Unit 5: HTML Standards, Cascading Style Sheets: Syntax, Class Selector

Unit 6: Approaches To Dynamic Pages: Cgi, Java Applets, Plug Ins, Active X

Unit 7: Java Script Object Model, Variables-Constant – Expressions, Conditions- Relational Operators, Data Types

Unit 8: Flow Control, Unit Functions & Objects-events and event handlers

Unit 9: What is XML – Basic Standards Schema Standards, Linking & Presentation Standards

Unit 10: Standards that build on XML, Generating XML data, writing a simple XML File

Unit 11: Types of Viruses, Client Server Security Threats, Data & Message Security

Unit 12: Various electronic payment systems, Introduction to EDI,

Unit 13: Encrypted Documents and Emails, Firewalls: Hardened Firewall Hosts

Unit 14: assignment/mini project

ADDITIONAL READINGS:

1. Bayros Ivan, "Web Enabled Commercial Application Development Using HTML, DHTML, JavaScript, PHP", BPB publication, Fourth Revised Edition
2. The Internet Complete Reference, Second edition Tata Mcgraw Hill
3. Beginning JavaScript, by Paul Wilton, Jeremy McPeak, Wrox
4. How the Internet Works - Preston Gralla, Michael Troller, QUE
5. Author: Harson Word, Title: Internet Marketing & E-commerce, Publishers: Thompson

COURSE CONTENTS:

Sr.No.	Topics
1.	Introduction to Computer Networks: Uses of computer networks, Network Hardware: LAN, WAN, MAN, Wireless, Home networks, Internetworks.
	Network topologies: STAR, Ring, BUS etc
2.	Network Software: Layers, Protocols, Reference models: OSI Model, TCP/IP model, comparison of OSI and TCI reference model.
3.	Physical Layer: Guided Transmission Media: Magnetic media, Twisted pair, Coaxial cables- base band, broadband, optical fiber transmission.
	Wireless Transmission, Satellites, PSTN
4.	Networking Devices: Hub, Router, Switch, Bridge, Gateway Switching Techniques: Circuit Switching, Message switching, packet switching
5.	Multiplexing: Frequency Division, Time Division Multiplexing
	Modulation Techniques: Amplitude, Frequency, Phase
6.	Data Link Layer: Design Issues - Services provided to the network layer, framing, error control, flow control, Error Detection and Correction: Error Correcting Codes, Error Detecting Codes
7.	Data link protocols: Elementary Data link protocols, Sliding Window protocols, HDLC, Data link layer in Internet
8.	Network Layer: Design Issues, Routing Algorithms: Optimality principled, shortest path routing, distance vector routing, link state routing
9.	Congestion Control Algorithms: General principles, congestion prevention policies
10.	Network Security: Cryptography – Introduction, Substitution ciphers, transposition ciphers

ADDITIONAL READINGS:

1. Author: A.S. Tanenbaum, Title: Computer Networks, Publishers: Pearson Education, Delhi, Fourth Edition or latest:
2. Behnouz A. Forouzan, “Data Communication and networking”, 2nd Ed. Update, Tata McGraw Hills 2003
3. Black U, “Computer Networks-Protocols, Standards and Interfaces”, PHI 1996
4. Comer E. Douglas, “Computer Networks and Internets”, 2nd Ed., Pearson, 2000
5. W. Stallings, “Data and Computer Communications”, 7th Ed., Pearson, 2002.
6. Laura Chappell (Ed), “Introduction to Cisco Router Configuration”, Techmedia, 19

Sr.No.	Topics
1.	Introduction to fundamentals of DBMS: Database applications, Purpose of database systems, Views of data, Database languages, Relational Databases, Database Design, Transaction Management
2.	Relational Databases: Relational Model, Structure of Relational databases, fundamental, additional and extended relational algebra operations, Null Values, Modification of database
3.	SQL: Data Definition, datatypes, schema definition, Basic structure of SQL Queries, Creating tables, DML - SELECT, INSERT, DELETE and UPDATE operations, DDL commands
4.	Advanced SQL: Set Operations – UNION, INTERSECT, EXCEPT, Aggregate Functions, NULL values, Nested subqueries, Complex queries, Views, Joined relations
5.	Relational Languages: Tuple Relational calculus, Domain relational calculus, Query by Example, Datalog
6.	Database design and ER model: Overview of Design process, Entity relationship model, constraints, ER Diagrams, ER Design issues, Weak entity sets, extended ER features
7.	Relational Database Design: Features, Atomic Domains and first normal form, Functional dependency theory decomposition using functional dependencies, decomposition using Multivalued dependencies, More normal forms, database design process
8.	Transaction Management: Concept of Transaction, Transaction State, Implementation of atomicity and durability, concurrent execution, Serializability, Recoverability, Implementation of Isolation, testing for Serializability
	Concurrency Control: Lock based protocols, Timestamp based protocols, Validation based protocols, Deadlock handling, Insert and Delete operations, Weak levels of consistency
9.	Integrity constraints, Authorization: GRANT, REVOKE
10.	Recovery system: Failure classification, storage structure, recovery and atomicity, log-based recovery, recovery with concurrent transactions, buffer management, failure with loss of non- volatile storage

