



JAIPUR NATIONAL
UNIVERSITY
A venture of The Seedling Group of Educational Institutions

Bachelor of Arts
(BA: Sociology, History & Psychology)
Mode: Distance

PROGRAM PROJECT REPORT

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Bachelor of Arts

1. Program Overview

1.1 Program's Mission and Objectives

The program's mission is to fully prepare students with high-level competence by imparting the latest concepts and technology, aligning them with industry demands. The objectives of the program are as follows:

- i. Offer an opportunity to earn aBA degree to individuals facing challenges pursuing a traditional BA course due to job commitments or other circumstances.
- ii. Enable learners to study at their own pace and from their preferred location.
- iii. Provide students with a solid foundational understanding of business and commerce.
- iv. Cultivate skills in commerce and management.
- v. Create a pathway for self-employment and contribute to the workforce needs of financial, commercial, and business institutions by producing qualified individuals.
- vi. Develop Information Technology skills among students, crucial in today's business and commerce landscape.

1.2 Relevance of the Program with JNU's Vision and Mission

Jaipur National University (JNU) was established in 2007. JNU provides a world-class learning experience, with a highly accomplished faculty, numerous extracurricular activities, and a wide range of academic pursuits. The university fosters holistic development of students.

JNU with its vision to transform the Education Landscape of India and contribute to the maximum to improve the GER of India has plans to launch affordable and flexible education programs. Distance programs are an excellent way to launch affordable and flexible education programs in sync with the vision and mission of the university stated below:

University Vision:

To be a leader in creating unique and exclusive learning opportunities in all disciplines of study that ultimately lead to the advancement of learning and creation of a sustainable society and environment.

University Mission:

- Provide global opportunities of learning through broad and balanced academic programmes.
- Explore and hone the potential of stakeholders, develop their human and intellectual capacities to the fullest.
- Create and maintain excellence with high standard driven activities, universal significance and acknowledgement.
- Inculcate and keep track of the current trends and finest practices in education for constant growth and evolution.
- Leverage diversity of thoughts, ideas, and perspectives to enrich the stake holders

1.3 Nature of Prospective Target Group of Students

The curriculum of BA is designed in such a way that it helps the students to become not only more employable but also encourage them to become entrepreneurs. Primarily the target group of learners will be:

- Population living in remote areas where higher education institutes are not easily accessible.
- Learners who could not get admission in the regular mode due to limited intake capacity.
- Learners who are working and who desire to pursue higher education as a means for movement up the ladder.
- Learners who are unable to pursue Higher education due to social, financial and economic compulsions as well as demographic reasons.

1.4 Appropriateness of programs to be conducted in Distance mode to acquire specific skills and competence

The appropriateness of a Bachelor of Arts program depends on various factors such as individual career goals, interests, and the specific focus of the BA program. BA programs offers a broad and interdisciplinary approach to education, allowing students to explore different subjects within a particular field or across multiple disciplines.

BA program is suitable for students who have a strong interest in subjects like humanities, social sciences, languages, or arts. These programs can provide a well-rounded education, critical thinking skills, and the ability to communicate effectively, which are valuable in many professions.

2. Procedure for Admission and Curriculum Transaction

The academic programs catered to candidates enrolled in the Distance mode of learning are facilitated by CDOE-JNU, with the backing of various faculties within the University. Eligibility criteria, course structure, detailed curriculum, program duration, and evaluation criteria are subject to approval by the Board of Studies and Academic Council, adhering to UGC guidelines for programs falling under the purview of Distance mode for degree conferment.

Below are the details of the admission procedure, eligibility criteria, fee structure, curriculum, program delivery, information about the Learning Management System (LMS), and assessments and evaluations.

2.1 Procedure for Admission

Students who are seeking admission in programs offered by CDOE-JNU need to apply through <https://online.jnujaipur.ac.in/> in the courses offered.

2.1.1 Minimum Eligibility Criteria for Admission

The minimum eligibility criteria for admission to the BA program require candidates to 10+2 (12th Standard) from a recognized Board, in accordance with UGC and AICTE norms. Additionally, candidates must have secured at least 40% marks in the qualifying examination.

Candidates must also fulfil all documentation requirements as specified on the program's website for admission purposes. Failure to submit proof of eligibility within the stipulated timeframe specified by CDOE-JNU will result in the cancellation of admission. Prospective

candidates are encouraged to carefully review all instructions provided on the website before proceeding with the application process.

2.1.2 Admission Process and Instructions: Learner Communication

The admission process for the students is provided below:

Step	Process	Particulars
Step 1	Counselling	Prospective students will receive guidance and counseling for their chosen program from designated and authorized counselors.
Step 2	Registration on admission portal to get access to My Account.	To initiate the registration process, they must complete the application form by providing all necessary details and uploading mandatory documents.
Step 3	Details of Document upload	<p>Student Uploads document as follows-</p> <p><u>Personal Documents</u></p> <p>Passport-size Photograph Student's Signature Aadhar Card (Back & Front)</p> <p><u>Academic Documents</u></p> <p><i>UG Student -</i> 10th Marksheet 12th Marksheet (detailed list of documents is provided in Annexure II)</p>
Step 4	Verification of documents by the Deputy Registrar	The Deputy Registrar is responsible for verifying all documents uploaded by prospective students on the admission portal. Within a timeframe of 48 hours, the Deputy Registrar will review and either approve or disapprove the eligibility of the prospective student for the chosen program.
Step 5	Undertaking	Student will sign Undertaking after Approval in Application.
Step 6	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:</p> <p>(a) UPI</p>

		(b) Credit/Debit Card (c) Net-banking Note: Cash, bank demand draft and Cheques are not accepted
Step 7	Enrolment	After the payment of program fee, the eligible student will get the Enrolment number and access to the LMS within 21 days.
Step 8	Access to Learning Management System (LMS)	

General Instructions:

1. Prior to applying for programs, all students are advised to thoroughly read and comprehend the eligibility conditions provided in the student handbook document and outlined on the university website.
2. It is the responsibility of prospective learners to ensure that their educational or qualifying degree has been issued by a recognized university or board only. For learners from Indian higher education institutions, recognition by the regulatory authority of the Government of India is necessary. To verify degrees from recognized boards of education, refer to www.cobse.org.in/. For Polytechnic Diploma, check the respective State Board of Technical Education. Verification of degrees from recognized universities can be done at www.ugc.ac.in/.
3. Prospective learners must verify their eligibility on the date of admission and ensure that they have passed the qualifying exams before the commencement of the admission batch.

Upon enrollment, students must register with the Academic Bank of Credits (ABC), a central scheme for depositing credit formulated by the Ministry of Education, Government of India. Creation of an Academic Bank of Credits (ABC) ID is mandatory for all students. (Refer to Annexure V for details).

2.1.3 Program Fee for the Academic Session beginning July 2024

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

Program	Academic Total Fees (INR)	Exam Fees
BA	36,000	1500 per semester

2.2 Curriculum Transactions

2.2.1 Program Delivery

The curriculum is delivered through Self Learning Materials (SLMs) in the form of e-Contents, supplemented by a variety of learning resources including audio-video aids via the Learning Management System (LMS).

2.2.2 Learning Management System to support Distance mode of Course delivery

The Learning Management System (LMS) is available on URL <https://lms.jnujaipur.ac.in/users/login> is meticulously developed to offer students a truly global learning experience. With a user-friendly interface, the LMS simplifies the learning process and ensures it meets the highest global standards. Utilizing audio-visual teaching methods, self-learning materials and evaluation patterns, the platform stands out as unique and aligns seamlessly with both industry requirements and the UGC Guidelines.

Students can engage in uninterrupted learning 24x7 via web and mobile devices, allowing them to progress at their preferred pace. The LMS boasts a simple and intuitive user interface, facilitating easy navigation through the e-learning modules. Designed in accordance with standard norms, all learning tools are easily accessible, ensuring a perfect learning experience for all users.

2.2.3 Course Design

The curriculum is designed by a committee comprising experts from the parent department of the University and Industry experts, keeping in view the needs of the diverse groups of learners.

2.2.4 Academic Calendar for Academic Session beginning July 2024

Sr.No.	Event	Session	Month (Tentative)
1.	Commencement of semester	January	January
		July	July
2.	Enrol learner to Learning	January	Within 21 working days from fee deposit and Eligibility confirmation
	Management system	July	
3.	Interactive Live Lectures for query resolution	January	February to May
		July	August to November

4.	Assignment Submission	January	By April
		July	By October
5	Project Report Submission	January	Last week of April
	(Wherever applicable during Final semester)	July	Last week of November
6	Term End Examination	January	May onwards
		July	December onwards
7	Result Declaration of End Term Examination	January	By June
		July	By January

3. Instructional Design

3.1 Curriculum Design

The curriculum is meticulously designed by experts in the field, incorporating contemporary topics and fostering environmental awareness. It has received approval from the regulatory bodies and the University Academic Council.

3.2 Program Structure and detailed Syllabus

3.2.1 Program Structure

The Learner will study the following disciplines in the I, II, III and IV Semester (for details of Paper 1, 2, 3 and 4 of each discipline, kindly refer to Table 1a):

1. Discipline1 - Sociology
2. Discipline2 - History
3. Discipline3 - Psychology

I Semester										
Name of the Course	Course Code	Course Category	Total Marks	Ext Marks	Int Marks	Credit Hours p/w	Contact per hour			Credit
							L	T	P	
Discipline 1 – Paper 1	DBASOC101T24	DSC	100	70	30	4	3	1		4
Discipline 2 – Paper 1	DBAHIC102T24	DSC	100	70	30	4	3	1		4
Discipline 3 – Paper 1	DBAPYC103T24	DSC	100	70	30	4	3	1		4
Essential Language Skill (English)	DBAPAE101T24	Ability Enhancement Course	100	70	30	4	3	1		4
Compulsory Language English/Hindi – Paper 1	DBAPCO106E24 / DBAPCO106H24	Core Course	100	70	30	4	3	1		4
Total			500	350	150					20

II Semester										
Name of the Course	Course Code	Course Category	Total Marks	ExtMarks	Int Marks	Credit Hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline 1 – Paper 2	DBASOC201T24	DSC	100	70	30	4	3	1		4
Discipline 2 – Paper 2	DBAHIC202T24	DSC	100	70	30	4	3	1		4
Discipline 3 – Paper 2	DBAPYC203T24	DSC	100	70	30	4	3	1		4
Environmental Science	DBAPAE201T24	Ability Enhancement Course	100	70	30	4	3	1		4
Compulsory Language English/Hindi – Paper 2	DBAPCO206E24 / DBAPCO206H24	Core Course	100	70	30	4	3	1		4
Total			500	350	150					20

III Semester										
Name of the Course	Course Code	Course Category	Total Marks	Ext Marks	Int Marks	Credit Hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline 1 – Paper 3	DBASOC301T24	DSC	100	70	30	4	3	1		4
Discipline 2 – Paper 3	DBAHIC302T24	DSC	100	70	30	4	3	1		4
Discipline 3 – Paper 3	DBAPYC303T24	DSC	100	70	30	4	3	1		4
Fundamental of Computer	DBAPSE301T24	SEC	100	70	30	4	2	0	4	4
*Open Elective-1	Table 1c	To be chosen from other Depts/ Mooc	100	70	30	4	3	1		4
Total			500	350	150					20

IV Semester										
Name of the Course	Course Code	Course Category	Total Marks	Ext Marks	Int Marks	Credit Hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline 1 – Paper 4	DBASOC401T24	DSC	100	70	30	4	3	1		4
Discipline 2 – Paper 4	DBAHIC402T24	DSC	100	70	30	4	3	1		4
Discipline 3 – Paper 4	DBAPYC403T24	DSC	100	70	30	4	3	1		4
Soft Skills for personal development	DBAPSE401T24	SEC	100	70	30	4	2	0	4	4
*Open Elective-2	Table 1c	OEC	100	70	30	4	3	1		4
Total			500	350	150					20