ADDITIONAL READINGS:

1. Author: H. F. Korth & A. Silberschatz, Title: Database System Concepts, Publishers: Tata McGraw Hill, New Delhi, Year 2006
2. Ivan Bayross, SQL, PL/SQL The Programming Language of Oracle, BPB Publication.
3. Elmasri & Navathe, Fundamentals of Database systems, Addison & Wesley, New Delhi.
4. C. J. Date, Database Systems, Prentice Hall of India, New Delhi.
5. P. Bhatia & G. Singh, Simplified Approach to DBMS, Kalyani Publishers.
6. Martin Gruber, Understanding SQL, BPB Publication, New Delhi.
7. Val Occardi, Relational Database: Theory & Practice, BPB Publication, New Delhi.

PROGRAMMING LAB

- 1) Create a database having two tables with the specified fields, to computerize a library system of a Delhi University College.

LibraryBooks (Accession number, Title, Author, Department, PurchaseDate, Price)
IssuedBooks (Accession number, Borrower)

- Identify primary and foreign keys. Create the tables and insert at least 5 records in each table.
 - Delete the record of book titled “Database System Concepts”.
 - Change the Department of the book titled “Discrete Maths” to “CS”.
 - List all books that belong to “CS” department.
 - List all books that belong to “CS” department and are written by author “Navathe”.
 - List all computer (Department=“CS”) that have been issued.
 - List all books which have a price less than 500 or purchased between “01/01/1999” and “01/01/2004”.
- 2) Create a database having three tables to store the details of students of Computer Department in your college.

Personal information about Student (College roll number, Name of student, Date of birth, Address, Marks(rounded off to whole number) in percentage at 10 + 2, Phone number)
Paper Details (Paper code, Name of the Paper)
Student’s Academic and Attendance details (College roll number, Paper code, Attendance, Marks in home examination).

- Identify primary and foreign keys. Create the tables and insert at least 5 records in each table.
 - Design a query that will return the records (from the second table) along with the name of student from the first table, related to students who have more than 75% attendance and more than 60% marks in paper 2.
 - List all students who live in “Delhi” and have marks greater than 60 in paper 1.
 - Find the total attendance and total marks obtained by each student.
 - List the name of student who has got the highest marks in paper 2.
- 3) Create the following tables and answer the queries given below:

Customer (CustID, email, Name, Phone, ReferrerID) Bicycle
(BicycleID, DatePurchased, Color, CustID, ModelNo)
BicycleModel (ModelNo, Manufacturer, Style)
Service (StartDate, BicycleID, EndDate)

- Identify primary and foreign keys. Create the tables and insert at least 5 records in each table.
- List all the customers who have the bicycles manufactured by manufacturer “Honda”.
- List the bicycles purchased by the customers who have been referred by customer “C1”.
- List the manufacturer of red colored bicycles.

- e) List the models of the bicycles given for service.
- 4) Create the following tables, enter at least 5 records in each table and answer the queries given below.
- EMPLOYEE (Person_Name, Street, City) WORKS
(Person_Name, Company_Name, Salary)
COMPANY (Company_Name, City)
MANAGES (Person_Name, Manager_Name)**
- Identify primary and foreign keys.
 - Alter table employee, add a column “email” of type varchar(20).
 - Find the name of all managers who work for both Samba Bank and NCB Bank.
 - Find the names, street address and cities of residence and salary of all employees who work for “Samba Bank” and earn more than \$10,000.
 - Find the names of all employees who live in the same city as the company for which they work.
 - Find the highest salary, lowest salary and average salary paid by each company.
 - Find the sum of salary and number of employees in each company.
 - Find the name of the company that pays highest salary.
- 5) Create the following tables, enter at least 5 records in each table and answer the queries given below.

Suppliers (SNo, Sname, Status, SCity)

Parts (PNo, Pname, Colour, Weight, City)

Project (JNo, Jname, Jcity)

Shipment (Sno, Pno, Jno, Qunatity)

- Identify primary and foreign keys.
- Get supplier numbers for suppliers in Paris with status>20.
- Get suppliers details for suppliers who supply part P2. Display the supplier list in increasing order of supplier numbers.
- Get suppliers names for suppliers who do not supply part P2.
- For each shipment get full shipment details, including total shipment weights.
- Get all the shipments where the quantity is in the range 300 to 750 inclusive.
- Get part nos. for parts that either weigh more than 16 pounds or are supplied by suppliers S2, or both.
- Get the names of cities that store more than five red parts.
- Get full details of parts supplied by a supplier in Delhi.
- Get part numbers for part supplied by a supplier in Allahabad to a project in Chennai.
- Get the total number of project supplied by a supplier (say, S1).
- Get the total quantity of a part (say, P1) supplied by a supplier (say, S1).

Practical exercises based on concepts listed in theory using HTML.

- Create HTML document with following formatting – Bold, Italics, Underline, Colors, Headings, Title, Font and Font Width, Background, Paragraph, Line Brakes, Horizontal Line, Blinking text as well as marquee text.
- Create HTML document with Ordered and Unordered lists, Inserting Images, Internal and External linking

3. Create HTML document with Table:

			Some image here	

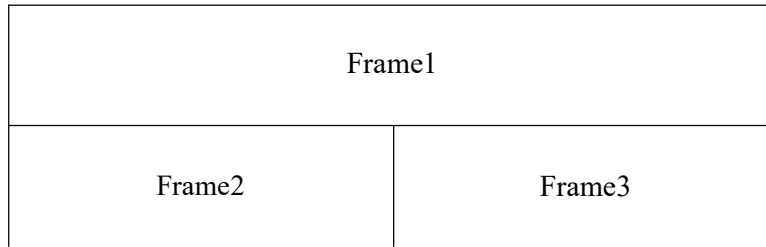
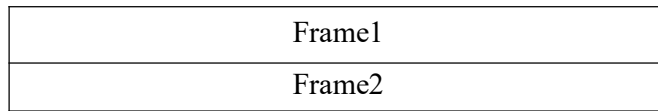
4. Create Form with Input Type, Select and Text Area in HTML.
 5. Create an HTML containing Roll No., student's name and Grades in a tabular form.
 6. Create an HTML document (having two frames) which will appear as follows:

About Department 1 Department 2 Department 3	This frame would show the contents according to the link clicked by the user on the left frame.
---	---

7. Create an HTML document containing horizontal frames as

follows: Department Names (could be along with Logos)
Contents according to the Link clicked

8. Create a website of 6 – 7 pages with different effects as mentioned in above problems.
 9. Create HTML documents (having multiple frames) in the following three formats:



10. Create a form using HTML which has the following types of controls:
- I. Text Box
 - II. Option/radio buttons
 - III. Check boxes
 - IV. Reset and Submit buttons

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List of Practicals using Scratch : (self-learning by students)

3. Join the Scratch community on scratch.mit.edu. Explore featured projects and modify any one of them.
4. Create a game using SCRATCH similar to that of Beach Baby Volleyball. The game MUST meet the following objectives.

Have at least 3 sprites. All of which move, bounce, fall, etc. 10 pts.

Edit at least one of the sprites in some way to make it your own. 10 pts.

Make some or all sprites move with the use of certain keys. 15 pts.

Create or use a given background on your game. 10 pts.

Incorporate sound into your game. 10 pts.

Use a counter or score keeper in your game. 15 pts.

Must include a forever loop, show, hide, and "when I receive." 30 pts.

List of Practical's using JavaScript :

Create event driven program for following:

- 1 Print a table of numbers from 5 to 15 and their squares and cubes using alert.
- 2 Print the largest of three numbers.
- 3 Find the factorial of a number n.
- 4 Enter a list of positive numbers terminated by Zero. Find the sum and average of these numbers.
- 5 A person deposits Rs 1000 in a fixed account yielding 5% interest. Compute the amount in the account at the end of each year for n years.
- 6 Read n numbers. Count the number of negative numbers, positive numbers and zeros in the list.

5.3 Duration of Programme

Programme	Level	Duration	Maximum duration for completion	Credits
BA	Bachelor's Degree	3 years	6 years	120 Credits

5.4 Faculty and support staff requirements

Academic Staff	Number available to meet the required delivery norms
Programme Coordinator	1 per programme
Course Coordinator	1 per course
Course Mentor	1 One per batch of 250 learners

Administrative staff strength

Admin and other support staff	Number required in HEI Campus
Deputy Registrar	1
Assistant Registrar	1
Section Officer	1
Assistants	2
Computer Operators	2
Multi-Tasking Staff	2

5.5 Instructional delivery mechanisms

VGU has a fully dedicated team of faculty members and staff who are well versed in delivering online lectures under the CDOE – VGU.

Academic calendar will be provided to students at the beginning of each session through LMS. Self-learning material, audio and video content will be shared with the students through LMS through following delivery channels:

Four Quadrants and Academic Delivery

No. of Credits	Duration	Live Sessions	Quadrant – I e-Tutorial		Quadrant – II e-Content	Quadrant – III Discussion Forum	Quadrant – IV Assessment
			(Recorded Lecture)	Open Source Videos	e-Content(E-book/ PDF & PPT)	Live Session (2 hrs/week)	CIA
2	6 weeks	6 (1/week)	6 hrs	4 hrs	<ul style="list-style-type: none"> 2 files – 1 PPT and 1 E-book/PDF Total 12 files Reading time should be mentioned for each file 	Forum Topics – For raising of doubts and clarifying the same on real time basis by the Course Coordinator or his team	Multiple Choice Questions, Fill in the blanks, Short Answer Questions, Long Answer Questions
Total Hours= 60		6 hrs	10 Hrs		10 Hrs	12 hrs	22 Hrs
4	12 weeks	12 (1 session/week)	12	8	<ul style="list-style-type: none"> 2 files – 1 PPT and 1 E-book/PDF Total 28 files Reading time should be mentioned for each file 	-same-	-same-
Total Hours =		12 Hrs	20 Hrs		20 Hours	24 hrs	44 Hrs

5.6 Identification of media-print, audio, or video, online, computer aided

LMS is a comprehensive digital platform that provides all recorded faculty video lectures, provision for real-time discussion forums and live session, e-content in the form of study material, open-source materials and graded assessments.