*Students can obtain credits from MOOC

Any two disciplines from the following will be opted by the students in the V and VI Semester. Accordingly discipline specific electives will be chosen from the concerned discipline (refer to table 1b) :

1. **Discipline1 - Sociology**
2. **Discipline2 – History**
3. **Discipline3 – Psychology**

V Semester

Name of the Course	Course Code	Course Category	Total Marks	Ext Marks	Int Marks	Credit Hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline-Specific Elective 1 – Paper -1	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 1 – Paper -2	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 2 – Paper -1	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 2 – Paper -2	Table 1b	DSE	100	70	30	4	3	1		4
Basic Analytical Skills	DBAPSE501T24	SEC	100	70	30	4	3	1		4
Total			500	350	150					20

VI Semester

Name of the Course	Course Code	Course Category	Total Marks	Ext marks	Int Marks	Credit hours p/w	Contact Per hour			Credit
							L	T	P	
Discipline-Specific Elective 1 – Paper -3	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 1 – Paper -4	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 2 – Paper -3	Table 1b	DSE	100	70	30	4	3	1		4
Discipline-Specific Elective 2 – Paper -4	Table 1b	DSE	100	70	30	4	3	1		4
Indian Ethos and Business Values	DBAPSE601T24	SEC	100	70	30	2	0	4		4
Total			500	350	150					20

Table 1a: For Discipline Core Courses

Discipline	Paper 1	Paper 2	Paper 3	Paper 4
Sociology	Sociology - 1 (Introduction to Sociology)	Sociology - 2 (Indian Society)	Sociology-3 (Society, Culture and Globalization)	Sociology - 4 (Survey Methods in Social Investigations)
Course Code	DBASOC104T24	DBASOC204T24	DBASOC 304T24	DBASOC404T24
History	History-1 (Ancient History of India- Early times to 185 BC)	History-2 (Ancient History of India- Post Mauryan to 1200 A.D.)	History-3 (History of Medieval India : 1200 AD-1526 AD)	History-4 (History of Medieval India: 1526 AD-1707AD)
Course Code	DBAHIC102T24	DBAHIC202T24	DBAHIC302T24	DBAHIC402T24
Psychology	Introduction to Psychology	Human Development	Social Psychology	Psychopathology
Course Code	DBAPYC103T24	DBAPYC203T24	DBAPYC303T24	DBAPYC403T24

Table 1b: For Discipline Electives Courses
Select any two Discipline Specific electives

Discipline	For Semester V		For Semester VI	
	Paper 1	Paper 2	Paper 3	Paper 4
Sociology	Sociology (Indian Society: Issues And Problems) (DBASOD501T24)	Sociology (Classical Socio Thinkers) (DBASOD502T24)	Sociology (Rural Sociology) (DBASOD601T24)	Sociology (Population Studies) (DBASOD602T24)
	Sociology (Environment and Society) (DBASOD503T24)	Sociology (Social Change in India) (DBASOD504T24)	Sociology Industrial Sociology (DBASOD603T24)	Sociology (Introducing Sub-Sociologies) (DBASO604T24)
History	History (World History – 1453 to 1815) (DBAHID505T24)	History (World History - 1815-1991) (DBAHID506T24)	History (Modern History of India -1757 to 1857) (DBAHID605T24)	History (History of Modern India - 1857 AD-1947 AD) (DBAHID606T24)
	History (History of Rajasthan- Early	History (History of Rajasthan- 1750	History (Indian Society	History (Indian Society and

	Times to 1750 AD) (DBAHID507T24)	AD to 1956 AD) (DBAHID508T24)	and Culture upto 1200) (DBAHID607T24)	Culture in Medieval Period) (DBAHID608T24)
Psychology	Child Psychology (DBAPYD509T24)	Personality (DBAPYD510T24)	Adolescent Psychology (DBAPYD609T24)	Introduction to Indian Psychological Thought (DBAPYD610T24)
	Experimental Psychology (DBAPYD511T24)	Environmental Psychology (DBAPYD512T24)	Psychology of Peace (DBAPYD611T24)	Positive Psychology (DBAPYD612T24)

Table 1c: Please Select Open Electives from the following pool:

3 rd Semester	4 th Semester
Introduction to Bioinformatics (DBAPGE301T24)	Winning Corporate Presentations (DBAPGE401T24)
Workplace Ergonomics (DBAPGE302T24)	Finance For Non Finance Professionals (DBAPGE402T24)
General Hospital Practice (DBAPGE303T24)	Winning Corporate Presentations (DBAPGE403T24)
Fashion Modeling Portfolio (DBAPGE304T24)	Agribusiness Management (DBAPGE404T24)
Social Responsibility & Ethics (DBAPGE305T24)	Digital Design (DBAPGE405T24)
Farm Machinery and Power (DBAPGE306T24)	Exercise for Women's Health (DBAPGE406T24)

3.2.2 Detailed Syllabus of BA

Detailed syllabus of BA is attached in Annexure-I.

3.3 Duration of the Program

Program	Level	Duration	Maximum duration for completion	Credits
BA	Bachelor's Degree	3 years (6Semesters)	6 Years	120

3.4 Faculty and Support staff requirements (Refer Regulation Document for all Staff Details)

Academic Staff	Number available to meet the norms
Program Coordinator	1 Member
Course Coordinator	30
Course Mentor	1 Member per batch of 250 students

3.5 Instructional delivery mechanisms

JNU boasts a fully dedicated team of faculty members and staff proficient in delivering lectures through CDOE – JNU. At the commencement of each session, students will receive the academic

calendar via the Learning Management System (LMS). The distribution of self-learning material, audio, and video content to students will be facilitated through the LMS via the following delivery channels:

- Self-Learning Material
- EBooks
- Study Guide
- Question Bank in Learning Management system - For Practice Test through LMS
- Audio / Video Component in Learning Management System
- Assignments (Submitted through Assignment Response Sheet)
- Personal Contact Program would be conducted at University Campus.

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

The Learning Management System (LMS) serves as a comprehensive digital platform, offering a multitude of features including recorded faculty video lectures, live sessions, e-content comprising study material, open source materials, and graded assessments.

For each module within a course, there will be one live session conducted by the respective faculty member, focusing on a specific topic. CDOE-JNU has curated study material that is clear and easily comprehensible, complete with concise summaries, self-assessment questions, and case studies.

Access to these course materials is facilitated through:

- Login credentials provided in the welcome email sent by the university
- Students can also log in on the University website at <https://lms.jnujaipur.ac.in/users/login>

Courseware

Through the Learning Management System (LMS), students will have access to a comprehensive array of course materials mentioned in above clause.

The Dashboard feature of the LMS serves to track and monitor students' learning progress. It includes functionalities such as:

- Monitoring progress in learning
- Comparing progress with peers
- Receiving regular notifications about upcoming Live Sessions, assignments, and examinations

3.7 Student Support Services

Students will have access to support services provided by CDOE-JNU through the Student Relationship Management (SRM) system for queries related to administration and general technical issues. A ticketing system integrated into the LMS will enable learners to connect with the CDOE-JNU technical team for support services, with resolutions handled by the appropriate authority. Notifications will also be sent to the Deputy Registrar to ensure queries are addressed within 24 hours or sooner.

For academic course-related queries, students can raise queries directly with the Course Coordinator, Program Coordinator, and Deputy Director. Queries should be resolved within 48 hours of being raised, with the Program Coordinator responsible for managing and resolving any unresolved matters. The Deputy Director will ensure the timely resolution of academic queries.

In addition to academic excellence, CDOE-JNU prioritizes the holistic development of its students. The department supports various initiatives to broaden students' opportunities and shape them into future leaders.

4. Assessment and Evaluation

4.1 Overview

The evaluation of students' learning will encompass internal assignments, quizzes, learner response sheets, and end-of-term examinations. CDOE-JNU follows a rigorous process in the development of question papers, creation of question and quiz banks, preparation and moderation of assignments, administration of examinations, analysis of answer scripts by qualified academics, and declaration of results. Question papers are meticulously framed to ensure comprehensive coverage of the syllabus.

The evaluation process will include two types of assessments:

Examination Name	Marks Division
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 are designed to evaluate the knowledge acquired during the study period.

For theory courses, internal evaluation will be conducted through Continuous Internal Assessment (CIA), which includes assignments and quizzes in form of MCQ type of questions. The internal assessment will contribute a maximum of 30 marks for each course.

At the end of each semester, an end-of-semester online examination will be held for each course, lasting two hours.

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.

4.2 Question Paper Pattern

Exam Time: 2 Hours

Max. Marks: 70

Exam will be comprising of 70 Multiple-Choice Questions (1 Mark Each) – 70 Marks

4.3 Distribution of Marks in Continuous Internal Assessments

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

Particular	A1 (MCQ Type)	A2 (MCQ Type)
Marks	15	15

Note: Refer to **Annexure VI** and **VII** for reference to the question paper pattern and formats of documents accepted.

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.

4.4 Statistical Method for the Award of Relative Grades

Letter Grade	Grade point	Range of Marks(%)
O (Outstanding)	10	90-100
A+ (Excellent)	9	80-89
A (Very good)	8	70-79
B+ (Good)	7	60-69
B (Above average)	6	50-59

C (Average)	5	40-49
P (Pass)	4	35-39
F (Fail)	0	0-34
Ab (Absent)	0	Absent

Abbreviations:

CO	Core Course	MM	Maximum Marks
DSC	Discipline Specific Course	MO	Marks Obtained
GE	Generic Elective Course	SE	Skill Enhancement
AE	Ability Enhancement	DSE	Discipline Specific Elective

4.4.1 Cumulative Grade Point Average (CGPA) and Semester Grade Point Average

Semester Grade Point Average (SGPA):

It is the summation of product of Credit Points and Grade Points divided by the summation of Credits of all Courses taught in a semester.

$$SGPA = \frac{\sum C.G.}{\sum C}$$

Where, G is grade and C. is credit for a Course.

Cumulative Grade Point Average (CGPA): $CGPA = \frac{\sum(C_i \times S_i)}{\sum c}$

Where, Si is the SGPA of the semester and Ci is the total number of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Note:

- In case of any mistake being detected in the preparation of the Grade Statement at any stage or when it is brought to the notice of the concerned authority the University shall have the right to make necessary corrections.

4.4.2 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 or transferred from other University upto the

latest semester as per the procedure provided in JNU Academic Regulations. It is the weighted average of the grade points of all the letter grades received by the student from his entry into the University or transferred from other 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 members 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.

4.4.3 Conversion Factor

Formula for Conversion of CGPA to Percentage:

$$\text{Percentage of marks} = \text{CGPA} \times 10$$

4.5 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.

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.

4.5.1 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 as mentioned in this document.

4.5.2 Results, grade card and Degree Logistics–Internal Process

- After verification of all data by the Controller of Examination, the results would be published on the CDOE-JNU website.
- Students need to download and save the copy of semester / year wise results.

CDOE-JNU 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. A provision for On Demand Mark Sheets can be provided wherein student would have to fill the requisition and pay postal charges enabling university to dispatch the hard copy marksheets as requested by the student; prior to completion of the overall program.

5. Requirement of the Laboratory Support and Library Resources

5.1 Laboratory Support

Jaipur National University offers access to state-of-the-art laboratories equipped with the latest tools and resources necessary for research and analytical work. The laboratory support at JNU aims to foster a robust research environment, encouraging students to develop essential skills required for their academic and professional growth.

5.2 Library Resources

The Central Library at CDOE-JNU offers a comprehensive range of sections, including reference, circulation, audio-visual, periodical, book-bank, digital library, and reprographic sections. With a collection exceeding 1,00,000 books, the library also provides access to e-journals, online databases such as Scopus and Web of Science, and institutional repositories featuring rare book collections. University has 449 subscriptions of online and offline Journals. Equipped with modern facilities like reading rooms, computer labs, and quiet study areas, the library fosters a conducive

environment for learning and intellectual growth. Additionally, the library frequently organizes workshops, seminars, and exhibitions to enhance academic engagement and promote a culture of continuous learning.