For each Unit of a course, there shall be one live session conducted by the concerned faculty on a particular topic. CDOE-VGU has designed study material that is lucid and easy to understand with proper summary, self-assessment questions and case studies.

These course materials can be accessed through:

- Login credentials as mentioned on the welcome mail sent by the university
- Students can also login through My Account Tab as mentioned on the University website <https://onlinevgu.com/>.

Online Courseware

The students would get access to the following course material through LMS:

- e-Books (SLM) for each Unit of a course
- Study Guide (PPT) for each Unit of a course
- Tutorials Videos for each Unit of a course
- Live Interactive Online Sessions for each Unit of a course
- Frequently Asked Questions (FAQ) and Misconceptions for each Unit of a course
- Web Resources for Research Purpose for each Unit of a course
- Practice Assignments for each Unit of a course
- Online Discussion Forums for each course
- Enriching Content: Gamified Test for each Unit of a course; Case Studies for each Unit of a course
- The LMS have semester / year wise buckets for subjects and specializations of the respective programs as enrolled.

The Dashboard will ascertain the progress of their learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries which may be answered and conveyed by the course coordinators mentors and faculty.

5.7 Student Support Services

Student would have the access to connect with the SRM for support services offered by CDOE-VGU in case of any queries related to administration and general technical queries. A ticketing system integrated on the LMS would help the learner to connect with the CDOE-VGU technical team for support services which shall be duly resolved by the appropriate authority. A notification will also be sent to the Deputy Registrar, to ensure queries are resolved within 24 hours or sooner. For academic course-based queries, the student will raise query which will be directly notified to the Course Coordinator, Program Coordinator and Deputy Director/Director through an open discussion form. The query should be resolved within 48 hours of the query raised; otherwise, the matter should be managed and resolved by the Program Coordinator.

The same should be ensured by the Deputy Director/Director. Apart from being a well-recognized university that delivers academic excellence by integrating industrial expertise, CDOE-VGU also ensures holistic development of the students. To cater to multifarious needs of the students that shape them to become future leaders, the department aids in widening the scope of opportunities. The clubs and activities and activities are as follows:

ACIC-VGU Foundation

To foster innovation and entrepreneurship multiple facilities supported by various Government and private agencies, including infrastructure for pre-incubation, incubation centers, and R&D facilities on campus have been initiated. These centers provide the resources they need to turn their ideas into successful startups.

VGU TBI Foundation and VGU RTBI are also incubation centers at VGU. They provide support for the faculty and students of the University to develop their innovative ideas into products and services. These centers offer infrastructure, mentorship, and guidance for developing their innovative ideas.

Currently, VGU is home to more than 80+ startups, which are working on a wide range of projects across various industries. These startups are founded and run by VGU students, alumni and faculty members, who are taking advantage of the university's resources and support to turn their ideas into successful businesses.

SIDBI Swavalamban chair: - The SIDBI Swavalamban chair at VGU provides a wide range of support for students and start-ups, with the goal of fostering entrepreneurship and innovation on campus. The chair is funded by the Small Industries Development Bank of India (SIDBI) and is dedicated to promoting the development of small and medium-sized enterprises (SMEs) in India.

Aspire: A Scheme for Promotion of Innovation, Rural Industries, and Entrepreneurship (ASPIRE) is a scheme of MSME that aids to set up a network of technology centres and to set up incubation centres across India. VGU hosts this facility to accelerate entrepreneurship and also to promote startups for innovation in agro-industry.

Placement

VGU has a reputation to provide educational excellence and future-ready programs. The university has achieved a placement rate of 94% at renowned national and international companies. VGU attracts over 500 recruiters from different domains that help every VGUite to find a suitable organization.

Internship

The curriculum of the university mandates a six months internship for all the students to understand real-world issues. Students get valuable industry insights by working hands-on in these organizations. There are more than 100 collaborations at various industries, companies, NGOs, etc. for placement

Entertainment and Add-on Services

A plethora of additional services are extended by CDOE-VGU. Free access to channels like e-sports, e-news, e-clubs, e-movie theatre and digital purchase opportunities are provided to the students.

VGU-ICON

VGU-ICON Alumni Society is an opportunity to connect and network with all VGUite ever since the University was established.

Pathway Twinning and Foreign Degree Options

A twinning program is an arrangement between domestic and international universities to provide degrees accredited by both universities. VGU has tied up with various international universities to offer degrees through integrated learning management system.