All electronic resources can be accessed seamlessly through the Local Area Network (LAN) on campus, as well as remotely via login credentials. This ensures convenient access to resources for students, faculty, and researchers both on-site and off-site.

6. 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)	27,00,000 INR
2	Program Delivery (Per Year)	6,00,000 INR
3	Program Maintenance (Per Year)	18,00,000 INR

7. Quality Assurance Mechanism

The quality of a program hinges upon the course curriculum, syllabus, and academic delivery, all of which are meticulously designed to bridge the gap between industry standards and academia. To uphold this standard, the Centre for Internal Quality Assurance (CIQA) and the Academic Council play crucial roles.

The Academic Council is entrusted with ratifying the curriculum and any proposed changes recommended by CIQA to ensure the continual enhancement and maintenance of quality in education at CDOE-JNU.

The Centre for Internal Quality Assurance (CIQA) is tasked with several responsibilities:

- (i) Conducting periodic assessments of learning course materials and audio-video tutorials to maintain the quality of learning.
- (ii) Soliciting stakeholder feedback and implementing recommended changes to meet the evolving needs of course delivery and industry requirements.
- (iii) Evaluating the quality of assignments, quizzes, and end-term assessments and providing suggestions for enhancements to sustain the learning program's standards.
- (iv) Ensuring that the learning experience is truly global, aligning with program outcomes and reflecting the vision and mission of JNU.

The Chief Operating Officer (CoE) of the University oversees examinations and the evaluation system to ensure fairness and integrity in the assessment process.

CDOE-JNU is committed to continual improvement, striving to enhance processes, assessments, teaching methodologies, and e-learning materials in line with the regulatory norms. The University is dedicated to delivering exceptional education across all learning modes while adhering to NEP, UGC, and other regulatory guidelines, fostering a truly global educational environment.

Annexure I _Detailed syllabus of BA Program

Program Outcomes

PO1. The program emphasizes critical thinking, analysis, and interpretation of various texts, ideas, and arguments. Graduates should be able to evaluate information, form reasoned opinions, and effectively communicate their ideas.

PO2. The program develops strong written and verbal communication skills. Graduates should be adept at expressing themselves clearly and persuasively, whether through essays, presentations, or discussions.

PO3. The program involve research-intensive coursework, teaching students how to gather, evaluate, and synthesize information from various sources. Graduates should be capable of conducting independent research and producing original work.

PO4. BA program explores diverse cultures, societies, and perspectives, fostering an appreciation for global diversity and intercultural understanding. Graduates should possess cultural competence and sensitivity to different worldviews.

PO5. The program encourage students to think creatively, adapt to new challenges, and approach problems from multiple angles. Graduates should be adaptable and able to thrive in diverse professional environments.

Overall, a BA program aims to cultivate well-rounded individuals who are intellectually curious, analytically skilled, culturally aware, and prepared to make meaningful contributions to their communities and professions.

The detailed syllabus for the Program is as follows

Semester I

Sociology-1 Introduction to Sociology

Credit: 04

Course Outcomes:

- Describe Meaning, Nature, Subject Matter and Scope of Sociology
- Explain the concept of social group ,Social stratification
- Use basic concepts of sociology in day to day life
- Characterize the associative and dissociative processes
- Justify social processes, socialization, social stratification in the society.
- Synthesize theories of socialization.

Course Outline:

Unit I- Understanding Sociology **15 Hours**

- Meaning, Nature, Subject Matter and Scope of Sociology
- Relationship between sociology and other social sciences.

Unit II -Basic Concepts in Sociology **12 Hours**

- Society, Community, Institution, Association, Culture
- Social Structure: Concept and Characteristics

Unit III- Social Group, Status & Role **10 Hours**

- Social Group: Concept and Types
- Status and Role; Concept and Types
- Norms and Values: Concept, Classification of Social Norms

Unit IV- The Individual and Society **12 Hours**

- Social Control: Concept, Forms and Agencies
- Socialization: Concept, Stages, Agencies and Theories
- Social Stratification: Concept , Characteristics and basis

Unit V -Social Processes **11 Hours**

- Associative and Dissociative processes – Cooperation, Assimilation, accommodation, Competition, and conflict.

Suggested Readings:

- Devis, Kingsley. (1987). Human Society. Delhi: Surjeet Publications.
- Jayaram, N. (1988). Introductory Sociology. Madras: Macmillan India.
- Rawat, H.K. (2007) .Sociology Basic Concepts. Jaipur:Rawat Publications.
- Rawat, H.K.(2013). Contemporary Sociology.Jaipur: Rawat Publications.
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- flag] ts- ih- ¼2002½-lekt'kkL= dsewY; rRo-fnYyh% ih,pvkbZ]

History-1

Ancient History Of India (Early Times To 185B.C.)

Credit 4

Course Outcomes:

- Identify The Different Emperors of Ancient India.
- Explain the Cultural-Social Life Of Maurya Empire.
- Determine The Places OfHarrappan Civilization.
- Analyze The Art, Literature & Culture Of Ancient India. Analyze
- Conclude Socio-Economic and Religious Life Of Early India.
- Synthesize The Contribution Of Mauryan Period.

Unit I Early History of India

Hours: 8

Early Indian notions of History Sources and tools of historical reconstruction. Historical interpretations (with special reference to gender, environment, technology, and regions).

Unit II Pre-historic hunter-gatherers & the advent of food production Hours: 8

Paleolithic cultures- sequence and distribution; stone industries and other technological developments Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art. Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

Unit III Origin of civilizations

Hours: 8

The Indus Saraswati Civilization. Origin, Extent, Salient Features, Decline and continuity. The Vedic Age-Vedic literature, polity, society, economy and religion. A brief survey of Iron Age cultures in India

Unit IV Rise of States

Hours: 8

Rise of Janapadas and Mahajanapadas- monarchies and republics. Rise of Magadhan imperialism up to the Nandas. Jainism and Buddhism-origin, teachings, contribution.

Unit V Mauryan Empire

Hours: 8

The Mauryan empire- main sources. Chandragupta Maurya and Ashoka. Ashoka's Dhamma- Its nature and propagation. Mauryan state and administration, society and economy, art and architecture. Decline of the Mauryas.

Practicum:

- Briefly discuss the main theories of the decline of “Harappan” Civilization. Do you agree that many elements of the “Harappan” Civilization survived in subsequent periods of history?
- Explain the developments in the sphere of religion in the post-Mauryan period.

Suggested Readings:

- Sankalia, H.D. (1977). Prehistory of India. New Delhi: MusnsiramMonaharlal.
- Chakrabarti, K. Dilip. (1999). India: An Archaeological History (Paleolithic Beginnings to Early Historic Foundations). New Delhi: Oxford University Press.
- Lal, B.B. (1998). Delhi: New Light on the Indus Civilization.
- Mookerji, R.K. (1952). Chandragupta Maurya and his times. Delhi: Motilal Banarassidass.
- Puri, B.N. (1965) India under the Kushans. Bombay: Bhartiya Vidya Bhawan.
- Thapar, Romila. (1966). A history India. Penguin: Vol I (also in Hindi).
- Romila Thapar Ashoka. (1999) the Decline of the Mauryas. Delhi: Oxford University Press.
- Sharma, Ram Shankar. (2014). History of Ancient India. New Delhi: Motilal Banaridass Publishers.

- Majumdar, R.C. and Altekar, A.S. (1970).TheVakataka Gupta Age, (also in Hindi) Varanasi : Harsha and his times.
- शर्मा.एल.पी. (२०१४).प्राचीनभारत. आगरा:
लक्ष्मीनारायणअग्रवालशर्मा.रामशर.(२०१४).प्राचीनभारतकाआर्थिकऔरसामाजिकइतिहा
स. दिल्ली: हिंदीमाध्यम कार्यान्वयन निदेशालय

Psychology

Introduction to Psychology

Credit:4

COURSE LEARNING OUTCOMES:

- Comprehend the meaning of Introspection, Observation, Experimental, Interview, Questionnaire and Case Study
- Understand the biological bases of behavior
- Know the concept of motivation and emotion
- Classify different theories of Intelligence
- Know about the states of consciousness

Unit I

- Introduction: Definition, Nature, Scope and Applications of Psychology. Methods: Introspection, Observation, Experimental, Interview, Questionnaire and Case Study.
- Contemporary Perspectives: Biological, Cognitive, Psychoanalytical, Humanistic, Evolutionary and Cross-cultural.

Unit II

- Biological Bases of Behaviour: Evolution, Genes and Behaviour. The Response Mechanism: Receptors, Effectors and Adjustors.
- The Nervous System: The Basic Structure, Functions and Divisions of the Peripheral and Central Nervous System.

Unit III

- Motivation and Emotion: Indicators of Motivation, The Motivational Cycle. Classification of Motives: Biogenic, Sociogenic and Personal Motives.
- Emotion: Nature and Dimensions of Emotion. Development, Expression and Control of Emotions. Theories of Emotion: James-Lang'e, Cannon-Bard, Schachter and Singer, Lazarus, Lindsley's Activation Theory. Physiological Correlates of emotion

Unit IV

- Intelligence: Definition, Concept of I.Q., Genetic and Environmental Influences on Intelligence. Factor Theories: Spearman, Thurstone and Guilford. Process oriented Theories: Piaget, Bruner, and Sternberg. Creativity and Intelligence.

Consciousness: Meaning and nature of Consciousness, Natural States of Consciousness, Altered states of consciousness

REFERENCES

- Atkinson and Hilgard (2002). Introduction to Psychology. New York: Thomson Wadsworth.
- Baron, R. A. (1995). Psychology: The Essential Science. New York: Allyn and Bacon.
- Feldman, R. S. (2006). Understanding Psychology. India: Tata McGraw Hill.
- Lefton, L. A. (1985). Psychology. Boston: Allyn and Bacon.
- Morgan, C. T., King, R.A., Weiz, J. R., Schopler, J. (2001). Introduction to Psychology. Tata McGraw Hill.
- Singh, A. K. (2000). UchcharSamanyaManovigyan. New Delhi: MotilalBanarsidas.
- Zimbardo, P.G. and Weber, A.L. (1997). Psychology. New York: Harper Collins College Publishers.

Psychology Practical

- Administration and Interpretation of standardized psychological tests of the following attributes: -
- Anxiety test.
- Phobia test.
- Stress.
- Personality disorder.

References

- Mangal, S. K. (2013). *Experiments in psychology*. PHI Learning.
- Gupta, C. B. (2008). *Practical psychology*. Sultan Chand & Sons.
- Srivastava, A. K. (2013). *Psychological testing*. Anmol Publications.
- Hudson, J. P. (2000). *Practical psychology for students*. Prentice Hall.
- Ciccarelli, S. K., & White, J. N. (2017). *Psychology: An exploration* (4th ed.). Pearson.
- Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). Wiley.
- Gross, R. (2010). *Psychology: The practical guide* (2nd ed.). Hodder Education.
- Klassen, B. A. J. (2000). *Manual of experimental psychology*. McGraw-Hill.

Essential Language Skills

Credit: 04

Course Outcomes:

- Reproduce the pronunciation of words correctly
- Understand the difference between spoken and written English
- Explain the poem, leisure, and stopping by words,.
- Differentiate between Active and Passive voice.
- Construct sentences direct to indirect narration and vice a versa.
- Compose different types of letters

Unit I Phonetic and Spoken English

06 hr

- Pronunciation of commonly mispronounced words(list of words)
- How to consult dictionary for pronunciation and word stress
- Word Stress

Unit II Semantic Aspect of English

06hr

- Articles
- Preposition
- Adjectives and adverb
- Modals.

Unit III Transformation of Sentences06hr

- Active and Passive Voice
- Direct and Indirect Narration
- Affirmative into Negative, Negative into Interrogative, Interrogative into Affirmative.

Unit IV Composition06hr

- Letter Writing: Formal and Informal
- Paragraph Writing

UNIT-V Comprehension06hr

- J.L.Nehru: A Tryst with Destiny
- Ant Community
- Robert frost: Stopping by Woods.

Practicum-

- Prepare a dictionary of 50 words depicting word, meaning and phonetic transcription.
- Write the summary of ‘A Tryst with Destiny’.
- Write the summary of poem ‘Stopping by Woods’.

Suggested Readings

- Sasikumar, V., Dutta and Rajeevan (2005). A course in Listening and Speaking. I Foundation Books.
- Sawhney, Panja and Verma eds. (2003). English at the Workplace, Macmillan.
- Leigh Judith.(2004). CVs and Job Application.NewDelhi : Oxford University Press.
- Wren P. C and Martin H., (1995). High School English Grammar and Composition. New Delhi : S. Chand Publication.
- Quirk R. and Greenbaum S. (1973). A University Grammar of English, Longman Publication, Abridged Edition.
- Singh R. P. (2004). Professional Communication. New Delhi : Oxford University Press.
- Sawhney S., Panja S. and Verma P. (2003). English at the Workplace. New Delhi: Macmillan Publisher India Ltd.

English

Course Outcomes

- Recall the abilities to express their feelings with proper vocabulary and pronunciation as well as write clearly, grammatically and syntactically correct sentences.
- Illustrate the texts closely and explicate texts written in a wide variety of forms, styles, structures, and modes.
- Determine students in achieving their career and lifelong goals by exhibiting balanced professional attitude in every walk of life.
- Compare and contrast primary and secondary documents, and advance their reading comprehension.
- Conclude the Persuade and convince.
- Develop the English language with propriety and effectiveness to develop an argument in a positive manner as well as develop acquaintance to various aspects to the fullest.

Unit I Grammatical Focus

Grammatical Focus : Grammatical & Structural aspects covering Parts of Speech, Tense, Voice, Clause, Preposition, Degrees of Comparison, Synonyms & Antonyms, etc; Identifying & Analyzing Grammatical Errors including errors in Spelling & Punctuation..

Unit II Reading

Reading : Vocabulary Building; Comprehension; Interpretation; Summarizing

Unit III Writing

Writing: Letter Writing – Formal, Informal; Accepting & Declining Invitations; Paragraph Writing, Precise Writing, Essay Writing

Unit IV Speaking

Speaking: Interactive Communication like Introducing Self, Greetings, Conversations, etc; Pronunciation : appropriate stress, intonation, clarity.

Unit V Listening

Listening : Understanding – Spoken English, Formal English; Exercises

Suggested Readings

- Jones Sally & Jones Amanda (2022) Improve Your English As A Foreign Language (Part 1): The Ultimate Guide To Complete Fluency In English Writing, Guinea Pig Education; 1st edition
- Manoj Kumar Garg (2022), English Fluency (Part I), Scholar Tech Press.
- Business English, Pearson, 2020
- Language, Literature and Creativity, Orient Blackswan, 2020

अधिगम अनुवर्तन

इस पाठ्यक्रम की समाप्ति पर विद्यार्थी :

- Identify human qualities through Hindi diagrams.
- Understand the message given through the poem 'Identifying the path'
- Use different genres of Hindi language in the study.
- Analyze the characters of the Hindi language.
- Evaluate the practical utility of Hindi language grammar.
- Synthesize Maithili Sharan Gupta's poem 'The Superiority of India'.

इकाई—प्रथम व्याकरण

7 Hours

- हिन्दी ध्वनियों का स्वरूप एवंविकास
- स्वर, व्यंजन, संज्ञा, सर्वनाम, विशेषण
- क्रिया, क्रिया-विशेषण, कारक,
- शब्द शुद्धि वाक्य शुद्धि वाक्य रचना

इकाई—द्वितीय साहित्यिक खण्ड (गद्य भाग)

10 Hours

- सूर्यकान्त त्रिपाठी "निराला"—वहतोड़तीपत्थर
- मैथिलीशरणगुप्त—भारत की श्रेष्ठता
- हरिवंशराय बच्चन—पथ की पहचान
- सुभद्राकुमारीचौहान—झाँसी की रानी
- नागार्जुन—प्रेत का बयान
- एकदुराशा—बालमुकुन्दगुप्त (निबन्ध)
- शिरीष के फूल—हजारीप्रसादद्विवेदी (ललित निबंध)
- उजाले के मुजाहिब—विजयदानदेथा (कहानी)

इकाई—तृतीय

7 Hours

- हिंदीभाषा के विकास की पूर्व पीढि का भारोपीय भाषा-परिवार एवं अर्थभाषाएँ ; संस्कृत, पालि, प्राकृत, अपभ्रंश आदि

- भाषाएवं लिपि का विकास, देवनागरी लिपि का अर्थ व विशेषतायें
- हिंदी का विकास ,आदिकाल, मध्यकाल, आधुनिककाल

इकाई—चतुर्थ

6 Hours

- लेखन के विविध पक्ष –उद्घोषणा, समाचार लेखन,कहानी लेखन
- पत्र लेखन– शासकीय पत्र, अर्द्धशासकीय पत्र, आवेदन पत्र, शिकायती पत्र
- निबन्ध लेखन

संदर्भ पुस्तकें—

- अवस्थी, देवी शंकर (1998), साहित्य विधाओं की प्रकृति, दिल्ली, राधाकृष्ण प्रकाशन
- हरिमोहन(2007), प्रशासनिक हिन्दी टिप्पणी, प्रारूपणा एवं पत्र लेखन, दिल्ली, तक्षशिला प्रकाशन
- बाहरी, हरदेव (1998), हिन्दी का सामान्य ज्ञान, भाग-2, इलाहाबाद, लोकभारती
- श्रीवास्तव, रवीन्द्रनाथ (1994), हिन्दी भाषा का सामाजिक संदर्भ आगरा, केन्द्रीय हिन्दी संस्थान
- श्रीवास्तव, रवीन्द्रनाथ (1996), हिन्दी भाषा संरचना और प्रयोग, आगरा नेशनल पब्लिशिंग हाऊस

Semester II

Sociology-2 Indian Society

Credit: 04

Course Outcomes:

- Describe meaning, forms and functions of basic institutions of Indian society.
- Discuss attributes of Indian Society.
- Use constitution provision to solve problems of backward class
- Compare the forms & issues of Caste and Class
- Justify the reasons for unity and diversity in India.
- Develop safe guard to solve the problem of Backward Class.

Unit I-The Evolution of Indian Society 14 Hours

- Traditional basis of Indian society, Unity and Diversity in India, India as a Pluralistic Society.

Unit II-Basic Institutions of Indian society 13 Hours

- Family, Marriage and Kinship, Meaning and forms, continuity and change,
- Caste and Class – Meaning and forms, issues, continuity and change.

Unit III- Caste and Class 13 Hours

- Backward Classes: Scheduled Caste and Scheduled Tribes: Characteristics, Problems and Constitutional Safeguards

Unit IV -Attributes of Indian Society 10 Hours

- Varna, Ashram and Dharma, Purushartha, Sanskaras and Doctrine of Karma

Unit V Composition of Indian Society 10 Hours

- Religious composition
- Ethnic composition
- Caste composition

Suggested Readings:

- Ahuja, Ram.(1993).Indian Social System. Jaipur: Rawat Publications.

- Ahuja Ram.(2002).Society in India: Concepts, Theories and Recent Trends.Jaipur: Rawat Publications.
- Auja, Ram.(2014). Social Problems in India. Jaipur: Rawat Publications.
- Bose, N.K.(1967).Culture and Society in India. Bombay: Asia Publishing House.
- Dube, S.C.(1990). Society in India. New Delhi: National Book Trust.
- Sharma K.L.(2007).Indian Social Structure and Change. Jaipur: Rawat Publications.
- Singh, Yogendra.(1994). Modernization of Indian Tradition. Jaipur: Rawat Publications.
- Srinivas, M.N.(1963). Social Change in Modern India.California: University of California Press.
- सिंह, अरुण. कुमार.(2003).समाजशास्त्रकीमुलभुतअवधारणार्थे. लखनऊ: न्यूरोयलबुककम्पनी.
- शर्मा, वीरेंदरप्रकाश. (2003). भारतीयसामाजिकव्यवस्था. दिल्ली: हिंदीबुकसेंटर.

History – 2
Ancient History of India (Post Mauryan TO 1200A.D.)

Credit: 04

Course Outcomes:

- Describe the political, social, Economic life of Post Mauryan Period.
- Compare the contributions of different Emperors of Mauryan Period.
- Determine the main contribution of Post Mauryan Period.
- Analyze the main reasons of Muslim Invasion in India.
- Evaluate the administration system of Mauryan Era.
- Prepare the list of reasons of Decline -Post Mauryan Period.

Unit –I Post Mauryan Era

10 Hours

- The post – Mauryan period (c200 B.C. to 300AD)- achievements of the Sungas, Satavahanas, Sakas and Kushanas, Social Religious and Economic life and development of literature and arts during the post Mauryan period.

Unit –II Sangam Era

08 Hours

- The Sangam Age- Literature, society, economy and culture.

Unit III Gupta Period

08 Hours

- The Gupta empire- achievements of Samudragupta,
- Chandragupta II Vikramaditya, Skandagupta, State and administrative institutions. Social and Economic life. Religious thought and institutions. Developments in literature, arts and sciences.
- Kushana Period

Unit IV Post Gupta Period

08Hours

- Post-Gupta period upto 750AD-achievements of Vardhanas,
- Chalukyas and Pallavas.
- Tripartite Struggle.
- The Pallavas and the Cholas.

Unit V Rajput's and Muslim invasions

08 Hours

- Rise of Rajputs, Muslim Invasion, A study of social and economic changes and a brief survey of cultural life during the period c750 to 1200A.D.

Suggested Readings:

- Irfan Habib (2013). Post-Mauryan India 200 BC to AD 300: A Political and Economic History. New Delhi: Tulika Books.
- Majumdar, R.C. (2020). An Advanced History India. New Delhi: Laxmi Publications Pvt. Ltd.
- Tripathi, R.S.(2014). A History of Ancient India. New Delhi: Exotic India.
- Singh, Upinder (2009). A History of Ancient and Early Medieval India.Noida: Pearson.

Psychology

Human Development

Credit: 4

COURSE LEARNING OUTCOMES:

- Know the determinants of development
- Understand the theories of Freud and Erickson
- Comprehend emotional, social and moral development
- Classify between aging and old age

Unit I

- Introduction: Concept; Determinants: Biological, Social, Cultural and Ecological; Prenatal Development
- Developmental stages: Theories of Freud and Erikson.
- methods: Longitudinal, Cross Sectional, case study

Unit II

- Cognitive Development: Nature and Approaches: Piaget, Vygotsky and Information Processing.
- Language Development: Stages and Determinants

Unit III

- Emotional Development: Primary Emotions: Development from Infancy to Adulthood; Concepts of Emotional and Spiritual Intelligence.
- Social Development: Stages; Factors affecting Social Development; Concept of Social Intelligence.
- Moral Development: Kohlberg's Theory, Social Learning Theories.

Unit IV

- Middle Adulthood (a) Physical and Cognitive Development: Patterns of Work. (b) Psycho-Social Development: Dealing with Stresses of Adulthood, Marriage and Family Relations, Personality Development.
- Aging and old age: Personal, Social and family adjustments Problems of Physical Health, Cognitive deterioration dementia, Alzheimer Disease, Government policy for protection of safety of older people.

REFERENCES

- Berk, L.E (2003). Child Development, Boston: Allyn and Bacon.
- Hurlock, C. (1981). Developmental Psychology, McGraw Hill.
- Lal, J.N. (2001). Vikasatmak Manovigyaan, Agarwal Publication, Agra
- Mishra, P.C. (1999). Aajka Vikasatmak Manovigyaan. Sahitya Prakashan, Agra.
- Shaffer, D.R. (1985). Developmental Psychology. Brooks and Cole Publications. Canada.
- Santrock, J.W. (1999). Life span Development. New York: McGraw Hill.
- Singh, R.N. (2000). Adhunik Vikasatmak Manovigyaan, Motilal Banarsidas Publication, Varanasi.

Psychology Practical

- Administration and Interpretation of standardized psychological tests of the following attributes: -
- Anxiety test.
- Phobia test.
- Stress.
- Personality disorder.