6. Procedure for Admission, Curriculum Transaction and Evaluation

Academic programs offered for candidates who enrolled for online mode of learning will be conducted by CDOE-VGU with the support of various faculties of the University. Eligibility criteria, course structure, detailed curriculum, duration of program and evaluation criteria shall be approved by Board of Studies and Academic Council of VGU, based on UGC guidelines for the programs which comes under the purview of Online mode for award of Degree.

Details of procedure for admission with eligibility criteria for admission, fee structure, Curriculum including program delivery, details about Learning Management System (LMS) and Assessments and Evaluation are provided below.

6.1 Procedure for Admission

Students who are seeking admission in programs offered by CDOE-VGU need to apply through www.onlinevgu.com in the programme offered there.

6.1.2 Online Admission Process and Instructions: Learner Communication

The online admission process for the students is provided below:

Step	Process	Particulars
Step 1	Counselling	Prospective students would be counselled for the chosen program by designated and authorised counsellors
Step 2	Registration on admission portal to get access to My Account.	Prospective student registers by paying Rs. 1000/- as registration fee. Fill all the details in the application form and upload all the mandatory documents.
Step 3	Details of Document upload	Student Uploads document as follows- Personal Documents Passport-size Photograph

		<p>Student's Signature Aadhar Card (Back & Front) Passport (For International Student)</p> <p>Academic Documents 10th Marksheet 12th Marksheet Other Certificates (detailed list of documents is provided in Annexure II)</p>
Step 4	Scholarship Details	<p>Student will be eligible for below categories-</p> <p>Merit Base VGU Alumni & Current Student Extra Curriculum Excellence VGU Employee</p> <p>As per the Notice by Deputy Registrar CDOE-VGU.</p>
Step 5	Payment of fees	<p>All eligible students, duly approved by the Deputy Registrar, will get fees payment link activated in their My Account for payment.</p> <p>The Fee is payable through any of the following means: (a) UPI (b) Credit/Debit Card (c) Net-banking</p> <p>Note: Cash, bank demand draft and Cheques are not accepted</p>
Step 6	Verification of documents by the Deputy Registrar	<p>Dy. Registrar verifies all the documents uploaded by the prospective student on the admission portal and approve/disapprove within 48 hours the eligibility for the chosen program.</p>
Step 7	Undertaking	<p>Student will sign Undertaking after Approval in Application.</p>
Step 8	Enrolment	<p>After the payment of program fee, the student will get the Enrolment number and access to the LMS within 48 hours.</p>
Step 9	Access to Learning Management System (LMS)	

- All students should carefully read and understand the eligibility conditions given in student handbook document and mentioned on the university website before applying for the online programs.

- The prospective learner has to ensure that their education/qualifying degree has been issued from a recognized university/board only. For learners from an Indian higher education institution, it should be recognized by the regulatory authority of Government of India. For recognized Board of Education to check www.cobse.org.in/ while for Polytechnic Diploma check the respective State Board of Technical Education. To verify degrees from www.ugc.ac.in for recognized universities. For foreign prospective learners they may verify their institutions from www.aiu.ac.in.
- Prospective learner to check their eligibility on the date of admission and should have passed the qualifying exams before the start of admission batch.
- A registration fee of Rs.1000 is non-refundable.

Students after enrolment must be registered with ABC (Academic Bank of Credits) a central scheme for depositing credit formulated by Ministry of Education, Govt. of India. Academic Bank of credits (ABC) ID creation is mandatory for all the students. (See **Annexure V** for details)

6.2 Minimum Eligibility Criteria for Admission

The minimum eligibility criteria for admission in Online BA program is 12th or equivalent examination in any stream from a recognized Board / Council / University. The learner should also meet all the required documentation criteria as mentioned on the website for admission in the program. Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by CDOE-VGU. Candidates are expected to read all instructions given in the Program prospectus before filling of application form.

6.3 Programme Fee Academic Session beginning July 2023 and Financial Assistance Policy

Program fees for students pursuing BA offered by CDOE-VGU is mentioned below:

Program Name		Academic Fees per Year (INR)	Foreign Nationals Fees
BA (with combination of three optional subjects)		20000	\$225
Other Fees			
	Particulars	For Indian Students fees	For Foreign /NRI Students Fees
1.	Bonafide Letter (On Demand)	300	\$10
2.	Transcripts (On Demand)	500	\$10
3.	Specialization Change Fees	1000	\$25
4.	Course Change Fees	1000	\$25
5.	Validation Extension Fees (1 Year)	10000	\$200

6.	Degree Application Fees	3000	\$75
7.	Duplicate Mark Sheet/Grade Card	500	\$10
8.	Duplicate Degree Certificate	5000	\$105
9.	Alumni Membership Fee	3000	\$75

Scholarship

The eligible students can avail scholarship opportunities extended to the students as follows:

Types of Scholarship	Marks scored in qualifying Examination		Scholarship offered	Documents Required	
	Percentage /Equivalent CGPA				
Merit base	60-75%		10%	For UG (12 th mark sheets)	
	75% Onwards		20%		
VGU Alumni & Student			20%	Student Enrolment (VGU Degree /Marksheet)	
VGU Employee			20%	Employee Code (Employee_id Card)	
Co-curricular Excellence (Sports/Theatre/Dance/Performing Arts/NCC/NSS)					
Level	District Federation	State Federation/ Association	Cluster/ Zonal CBSE	National Federation/Association	Achievement Certificate
Medallist Scholarship	10%	15%	15%	20%	

6.3.1 Financial Assistance Policy

The fees will be paid by the students through the online mode provided on the website. The University has partnered with a third party NBFC to provide financial assistance to those in need.