References

- Mangal, S. K. (2013). *Experiments in psychology*. PHI Learning.
- Gupta, C. B. (2008). *Practical psychology*. Sultan Chand & Sons.
- Srivastava, A. K. (2013). *Psychological testing*. Anmol Publications.
- Hudson, J. P. (2000). *Practical psychology for students*. Prentice Hall.
- Ciccarelli, S. K., & White, J. N. (2017). *Psychology: An exploration* (4th ed.). Pearson.
- Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). Wiley.
- Gross, R. (2010). *Psychology: The practical guide* (2nd ed.). Hodder Education.
- Klassen, B. A. J. (2000). *Manual of experimental psychology*. McGraw-Hill.

ENVIRONMENTAL SCIENCE

CREDIT -4

Course Outcomes:

After the completion of the course, students will be able to:

- Define Environmental Science.
- Explain the Environmental Concepts.
- Use mass media and technology in developing awareness about environmental problems and its prevention
- Differentiate between different basic environmental concepts.
- Evaluate educational issues and challenges related to Environmental Science.
- Develop the Curriculum for Environmental Science.

Course Content

Unit –I Meaning and Concept of Environmental Science

5Hours

- Meaning
- Definition
- Objectives
- Importance of Environmental Education

Unit –II Basic Environmental Concepts

15 Hours

- Ecosystem
- Biotic
- Abiotic
- Inter-relationship
- Factors affecting Environment
- Population: Air, Water, Soil, Noise
- -Acid Rain
- -Green house effect
- -Extinction of species
- -Soil Erosion
- -Energy Crisis
- Role of mass media and technology in developing awareness about environmental problems and its prevention

- Role of NGOs and governmental organizations in developing EE

Unit III Curriculum for Environmental Education

2Hours

- Designing and developing strategies for Environmental Education
- Valuation of Environmental Education resource materials

UNIT IV Value Development through Environmental Education

8Hours

- Practical Work
- Text book evaluation
- Field trip
- Visit to nature Park, industry polluted areas, etc.

Mode of Transaction

- Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.

Suggested Reading

- Agarwal, A et. al. (ed.) (2001). Green Politics : Global Environment Negotiations. New Delhi: Centre for Science and Environment
- Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
- Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.

Course Outcomes

After studying this course, a student will be able to:

- Describe the importance of the English language.
- Express the various types of letters, notices etc.
- Model and handson English language.
- Analyse the report and letter writing.

Unit I

Theory of Communication, Types and modes of Communication

Unit II

Verbal & Non-Verbal (Spoken & Written); Personal, Social and Business; Barriers and Strategies; Intrapersonal, Interpersonal and Group Communication

Unit III

Monologue; Dialogue; Group Discussion; Effective Communication/Miss-Communication; Interview; Public Speech

Unit IV

Close reading; Comprehension; Summary Paraphrasing; Analysis and Interpretation; Translation (from Indian Language to English and vice-versa); Literary/Knowledge texts

Unit V

Documenting; Report Writing; Making notes; email, Letter writing

Suggested reading:

- Jones Sally & Jones Amanda (2022) Improve Your English As A Foreign Language (Part 1): The Ultimate Guide To Complete Fluency In English Writing, Guinea Pig Education; 1st edition
- Manoj Kumar Garg (2022), English Fluency (Part I), Scholar Tech Press.
- Business English, Pearson, 2020
- Language, Literature and Creativity, Orient Blackswan, 2020

पाठ्यक्रम के उद्देश्य:

1. हिंदी भाषा के मौलिक तत्वों को समझना
2. हिंदी व्याकरण के मूलभूत हनयमिका ज्ञान प्राप्त करना।
3. हिंदी साहित्य की प्रमुख विधाओं से पर हितना।
4. हिंदी लेखन कौशल कहि कहसत करना।
5. हिंदी बलिल और श्रिण कौशल सुधारना।

इकाइयाँ और पाठ्यक्रम पररणाम

इकाई 1: हिंदी भाषा का परिचय

- हिंदी भाषा के इतिहास और विकास की समझ।
- हिंदी के प्रमुख पहलुओं और उनके महत्व का ज्ञान।
- हलहप, ध्वनिनयाँ और उच्चारण की जानकारी।
- साहित्य के प्रारम्भिक काल का आंकालन।
- आधुनिक हिंदी भाषा की विशेषताओं को समझना।

इकाई 2: हिंदी व्याकरण:

- हिंदी संज्ञा, सर्वनाम, विशेषण और क्रिया का ज्ञान।
- संस्कारिणा और उसके प्रकार की समझ ।
- क्रियाओं के काल और उनके प्रयोग का ज्ञान।
- समास और संधि के प्रकार और उनके प्रयोग।
- व्याकरण की मूलभूत त्रुटियों को सुधारना

इकाई 3: हिंदी साहित्य की प्रमुख कविताए

- कविता और उसके विभिन्न रूपों का परिचय।
- गद्य साहित्य की विधाओं का ज्ञान।
- नायक और उसके विकास की समझ।
- उपन्यास और कहानी लेखन की परंपरा।

- हिंदी गद्य और अन्य गद्य विधाओं की जानकारी।

इकाई 4 : हिंदी लेखन कौशल

- प्रभावी हिंदी लेखन के लिए आवश्यक तकनीकों का ज्ञान।
- औपचारिक और अनौपचारिक पत्र लेखन की समझ।
- रचनात्मक लेखन और उसकी विशेषताएँ।
- रचनात्मक लेखन के प्रकार और तकनीक।
- लेखन में व्याकरण और साहित्यिक त्रुटियों को सुधारना।

इकाई 5: हिंदी बोलचाल और श्रवण कौशल

- प्रभाषी संप्रेषण के लिए आवश्यक कौशल
- श्रवण कौशल सुधारने की तकनीक।
- भाषण और प्रस्तुति देने की क्षमता।
- साक्षात्कार और समूह वार्ता की समझ।
- सुनने और बोलने में आम त्रुटियों को पहचानना और सुधारना।

संदर्भ (References)

- मिश्र, रामहिलास (2000). हिंदी भाषा का उद्भव और विकास. नई दिल्ली: राजकमल प्रकाशन.
- त्रिपाठी, लक्ष्मी (1998). हिंदी भाषा और साहित्य का इतिहास. वाराणसी: भारती भिन.
- शुक्ल, रामनारायण (2005). हिंदी व्याकरण और रिना. आगरा: लक्ष्मी नारायण अग्रवाल.
- हंस, महेंद्र कुमार (2012). हिंदी भाषा और व्याकरण. पिना: छात्र सयगी प्रकाशन.
- हतिारी, सत्येंद्र(1999). हिंदी साहित्यकी प्रमुख विधाएँ. मुंबई: साहित्य अकादमी.
- यादव, रीशिकर(2001). हिंदी गद्यकी विधाएँ. इलाहाबाद: लक्ष्मी प्रकाशन.
- गस्वामी, सुधा(2010). हिंदी लेखन कौशल. हदल्ली: प्रकाशन संस्थान.
- पांडेय, सुनीता(2015). हिंदी में प्रभाषी लेखन. लखनऊ: हिंदी प्रकाशन.
- शमाव, नीन(2008). हिंदी बोलचाल और श्रवण कौशल. दिल्ली: हशक्षा प्रकाशन.
- शमाव, अजय(2011). हिंदी सिद्धांत कौशल. जयपुर: हिश्व हिंदी प्रकाशन.

Semester III

SOCIOLOGY-3 SOCIETY, CULTURE AND GLOBALIZATION

Credit: 04

Course Outcomes:

- Identify key debates and approaches to globalization and development
- Understand the concept of globalization, cultural lag and ethnic diversity
- Solve the problem of communalism
- Analyze the structure and composition of Indian society
- Evaluate the diversity of Indian society
- Develop a model on the issues of minority population.

Unit I -The Structure and Composition of Indian Society 14 Hours

- Villages ,Towns, Cities, Rural Urban linkages,
- Tribes, Weaker Section, Dalits and O.B.C.'S , Women
- Minorities' population profile and related issues.

Unit II- Culture and Ethnic diversity 12 Hours

- Diversity in respect of language, caste, regional and religious beliefs and cultural pattern

Unit III- Culture and Changes in Indian Society 12 Hours

- Material and Non material culture, Cultural lag,
- Changes and transformation in Indian Society,
- factor affecting National integration: Regionalism Communalism and Naxalism

Unit IV- Social Globalization 11 Hours

- Concept and Nature of Globalization
- Concept and Nature and Subject matter of Sociology of Globalization
Globalism ,

Unit V- Impact of globalization on Indian Society 11 Hours

- Religion, Culture, Education, Social Institutions, Women, Tribes.

Suggested Readings

- Bose, N.K. (1967). Culture and Society in India. Bombay: Asia Publishing House.
- Singh, Yogendra (1973). Modernization of Indian Tradition. Delhi: Thomas Press.
- Chandra, Bipin (1984). Communalism in Modern India. New Delhi: Vikas Publication.
- Sharma, K. L. (2007). Indian Social Structure and Change. Jaipur: Rawat Publication.
- Dube, S.C. (1990). Society in India. New Delhi: National Book Trust.

Histry-3
History of Medieval India (1200-1526 AD)

Credit: 04

Course Outcomes

- Identify the sources of Medieval India
- Understand the foundation, expansion and consolidation of the Sultanate of Delhi
- Determine the different policies of Tughlaq Dynasty
- Analyze the achievements of Lodhi Dynasty
- Assess the causes of downfall of Slave Dynasty
- Assemble the main characteristics, administration, literature and architecture of Slave Dynasty

UNIT-I Sources of History of Medieval India

08Hours

- Significant source material of medieval India:
- Archaeological literary and historical, Historiography - Different Approaches. Rise of Turks, causes of Success of Arab invasion and its impact.

UNIT –II Slave Dynasty

08Hours

- Aibak - Early career, achievements as a commander, difficulties, an assessment.
- Iltutmish -Early life, problems, achievements, an estimate, the successors and the rule of forty.
- Razia - Her state policy, causes of her downfall, an assessment.
- Balban - Early life and accession, his problems, theory of kingship, achievements, an estimate.
- Causes of downfall of slave dynasty.
- Khaliji Dynasty: Jalaluddin Firoz Shah Khaliji - Early life and career, significant events of his reign, foreign policy, estimate. AlauddinKhaliji - Early career and accession, difficulties, theory of kingship, Hindu policy, Domestic policy, revolts

and its remedies, Administrative system, Price control and Market regulations, foreign policy, southern conquest, mongol invasion and its effects, an assessment.

UNIT -III Tughlaq Dynasty

08Hours

- Ghiasuddin Tughlaq - Domestic policy, foreign policy, death of Ghiasuddin.
- Mohammad-bin-Tughlaq- Domestic policy schemes of Mohd. Tughlaq, Revenue reforms, Administrative reforms, foreign policy, Deccan policy, revolts, significance of his reign.
- Firoz Shah Tughlaq - Early life, accession, was Firoz an usurper? Domestic policy, foreign policy, Administrative reforms, an estimate. Invasion of Timur, causes and its effects. Causes of the downfall of Tughlaq dynasty.

UNIT IV - Sayyid and Lodhi Dynasty

08Hours

- Sayyid Dynasty: Khizr Khan - Victories, achievements, character. Mubarak Shah - His achievements. [3] Alam Shah - Administrative achievements.
- Lodhi Dynasty: Bahlol Lodhi - Accession, main events of reign, character, assessment. Sikander Lodhi - Main events of his life, foreign policy. Ibrahim Lodhi - Domestic policy, foreign policy, causes of failure, an estimate.

UNIT –V Development and Downfall

08Hours

- Nature of state, different theories of kingship.
- Causes of downfall of Delhi Sultanate.
- Central and provincial administration, army organization.
- Development of literature and architecture

Suggested Reading:

- Eaton, R.M. & P.B. Wagoner. (2014). Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
- Flood, F.B., ed. (2008). Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press,
- Habib, I. ed. (1992). Medieval India 1: Researches in the History of India 1200-1750. New Delhi: Oxford University Press.