6.4 Curriculum Transactions

6.4.1 Program Delivery

The curriculum is delivered through the Self Learning Materials (SLMs) in the form of e-Contents supported by various learning resources including audio-video aids through Learning Management System (as per four quadrant approach) along with the online contact hours with discussion forums and synchronous live interactive sessions conducted through LMS as per the prevailing UGC norms for course delivery.

6.4.2 Learning Management System to support online mode of Course delivery

The Learning Management System (LMS) is designed to facilitate the students to have a Global learning experience. LMS has user friendly approach through which the learning is made simple, interesting and truly meeting the global standards of learning. The audio-visual mode of teaching, the self-learning materials, discussion forums and evaluation patterns are unique and meeting the requirements of the industry and in sync with the UGC Guidelines of four quadrant approach.

The students can experience uninterrupted learning 24x7 through web and mobile at the pace chosen by them. The user interface will be simple and easy to navigate through the e-learning Units; the LMS will provide seamless accessibility with all the learning tools designed as per standard norms for a perfect learning experience.

6.4.3 Course Design

The Course content is designed as per the 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience

Quadrant-I i.e., e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs

Quadrant-II i.e., e-Content that contains – Portable Document Format or e-Books or Illustration, video demonstrations, documents as required.

Quadrant-III i.e., Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.

Quadrant-IV i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Assignments with solutions and Discussion forum topics.

6.4.4 Academic Calendar

Sr. No.	Event	Batch	Last Date
1	Commencement of semester	January	2 nd January
		July	3 rd July
2	Enrol learner to Learning Management system	January	Within 48 working hours of fee deposit and confirmation
		July	
3	Assignment Submission	January	By March 31 st and May 31 st
		July	By September 30 th and November 30 th
4	Submission of Synopsis (Applicable during Pre final semester)	January	30 th April
		July	30 th October
5	Project Report	January	30 th April

	Submission (Applicable during Final semester)	July	30 th October
6	Webinars / Interactive Live Lectures and Discussion Forum for query resolution	January	February to May
		July	August to November
7	Admit Card Generation	January	By May 20 th
		July	By November 20 th
8	Term End Examination	January	June 15 onward
		July	December 15 onward
9	Result Declaration of End Term Examination	January	By end of August
		July	By end of February

**This is a tentative calendar and is subject to change*

6.5 Assessment and Evaluation

Learning of the students would be evaluated through internal assignments, quizzes, learner response sheets, and end-term examinations. CDOE-VGU adopts rigorous process in development of question papers, question / quiz banks, assignments and their moderation, conduct of examinations, analysis of answer scripts by qualified academics, and declaration of result. The Centre shall frame the question papers so as to ensure that complete syllabus is covered. The evaluation shall include two types of assessments-

Continuous internal assessment	30%
Summative assessment in the form of end-term examination. End-term examination will be held with proctored examination tool technology (follow Annexure VI for guidelines and pre-requisites for Proctored Examination)	70%

The examinations shall be conducted to assess the knowledge acquired during the study.

For theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment (CIA) by assignments preparation and quizzes. The internal assessment shall comprise of maximum of 30 marks for each course. Plagiarism for CIA will be accepted upto a maximum of 15% only for subjective content. The end semester examination shall be of two hours duration for each course at the end of each semester.

To ensure flexibility and convenience for the students, they may opt to book an Online Examination Slot for each course on each day of exam dates as declared by the COE of the University. The slot timings will be as follows:

1. 10 am to 12 Noon
2. 12.30 pm to 2.30 pm

3. 3 pm to 5 pm

Guidelines issued by the Regulatory Bodies from time-to-time about conduct of examinations shall be considered and new guidelines if any will be implemented.

6.5.1 Question Paper Pattern

Online Exam Time: 2 Hours

Max. Marks: 70

1. Part A comprising of 49 Multiple-Choice Questions (1 Mark Each) – 49 Marks
2. Part B comprising of 3 Essay Type Question Answers (7 Marks Each) – 21 Marks

6.5.2 Distribution of Marks in Continuous Internal Assessments

The following procedure shall be followed for internal marks for theory courses. Weightage for Continuous Internal Assessment is provided below:

Particular	A1 (Objective Type)	A2 (Subjective Type)	A3 (Discussion Forum)
Weightage %	10%	15%	5%

Note: Refer to **Annexure VII and VIII** for reference to the question paper pattern and further guidelines

Students may re-appear for CIA up to next two semesters and has to follow the same procedure. For the last semester the academic rules shall apply.

6.5.3 Statistical Method for the Award of Relative Grades

As per UGC's recommendations for the 'Evaluation Reforms in the Higher Education System', CDOE-VGU will be adhering to Relative Grading System. In this system, grades are awarded to students according to their performance relative to their peers in the same class (class is defined as a unique combination of course-slot-faculty). The statistical method shall invariably be used with marginal adjustment for natural cut off. The mean and the standard deviation (σ) shall be calculated as follows:

$$\text{Mean} = \frac{\Sigma \text{Total Marks obtained by students in a class}}{n}$$

Where n = total number of students in a class

$$\text{Standard Deviation} = \sqrt{\frac{\Sigma(X - \text{Mean})^2}{n}}$$

Where X = individual marks

Lower Range of Marks	Grade Awarded, if marks falls in range		Upper Range of Marks
	UG	PG	
$\geq \text{Mean} + 1.5 \sigma$	O	O	---
$\geq \text{Mean} + 1.0 \sigma$	A+	A+	$< \text{Mean} + 1.5 \sigma$
$\geq \text{Mean} + 0.5 \sigma$	A	A	$< \text{Mean} + 1.0 \sigma$
$\geq \text{Mean}$	B+	B+	$< \text{Mean} + 0.5 \sigma$
$\geq \text{Mean} - 0.5 \sigma$	B	B	$< \text{Mean}$
$\geq \text{Mean} - 1.0 \sigma$	C	NC	$< \text{Mean} - 0.5 \sigma$
-	NC	-	$< \text{Mean} - 1.0 \sigma$
-	I (Absent)	I (Absent)	-
-	W(Withdrawal)	W(Withdrawal)	-
-	GA(Grade Awaited)	GA(Grade Awaited)	-
-	S(Satisfactory)	S(Satisfactory)	-
-	X(Not Satisfactory)	X(Not Satisfactory)	-

6.5.4 Cumulative Grade Point Average (CGPA) and Semester Grade Point Average

The letter Grades awarded to a student in all the courses (except audit courses) shall be converted into a semester and cumulative performance index called the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). The SGPA is an indicator of the overall academic performance of a student in all the courses he/she has registered during a given semester. Similarly, the CGPA indicates the overall academic performance of a student in all the courses registered up to and including the latest completed semester/summer term.

6.5.5 Cumulative Grade Point Average (CGPA)

CGPA will be used to describe the overall performance of a student in all courses in which letter grades are awarded since his entry into the University upto and including the latest semester as per the procedure provided in VGU Academic Regulations (v 2.2). It is the weighted average of the grade points of all the letter grades received by the student from his entry into the University. Since multiple performance in a course in which the student has already received a grade is possible, whenever through such a process a new grade is obtained, it will replace the earlier one in the calculation of CGPA. On the other hand, if through this process merely a report emerges, this event by itself will not alter the CGPA.

A student's grades, reports, CGPA, etc. at the end of every semester/term will be recorded on a grade card, a copy of which will be issued to him. The grade card will be withheld if a student has not paid his dues or when there is a pending case of breach of discipline or a case of unfair means against him.

The faculty member is also responsible for maintaining the complete records of each student's attendance, performance in different components of evaluation. If a scrutiny or statistical analysis becomes necessary, the above records and any other pertinent information should be made available by the faculty member of the course.

6.5.6 Conversion Factor

Percentage (%) Marks = (CGPA -0.75) x 10

6.5.7 Grade card

All grades and reports and other pertinent information for a semester are given in a grade card which is a complete record of the outcome of what was intended in the original registration. The various grades and reports would be appropriately used to tally the grade card with the original registration. The grade card also contains the Cumulative Grade Point Average (CGPA).

Chronologically organized information from the grade cards of a student with the necessary explanation constitutes is transcript which is issued at the time the student leaves the University or at an intermediate point on request.

6.5.7.1 Grade cards and Certification – Student Communication

- The student can get soft copy of grade cards through the University website, the hard copy grade card would be provided only after successfully completion of full program along with degree certificate.
- Once the student completes all the mandated assignments, examinations and projects (if applicable) the final mark sheet/grade card and certificate would be dispatched by the University to the student registered address.
- All pending payments/dues need to be cleared by the student, before the final certification.
- If required, the University may request the mandatory documents from student as submitted during admission time, the students may have to re-submit the same if required during final degree certification.
- Students need to apply for degree by filling the degree application form and submit all the required documents and the applicable degree processing application fees of Rs. 3000/- to the University.

- Students who wish to be member of alumni society need to pay Rs 3000/- as membership fee.

6.5.7.2 Online Results, grade card and Degree Logistics–Internal Process

- After verification of all data by the Deputy Controller of Examination, the online results would be published on the CDOE-VGU website.
- Students need to download and save the copy of online semester / year wise results.