- Habib, I. ed.(2016).Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times by Mohammad Habib.NewDelhi: Oxford University Press.
- Jackson, P. (1999).The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press,
- Karashima, N. (2002) .A Concordance of Nayakas: The Vijayanagar Inscriptions in South India. Delhi: Oxford University Press,
- Kumar, M. (2013). Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period. New Delhi: Manohar Publication,

Social Psychology

Credit 4

COURSE LEARNING OUTCOMES:

- Understand the nature of social psychology and its subject matter.
- Explain how social theoretical approaches are used to help explain human behavior.
- Understand the forces that create group differences.
- Understand and interpret the attitude formation and change
- Explain the process of person perception and attribution.

Unit I Introduction to social psychology

- Nature of Social Psychology, Subject Matter of Social Psychology, Theoretical Approaches of Social Psychology

UNIT-II Perception And Attribution

- Self – perception and Person – perception; meaning and principles of social and person perception; Role of nonverbal cues, Perceiver’s characteristics and Stereotypes in Person Perception
- Attribution – meaning and principles of attribution. Theories – Jones and Davis’ theory of correspondent interference. Kelley’s theory of Causal Attribution .Shaver’s attribution theory.
- Errors in attribution .Applications of attribution theory

UNIT – III group dynamics

- Group Structure, classification of Group, functions of Group
- Leadership: meaning and nature of leadership, theories of leadership-Trait theory ,Path Goal theory and Fiedler’s contingency theory.

UNIT – IV Attitude

- Attitudes - Attitude Formation, Attitude Change, Theories of attitude change – Heider’sBalance theory, Festinger’s cognitive theory, Rosenberg ‘s affective – cognitive theory.

- Measurement of attitude

REFERENCES

- LalVachanTripathi (2008), Modern Social Psychology, Bhargava Book House, Agra.
- Devi Shakuntala (2006), Principles of Social Psychology, Raj Publishing House, Jaipur.
- V. K. Kaushik (2005), Social Psychology and Education, Anmol Pub. Dist., Delhi.
- S. S. Mathur (2006) Social Psychology, VinodPustakMandir, Agra.
- Arun Kumar Singh (2006), Outline of Social Psychology, Moti Description, Delhi.
- Derek Chadee (2011) Theories in Social Psychology, Wiley Blackwell.
- Vivien Burr (2002), The Person in Social Psychology, Psychology Press.
- William Ickes & Steve Duck (2000), The Social Psychology of Personal Relationships, John Wiley.

Psychology Practical

- Administration and Interpretation of standardized psychological tests of the following attributes :-
 - Memory test.
 - Perception.
 - Forgetting.
 - Learning.

References

- Mangal, S. K. (2013). *Experiments in psychology*. PHI Learning.
- Gupta, C. B. (2008). *Practical psychology*. Sultan Chand & Sons.
- Srivastava, A. K. (2013). *Psychological testing*. Anmol Publications.
- Hudson, J. P. (2000). *Practical psychology for students*. Prentice Hall.

- Ciccarelli, S. K., & White, J. N. (2017). *Psychology: An exploration* (4th ed.). Pearson.
- Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). Wiley.
- Gross, R. (2010). *Psychology: The practical guide* (2nd ed.). Hodder Education.
- Klassen, B. A. J. (2000). *Manual of experimental psychology*. McGraw-Hill.

Semester IV

SOCIOLOGY-4

SURVEY METHODS IN SOCIAL INVESTIGATIONS

Credit: 04

Course Outcomes

- Describe the meaning, nature and purpose of social research Remember
- Demonstrate the ability to choose methods appropriate to research objectives
- Calculate Mean, Median and Mode
- Categorize sampling methods and sample design to conduct social research.
- Evaluate social survey and conduct research.
- Develop skills in qualitative and quantitative data analysis and presentation.

Unit-I Social Research

14 Hours

- Definition, Nature and purpose
- Steps in Social Research; Problem of Objectivity and Subjectivity in Social Research

Unit- II Scientific Study of Social Phenomena

14 Hours

- Natural Sciences and Social Sciences: Relationship and Debate
- Social Survey and Social Research: Meaning and Nature
- Methods of Research in Sociology : Meaning and Types

Unit- III Logic of Social Research

10 Hours

- Hypothesis: Meaning, Types and Formulation
- Primary and Secondary Data: Forms and Sources

Unit- IV Sampling and Data Collection

12 Hours

- Sampling: Meaning and Types

- Methods for Sample Selection and its Limitations
- Observation and Interview
- Questionnaire and Schedule

Unit- V Quantitative Issues in Social Research

10 Hours

- Tabular Presentation of Data
- Statistical Averages: Meaning and Types- Mean, Median and Mode

Suggested Readings:

- Garrett, Henry(1981). Statistics in Psychology and Education. Bombay:DevidMcKey Indian publication.
- Jayaram, N. (1989).Sociology Methods and Theory. Madras: MacMillan Publication.
- Kothari, C.R. (1989). Research Methodology: Methods and Techniques. Banglore: Wiley Eastern Publicaiton.
- Punch, Keith (1996), Introduction to Social Research .London: Sage Publication.
- Bajaj and Gupta (1972). Elements of statistics, New Delhi. R.Chand and Co.
- 'kekZ oh-ih- (2007)lkaf[;dh; fof/k;ka.t;iqj: iap'khyizdk'kuA
- Gupta, S. P. (2007). Elementary Statistical Methods. New Delhi: Sultan Chand & Sons.

History-4
History of Medieval India (1526-1707 AD)

Credit: 04

Course Outcomes

- Identify the sources of Mughal History.
- Discuss the contribution of Sher Shah Suri.
- Determine the religious policy of Akbar.
- Analyze the economic & administration development of Mughal Period.
- Evaluate the territorial expansion of Akbar and Jahangir.
- Prepare a list of the causes of the decline of Mughal Empire

Unit -I Reconstructing and interpreting the Mughal Empire

08 Hours

- Brief Survey of the sources of Mughal History
- India on the eve of Babur's invasion

Struggle for Empire

- Babur's conquests of Hindustan
- Humayun and his relations with Sher Shah Suri and Bahadurshah
- Sher Shah Suri's contribution to Administration and Revenue System

Unit-II Akbar and Jahangir

08 Hours

- A brief Survey of Territorial expansion
- Rajput Policy, Sulh-kul, North-West-Frontier policy and Deccan policy

Shah Jahan and Aurangzeb

- A brief Survey of territorial expansion
- State and the fundamentalist
- Beginning of crisis –Revolts of Jats and Satnamis

Unit -III Administrative Institutions

08 Hours

- Jagirdari
- Zamindari

- Mansabdari

Political authority under Mughals

- Abul Fazl's theory of Kingship
- Central Administration
- c. Provincial Administration

Unit-IV Economic Aspect 08 Hours

- Land Revenue System
- Sources and Industries

Social Aspect

- Composition of Nobility
- Village community

Unit V Rise of Marathas

08 Hours

Shivaji and his administration, Conflict with Mughals and Disintegration of the Mughal empire: causes, theories and debates

Suggested Reading

- Ashraf, K.M.(1970).Life and Condition of the People of Hindustan (also in Hindi). Calcutta:Asiatic Society,
- Chattopadhyaya, B.D. (1998). Representing the Other?: Sanskrit sources and the Muslim: 8 th to 14th century, Delhi :Manohar Publication, , Eaton.
- Richard (2002.) The Rise of Islam and the Bengal Frontier, Delhi :Oxford University Press.
- Habib,Irfan,(2008)Medieval India: The Study of a Civilization, Delhi: National Book Trust.
- Habib,M. (1976). Comprehensive History of India.Delhi: Vol.V,(also in Nizami K.A. Hindi), Macmillan.
- Hermann, Kulke (1995).The State in India (1000-1700). Delhi: Oxford University Press.

- Jackson, Peter (1999): The Delhi Sultanate. A Political and Military History, Cambridge University Press.
- Kumar, Sunil, (2007). The Emergence of the Delhi Sultanate, Delhi: Permanent Black Publication.

Psychopathology

Credit 4

COURSE LEARNING OUTCOMES:

- Differentiate between psychosomatic, anxiety and personality disorder
- Suggest coping strategies to deal with stress
- Analyze the causes of different disorders
- Analyze the bearing of psychological models of psychopathology

Unit I Introduction to psychopathology

- The Concept of Normality and Abnormality. Causes of Abnormality, Classification of Mental Disorders (ICD XI and DSM V)
- Behavior: Biological, Psychological, Social and Cultural Factors. Psychological Models of Psychopathology: Biological, Psychodynamic, Behavioral, Cognitive-Behavioral, Humanistic

Unit II Psychosomatic Disorders

- Stress: Nature, Sources and Types; Coping with Stress.
- Psychosomatic Disorders: Symptoms, Causes and Treatment

Unit III Anxiety Disorders

- Anxiety Disorders: Panic Disorder, Phobia, Obsessive Compulsive Disorder, Generalized Anxiety Disorder; Symptoms, Types, Etiology and Treatment
- Psychotic Disorders
- Schizophrenia and Paranoia
- Symptoms, types and general causes

Unit IV Mood (Affective) Disorders

- Manic Episode, Depressive Episode, Bipolar Affective Disorders
- Personality Disorders: Dissociative, Impulsive, Anti-Social, Borderline, Avoidance, Dependent Personalities
- Substance Related Disorders
- Substance Dependence, Substance Abuse, Alcoholism, Drug Abuse, Different Drugs.

REFERENCES

- Buss, A.H. (1999). *Psychopathology*. New York: John Wiley
- Carson, R.C., Butcher, J. N. and Mineka, S. (2010). *Abnormal Psychology and Modern life*. Pearson Education, Inc. and Dorling Kindersley Publications Inc.
- Sarason, G. I. and Sarason, R. V. (2007). *Abnormal Psychology: The Problem of Maladaptive Behaviours*. Pearson Education Inc. and Dorling Kindersley Publishing Inc.
- Singh, A. K. Adhunik 2016. *Asamanya Manovigyan*. Patna: Moti Lal Banarsi Das.
- Noorani, A.G. (2000). *Constitutional Questions in India: The President, Parliament and the States*. New Delhi: Oxford University Press.

● Psychology Practical

Administration, Interpretation and prepare a report on any two standardized psychological tests of the following attributes: -

- Psychological Disorder
- Anxiety
- Psychopathy Spectrum Test
- Child Abuse Scale

Reference

- Mangal, S. K. (2013). *Experiments in psychology*. PHI Learning.
- Gupta, C. B. (2008). *Practical psychology*. Sultan Chand & Sons.
- Srivastava, A. K. (2013). *Psychological testing*. Anmol Publications.

- Hudson, J. P. (2000). *Practical psychology for students*. Prentice Hall.
- Ciccarelli, S. K., & White, J. N. (2017). *Psychology: An exploration* (4th ed.). Pearson.
- Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). Wiley.

Soft Skill for Personal Development

Credit 04

Course Outcomes

- The learner will develop skills for self development.
- Student will get Effective Communication Skills.
- Develop good Interpersonal Skills and Teamwork in students.
- Personal and Professional Development.

Unit -I Introduction to Soft Skills

Definition and need for soft skills, Types of Soft Skills. Importance of Soft skills

Unit-II Self Development Skills

Introduction to personality. Developing a good personality. Creative thinking and problem solving skills. time management, SWOT analysis and goal setting,

Unit -III Inter-personal Skills

Interpersonal Skills: Building rapport, empathy, conflict resolution, and networking.

Teamwork and Collaboration: Effective participation in teams, conflict resolution, and cooperation.

Unit-IV Presentation Skills

Presentation Skills: Designing visually appealing slides, delivering impactful presentations.

Storytelling: Using narratives to convey messages and ideas effectively.

Unit V Emotional Intelligence& Stress Management

Understanding Emotional Intelligence: Managing emotions, empathy, and self-regulation. Developing Self-Confidence: Overcoming self-doubt, positive self-talk, and body language. Stress Management: Techniques to handle stress and maintain emotional well-being.