CDOE-VGU would provide hard copy grade cards and degree certificate at the end of the program to students who have successfully completed the program. Students who successfully completed the program will receive hard copy mark sheet/grade cards and a degree certificate from the University at the end of the program.

7. Requirement of the Laboratory Support and Library Resources

7.1 Laboratory Support

For practical component (programming and coding), students will have access to lab manuals designed by faculty and provided with online virtual lab as required and lab simulation tools and software, to allow learners to practice accordingly. Faculty will engage students by demonstrating various programs. For this purpose lab manuals and lab exercises will be prepared by faculty. The details of various labs and their requirements have been provided in Annexure IX. Students will be assessed based on their learning during their lab hours which are part of their practical classes.

7.2 Library Resources

The Central Library has reference, circulation, audio-visual, periodical, book-bank, digital library, and reprographic sections. The library has more than 35000 books, e-journals, online-database such as Scopus and Web of Science and institutional repositories having rare book collection. All e-resources can be accessed through LAN on the campus and remotely through login Id and password. Besides, University library has membership of various consortia such as E-Shod Sindhu, Shodhganga, INFLIBNET, DELNET, ManuPatra etc. The details of accessing these platforms is provided in Annexure X.

8. Cost Estimate of the Program and the Provisions

The Estimate of Cost & Budget could be as follows (all figures on Annual basis):

Sl. No.	Expenditure Heads	Approx. Amount
1	Program Development (Single Time Investment)	
2	Program Delivery (Per Year)	
3	Program Maintenance (Per Year)	

9. Quality Assurance Mechanism

Quality of a program depends on the course curriculum, syllabus and academic delivery which is designed to meet the gap between industry and academia. To achieve this Centre for Internal Quality Assurance (CIQA) and the Academic Council shall duly fulfil their duties.

The Academic Council is responsible to ratify the curriculum and changes as recommended by CIQA in order to maintain the quality and standard of online education at CDOE-VGU.

The Centre for Internal Quality Assurance (CIQA) shall be responsible to

- (i) to conduct periodic assessment of the online learning course material and audio-video tutorials and will assure that the quality of learning is maintained
- (ii) to ensure stakeholder's feedback is taken from time to time and recommended changes are executed as per the requirement of the course delivery and industry requirement
- (iii) to assess the quality of assignments, quizzes and end- term assessment and advice improvements to maintain the standard of the learning program
- (iv) to assure that the learning is truly a global experience for the student along with the possibility to inculcate skills as expected from the program outcomes and map with vision and mission of VGU

Feedback form

To monitor quality of Student Support Services provided to the learners, it is proposed to obtain Feedback annually as per the details given below:

ACADEMIC SESSION: _____

S No	Feedback Questions	Answers & Remarks
1	Your Name	
2	Your Programme	
3	Your Enrollment Number	
4	Year of Study: Mention – I, II, III, IV, V, VI Semester / 1 st , 2 nd , 3 rd Year	
5	Your Mobile Number:	
6	Your Email ID	
7	Are you in service / employed? Mention – Yes / No	
8	Have you received your Identity Card in time? Mention - Yes / No	
9	Have you received your study material in time? Mention - Yes / No	
10	How do you rate quality of the study material? Mention - Excellent / Good / Poor:	
11	Have you attended the counselling session? Mention - Yes / No:	
12	How do you rate quality of the counselling sessions conducted? Mention - Excellent / Good / Poor:	

13	Have you submitted Assignments / Projects? Mention - Yes / No	
14	Are you satisfied with the evaluation of your Assignments / Projects? Mention - Yes / No	
15	Are you receiving feedback from your academic counsellors on your assignment responses? Mention – Yes / No	
16	Have you availed Library Services of VGU? Mention - Yes / No	
17	If Yes, how do you rate the quality of library services Mention - Excellent / Good / Poor	
18	Have you appeared in the examinations conducted by CDOE-VGU? Mention - Yes / No	
19	If Yes, mention the quality of conduct of the examinations. Mention - Excellent / Good / Poor	
20	Are you satisfied with evaluation of your examination papers? Mention - Yes / No	
21	If No, mention reason thereof!	
22	Are you getting result in time? Mention - Yes / No	
23	Are you receiving your mark sheets in time? Mention - Yes / No	
24	Are your grievances redressed satisfactorily at CDOE-VGU? Mention Yes / No	
25	How do you rate the quality of responses given to you at CDOE-VGU? Mention - Excellent / Good / Poor	
26	How do you rate the information given on the website about your studies? Mention - Excellent / Good / Poor	
27	Are you satisfied studying at CDOE-VGU – Yes / No	
28	Will you recommend your friends and relatives to get enrolled for ODL Programme of VGU? Mention – Yes / No	
		2.
		3.
		4.
		5.

GENERAL REMARKS AND SUGGESTIONS FOR IMPROVEMENT: (Attach additional sheet, if required)

Date: _____

SIGNATURE OF THE
STUDENT