Suggested Reading

- Meena K and V. Ayothi (2013) A Book on Development of Soft Skills
- Alex K. (2012) Soft Skills-Know Yourself & Know the World

Semester V

SOCIOLOGY

INDIAN SOCIETY: ISSUES AND PROBLEMS

Credit: 04

Course Outcomes:

- Identify dowry, domestic violation, divorce social problems and their core reasons.
- Explain the basic theoretical approaches applied to social problems.
- Apply solutions to social and familial problems.
- Analyze the social problems poverty, human right violation, religious problem in the context of structure of society.
- Argue on inter and intra generational conflict.
- Prepare a awareness programs on familial problems.

Unit I- Social Problems

13 Hours

- Concept, Characteristics and Causes, Theoretical Approaches of social problem

Unit II- Problem related to Structure of Society

11 Hours

- Poverty, Inequality of Caste and gender
- Human Rights Violation

Unit III- Familial Problems

13 Hours

- Dowry, Domestic, violence, Divorce, Intra and Inter generational conflict,
- Problems of elderly.

Unit IV- Social Misconducts

14 Hours

- Crime and Delinquency, White collar crime and criminals, Drug addiction, Suicide, Terrorism, Cyber crime, Corruption in public sphere

Unit V- Social Issues

09 Hours

- Discrimination, Secularism
- Religious Minorities

Suggested Readings :

- Andre, Beteille (1974). Social Inequality. New Delhi: Oxford University Press.
- Atterchand (1987). Poverty and under employment: New challenges. New Delhi: Gyan Publishing.
- Bipin Chandra (1984). Communalism in Modern India. New Delhi: Vikas Publication.
- Ram Ahuja (1998). Social Problems. Jaipur: Rawat Publications.
- Singh Anoop Kumar (2011). Ramification of Human Rights in India. New Delhi: Serials Publications.

SOCIOLOGY CLASSICAL SOCIO THINKERS

Credit: 04

Course Outcomes:

- Describe the classical theories of Comte, Durkheim, and Weber.
- Discuss on the philosophy and protestant ethics.
- Use the theory of historical materialism and spirit of capitalism.
- Analyse the contribution of Comte, Durkheim and Weber.
- Evaluate Karlmarx and Durkheim thoughts in reference to class and religion
- Prepare a flowchart of principle of hierarchy of Science.

Unit- I- Auguste Comte

12 Hours

- Hierarchy of Science Positivism

Unit- II- Emile Durkheim

12 Hours

- Social fact, Suicide, Social Solidarity

Unit- III -Karl Marx**11 Hours**

- Class conflict, Dialectical Materialism, Historical Materialism

Unit-IV- Max Weber**12 Hours**

- Social Action, Authority, Protestant Ethic and the Spirit of Capitalism

Unit V Herbert Spencer**13 Hours**

- Organismic Analogy, Theory of Social Evolution,
- Social Darwinism, Neo-evolutionary Critiques.

Suggested Readings

- Harcourt Brace Jovanovich Fletcher, Ronald (1994) The Making of Sociology, Jaipur: Rawat Publication
- Morrison, Ken (1995). Marx, Weber, Durkheim: Formation of Modern Social Thought, London: Sage Publication.
- Singh, Yogendra .(1986). Indian Sociology. Social Conditioning and Emerging Trends, New Delhi: Vistaar Publication.
- Mukherjee, R.K.(2010). Sociology and Indian Society, ICSSR Vol. I to IV
- Barnes, H.E. (1959). Introduction to the history of sociology, Chicago: Uni. Press
- Coser, Lewis A. (1979). Master of Sociological Thought Harcourt Brake, Jovanovich
- Fletcher, Ronald (1994) The Making of Sociology (Two volumes) Jaipur: Rawat Publications

SOCIOLOGY ENVIRONMENT AND SOCIETY
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Credit: 04**Course Outcomes:**

- Define Sustainable development, resource conservation and climate change.
- Discuss different environmental movements.

- Apply information for achieving sustainable development goals
- Analyze the global efforts for resource conservation
- Assess the management of waste and related agreements

Create a model of any contemporary environment problem

Unit- I Environment and Society

13 Hours

- Definition, Meaning, Scope Environment and Society – their inter relations

Unit- II Environmental issues 14 Hours

- Sustainable Development, Industrialization and Development, Urbanization and Development, Environmental Degradation

Unit- III Environment and Development 11 Hours

- Global Efforts for Resource Conservation, Environmental Movements: Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhiyan, Forest Rights

Unit- IV Contemporary Environmental Problems

12 Hours

Problems of water, Deforestation, Slums, Global Issues- Global – Warming and Climate Change

Unit-V Environmental Pollution Management

10 Hours

- Control measures of urban and industrial waste.
- Environment Protection Act and International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

Suggested Readings:

- Albrow Martin & Elizabeth King (Ed.) ,(1990) .Globalisation, Knowledge and Society, London: Sage Publication.

- Bhatt, Anil(1989). Development and Social Justice Micro action by Weaker Section.New Delhi: Sage Publication.
- Mehta, S.R. (ed.) (1997). Poverty, Population and Sustainable Development, New Dehli: Rawat Publications.
- Huha, Ramechandra(1995) The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Dehli: Oxford University Press.
- Dubey, S.M. and Murdia, Ratno(ed.) (1998),Land Alienation and Restoration in Tribal Communities in India, Bombay : Himalaya Publishing House.

SOCIOLOGY SOCIAL CHANGE IN INDIA

Credit: 04

Course Outcomes:

- Identify the social changes in contemporary India
- Understand the process of social change.
- Determine the process of social change
- Categorize the sanskritization, westernization, modernization and secularization
- Assess the community development program.
- Prepare a program for women Empowerment

Unit- I Social Mobility

12 Hours

- Concept, Forms and Factors of social mobility.
- Social mobility in India.

Unit- II Social Change

13 Hours

- Processes of Social Change
- Evolution, Revolution, Progress and Development.
- Factors of social change

Unit- III Social Change in Contemporary India 10 Hours

- Trends and Processes of Change- Sanskritisation,,Westernisation, Modernisation and Secularisation

Unit IV Theories of Social Change 14 Hours

- Linear (Spencer)
- Cyclical (Pareto)
- Fluctuation (Sorokin)

Unit-V Development Programmes in India 11 Hours

- The Five Year Plans, Community development programme, women Empowerment

Suggested Readings:

- Dube, S.C. (1988). Modernization and development: the search for Alternative Paradigm. New Delhi: Vistaar publication.
- Dube, S.C. (2000). Vikash Ka Samajshastra. New Delhi: Vani Parkashan.
- Dube, S.C. (2000).Vikash Ka Samajshastra. New Delhi :VaniParkashan.
- N.Long (1977).An Introduction to the Sociology of Rural Development. London: Tavistock Publications.
- Moor, Wilbert and Robert Cook. (1967). Social Change. New Delhi: prentice – hall

History
World History (1453-1815)

Credit: 04

Course Outcomes

- Describe the major developments of renaissance.
- Explain the economic development of the 16th century.
- Determine the causes & consequences of American War of Independence.
- Analyse the major revolutions of Europe.
- Evaluate the different aspects of feudalism.
- Prepare a check list to evaluate Napoleon Bonaparte.

Unit I Feudalism 10 Hours

Different Aspects and causes of decline: Advent of modern Age-Renaissance and Reformation. Growth of the absolute State: France, Spain and Britain. Mercantilism and commercialism. Age of Revolutions- Scientific Agrarian and Industrial, Industrial revolution

Unit II Economic developments of the sixteenth century: 10 Hours

Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.

Unit – III American War of Independence 10 Hours

Causes and Consequences Declaration of the Rights of Men Revolution (1776)

Unit IV French Revolution (1789) 10 Hours

Causes: Political, Social, Economic, Role of philosophers, short- and long-term ramifications.

Unit V Napoleon Bonaparte 10 Hours

initial years, conquests, achievements as first consul, continental system, causes for downfall.

Suggested Reading

- Chauhan, (1998) D. S. Europe Ka Itihas (Hindi) Modern India, Delhi, Sangam Books,
- Davis, H. A. (ed.) (1994). Outline History of the World Delhi: Oxford University Press,
- Davis, (1997). Ralph The Rise of the Atlantic Economics Delhi: Oxford University Press,
- Gupta, Parthasarthi (2011) Adhunik Paschim Ka Uday (Hindi) Cambridge: University Press
- Gupta, Parthasarthi (ed.) (1998) Europe Ka Itihas (Hindi) Cambridge: University Press

History World History (1815-1991)

Credit: 04

Course Outcomes

- Describe the condition of Europe between 1815-1900.
- Explain the factors influencing the political rivalry between European nations.
- Determine the steps of unification of Italy and Germany.
- Differentiate the causes of First World War & Second World War.
- Evaluate the emergence of USA, China and Japan.
- Generate a check list to compare Fascism and Nazism.

Unit I Restoration and Revolution: c. 1815 - 1848:

08 Hours

- Forces of conservatism & restoration of old hierarchies.
- Social, Political and intellectual currents.
- Revolutionary and Radical movements, 1830 - 1848.

Unit II Age of Revolutions and Nationalism 08 Hours

- Revolutions between 1815 and 1848 in Europe
- Nationalism in Europe - Emergence of Italy and Germany as unified nations.
- Russian Revolution 1905 and 1917
- Emergence of US and Japan As Powers

Unit III: World between Two Wars

08 Hours

- Scramble for Africa, Wars in Europe (19th century)
- Alliance system, Growth of Imperialism
- World War One, Treaty of Versailles, League of Nations
- The Great Depression (1929-33)
- Rise of Totalitarianism – Hitler and Mussolini
- The Second World War

Unit IV: World after the Second World War

10 Hours

- Rise of Bipolar Politics
- The United Nations
- Rise of Nationalism and Decolonisation
- Rise of Human Rights
- Challenge of Nuclear Weapons

Unit V: The Cold War: Origin, Challenges and Responses

08 Hours

- Military Alliances – NATO and Warsaw Pact
- Crisis and Escalation: Berlin Ultimatum, Space Race, Cuban Revolution and Bay of Pigs Invasion, Berlin Crisis of 1961, Cuban Missile Crisis, Détente
- Non-Aligned Movement – demand for democratisation of international relations and international distributive justice
- Challenges of Disarmament
- Gorbachev – Glasnost and Perestroika, End of the Cold War and the world after

the end of Cold War (The New World Order of a single super power)

Suggested Reading

- Chauhan, D. S. Europe Ka Itihas (Hindi) Delhi:OrientBlackswan Private Limited - New Delhi
- Chauhan, D. S.(2006) Samkalin Europe (Hindi) Delhi:OrientBlackswan Private Limited - New Delhi
- Cipolla, Carlo M(1988) Before the Industrial Revolution: European Society and Economy1000-1700 Delhi: Orient Blackswan Private Limited

History

History of Rajasthan (Early Times to 1750 A.D.)

Credit 4

Course Outcomes:

- Recall The Characteristics Of Chalcolithic and Copper Age
- Discuss The Causes Of Muslim Invasion in Rajasthan
- Determine The Contribution of Maharana Pratap ,Chandra Sen, Sawai Jai Singh in Freedom Struggle For Independence
- Compare The Mesolithic Age & Neolithic Age Analysis
- Conclude,That Maharana Kumbha ,Maharana Sanga Were The Great Freedom Fighters
- Prepare A Document For Showing The Art &Architectural Specifications Of Rajasthan

Unit-I Early History of Rajasthan

Hours: 12

- A survey of the sources of the history of Rajasthan.
- Paleolithic , Mesolithic and Neolithic age in Rajasthan – extent, characteristics and culture

Unit –II Origin of Civilization Hours 12

- Extent and Characteristics of Chalcolithic and copper age culture (Ahar, Balathal, and Ganeshwar).

- Characteristics of Kalibangan Culture.
- MatsyaJanapada and Republican Tribes in Rajasthan.

Unit III Muslim Invasion in Rajasthan Hours 12

- Early invasions under Qutbuddin aibak and Iltutmish.
- Ranthambore, Jalore and Chittoor and Delhi sultanate.

Unit IV Emergence of Mewar, Marwar and Jaipur

Hours 14

- Mewar under Maharana Kumbha and Sanga.
- Maharana Pratap's struggle for independence.
- Chandrasen's efforts for freedom.
- Contribution of Sawai Jai Singh.

Unit V Architecture, Culture and Religion

Hours 10

- A brief survey of the main features of the society and culture in Rajasthan (1200-1750AD) Meera & Dadu
- Art & Culture of Rajasthan at early times

Practicum

- Briefly discuss the various thoughts about the origin of Rajputs?
- How far religious movement was actively supported the national movement in Rajasthan. Discuss

Suggested Readings:

- Dashrath Sharma (2014). Rajasthan through the ages. Bikaner Rajasthan State Archives Bikaner : Vol I.
- Dashrath Sharma (1975). Early Chauhan dynasties: A study of Chauhan political history, Chauhan political institutions, and life in the Chauhan dominions, from 800 to 1316 A.D Hardcover Delhi: Motilal Banarsidass.
- G.N. Sharma (1990). Rajasthan through the Ages Vol. II Mewar and the Mughal Emperors Social life in Medieval Rajasthan. Delhi: Rajasthan State archives,

- शर्मा, गोपीनाथ (2013). राजस्थानकाइतिहासआगरा:शिवलालअग्रवालएण्डकम्पनी.

History History of Rajasthan (1750-1956)

Credit: 04

Course Outcomes

- Describe the causes of Maratha Invasion in Rajasthan Remember
- Explain the administrative and judiciary changes after 1818 in Rajasthan
- Determine the list of positive & negative effects of British Period
- Analyze the Impact of Peasant Movement Rajasthan Analyze
- Evaluate the contribution of Rajasthan state in national movement of India
- Integrate the seven steps of unification of Rajasthan

Unit I Maratha Invasion in Rajasthan

06Hours

- Maratha invasion in Rajasthan- causes, and their impact.

Unit II British suzerainty and its consequences

06Hours

- Administrative and Judicial changes after 1818 A.D. social changes- Prohibition of female infanticide and Sati. Economic changes – Land Revenue Settlements. British Monopoly of Salt and Opium Trade.

Unit III Struggle and National Movement in Rajasthan

06Hours

- Outbreak of 1857 in Rajasthan.
- Influence of Arya Semaj in Rajasthan.
- Formation of Praja Mandals and Freedom Struggle in Rajasthan.

Unit IV Peasant Movement in Rajasthan

06Hours

- Historical Background, Causes and impact- Bheel (Bhil) ,Bijoliya, Meena and others

Unit V Unification of Rajasthan

06Hours

- Historical background
- stages of Unification and problems
- Emergence of Rajasthan State

Practicum

- How far religious movement were actively supported the national movement in Rajasthan. Discuss
- Prepare a Scrap Book on Unification of Rajasthan

Suggested Reading

- Sharma, Dashrath (1966). Rajasthan through the ages. Vol I, Bikaner.
- Sharma, G.N.(1990). Rajasthan through the Ages Vol. II Mewar and the Mughal Emperors Social life in Medieval Rajasthan. Rajasthan State archives.
- शर्मा, गोपीनाथ(२०१३).राजस्थानकाइतिहास.आगरा: शिवलालअग्रवालएण्डकम्पनी.

Child Psychology

Credit 4

COURSE LEARNING OUTCOMES:

- Understand the concept of childhood
- Understand the history of childhood
- Familiarize with developmental task of childhood
- Discuss the development of social, emotional and cognitive development of children
- Recognize the disorders in early and late childhood.

Unit I - Childhood and introduction: Concept of childhood

- Beginning of child psychology
- History of childhood
- Stages of childhood
- Characteristics of early and late childhood.
- Developmental task of early and late childhood.

Unit II Social development

- Meaning and elements of social behavior and social grouping.
- Emotional development- Development of emotional expression, emotional self - regulation, acquiring emotional display rules, understanding and responding to emotions of others.

Unit III Cognitive development

- Behavioral and cognitive theories and socio-emotional theories.
- Development of language during childhood.
- Play in childhood : meaning of play, contribution of play, common play activities and characteristics of children play

Unit IV -Disorders Of Childhood

ADHD, conduct disorder, oppositional defiance disorder, anxiety disorders of childhood, childhood depression, symptom disorders, (Enuresis, encopresis, sleep walking and tics) Pervasive developmental disorders (Autism).

REFERENCES

- Hurlock B (2005). Developmental psychology. New Delhi: Tata McGraw-Hill Publishing company limited.
- Deepesh Chandra prasad, (2006). A-Z handbook of child psychology. New Delhi: KhelSahitya Kendra.
- Gaur Supriya, (2012). Pedagogy and Child Psychology. Jaipur: Vital Publication. ISBN: 9789380274195
- David R. Shaffer, Katherine Kipp, (2007). Developmental Psychology. Thomson Indian Edition.

- Lura E Berk, (2007). Child Development, Singapore: Pearson Education Asia, 7th Ed.
- Mishra Mahendra, (2007). VikasatmakManovigyan. Jaipur: University Book House Pvt. Ltd.
- VashisthaVijendra Kumar (2007). BalManovigyan. New Delhi: Arjun Publishing House.
- Mangal S.K. (2005). BalVikas. New Delhi: Arya Book Dipot.

Semester V Psychology Practical

Hours per week :4

Credit:02

Course Outcomes

- Understand the theoretical principles behind psychological assessments of emotional, social, and moral development
- Gain proficiency in administering psychological tests
- Interpret and analyze results of psychological assessments
- Prepare comprehensive reports based on psychological test outcomes
- Evaluate the effectiveness of different psychological tests for assessing maturity and development
- Develop ethical practices in psychological assessment and interpretation
- Apply the knowledge of psychological test results to real-world issues
- Conduct a critical review of the use of psychological tests in understanding developmental issues

Content

Administration and Interpretation of standardized psychological tests of the following attributes: -

- Emotional maturity.
- Social maturity.
- Adolescent problems.
- Moral development

Reference

Mangal, S. K. (2013). *Experiments in psychology*. PHI Learning.

- Gupta, C. B. (2008). *Practical psychology*. Sultan Chand & Sons.
- Srivastava, A. K. (2013). *Psychological testing*. Anmol Publications.
- Hudson, J. P. (2000). *Practical psychology for students*. Prentice Hall.

Semester V
DSE Paper - PERSONALITY

Hours per week :3

Credit:03

COURSE LEARNING OUTCOMES:

- Define the concept of personality
- Draw a flow chart of personality
- Differentiate between different theories of personality
- Assess personality through various projective and non-projective techniques
- Understand the meaning of defense mechanism and its types

Unit I Nature and Types of Personality

- Determinants of Personality: Biological, Social and Cultural.
- Theoretical approaches to Personality: Psychoanalytic, Neopsychoanalytic, Trait, Humanistic.

Unit II Type of theories

- Kretschmer & Sheldon, Jung and Eysenck
- Psychoanalytic Theories: Classical Freudian Perspective.
- New Freudian theories: Adler, Sullivan and Erich Fromm

Unit III Assessment of personality:

- Projective and non-projective techniques

Unit IV- Defense Mechanism

- Adjustment: concept, meaning and maladjustment
- Defence Mechanism :Concept, Importance and types

REFERENCES

- Hall, C.S. and Lindzey, C.T. (1985), Theories of Personality, 3rd Edition. Wile Eastern Ltd.
- Hjella, L.A. and Ziegler, D.J. (1976).Personality Theories ,McGraw Hill
- Hurlock, E.S. (1976). Personality Development, Tata McGraw Hill
- AsthanaMadhu&KiranBala :VyakttwaKaManovigyan, MotilalBanarasiDass.
- Mischel, W. (1976).Introduction to Personality. Holt Rinehart and Winston.
- Pervin, L.A.(1984). Personality Theory and Research, 4th Edition. John Willey and Sons.
- Singh, R. N. VyaktitwakaManovigyanAgarwalPulication Agra.

Semester V
DSE Paper - Experimental Psychology

Hours per week :3

Credit:03

COURSE LEARNING OUTCOMES:

- Understand the meaning and scope of experimental psychology.
- Comprehend the importance of experimental psychology
- Apply the knowledge of experimental psychology in their life situations.
- Know the meaning of memory and forgetting
- Understand the laws of perception organization
- Know the process of attention

Unit -I Introduction to Experimental Psychology

- Psychology and its nature and scope
- Experimental method : advantages and disadvantages how to conduct experiment in psychology.

Unit II Perception

- Meaning and nature of perception.
- Figure and ground perception ,
- laws of perception organization,
- perception of distance and depths ,
- Extra Sensory Perception (ESP), Illusion.

Unit III Attention

- Meaning and characteristics of attention,
- Types of attention,

- Determinants of attention,
- Fluctuation of attention,
- Span of attention

Unit IV- Memory

- Concept and nature of memory, Types of memory, Methods of measuring memory. models of memory: Atkinson and Shiffrin, level of processing approach
- Forgetting: meaning and nature of forgetting ,forgetting curve . Causes of forgetting. Theories of forgetting, Tip of the tongue phenomenon

REFERENCES

- Tripathi, L.B. and Others :AdhunikPrayogicManovigyanHariprasadBhargava, Agra (Hindi (20002)
- Post man and Egan: Experimental Psychology : An introduction, new York Harper and row, 1998
- D. Amato, M.R. : Experimental psychology, Tata McGrew Hill, New Delhi, 2006
- Kothmakar V.K.: Experimental Psychology, New Delhi: New Age Publication, 1996.
- Clifford T. Morgen. Richerd A. King, John Weisz, (1999). Introduction to Psychology. New Delhi: Tata McGraw Hill.
- Robert A Baron. (2003). Psychology. Pearson Education.
- Annu Kumar Singh, (2003). AadhunikSamanyaManovigyan. Agra :MotilalBanarsidas.
- VermaPreeti, D.N. Srivastava, (2009). AadhunikSamanyaManovigyan. Agra: VinodPustakMandir.

Semester V
DSE Paper - Environmental Psychology

Hours per week :3

Credit:03

COURSE LEARNING OUTCOMES

- Developing an understanding of the environmental consequences on our emotions, cognitions and behaviours.
- Understanding pro-environment behaviours and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti-environment behaviour.
- Learning about the influence of climate change on psycho-social health and wellbeing.
- Developing an insight into the processes related to environmental sustainability.
- Forging interdisciplinary understanding and research possibilities.

UNIT1

- Perceiving the Environment
- Understanding the Environment and Need for Conservation
- How Environment Influences Our Cognition, Emotions and Actions

UNIT2

- Pro-Environment Behaviors: Awareness of Natural Resources,
- Barriers to Engaging in Pro-environmental Behaviour
- Change of Attitude and Behaviors for Conservation of Natural Resources and Reducing Pollution, Psycho-Social Implications, Pro-Environment Action, Waste Management

UNIT3

- Climate Change: Cognitive, Motivational, Socio-Cultural Factors
- Environmental Predictors of Climate Change and Its Implication on Health and Wellness

UNIT4

- Towards Sustainability: Cognitive and Behavioral Consequences of Resource Scarcity (Water, Energy, Food, Money Etc.);

- Developing Behavioral and Psychological Interventions to Resolve The Issues

REFERENCES

- Bonnes, M. & Secchiaroli, G. (1995). *Environment Psychology: A Psycho-social Introduction*. London: Sage Publications.
- Fisher, J.D., Bell, P.A., & Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart & Winston.
- Jain, U. (1987). *The Psychological Consequences of Crowding*. New Delhi: Sage.
- Steg, L., Berg, A. & Groot, J. (2019). *Environmental Psychology: An Introduction*. BPS Blackwell, UK: John Wiley.

Basic Analytical Skills

Credit 04

Course Outcomes

- Understand the basic concepts of arithmetic ability, quantitative ability, logical reasoning, business computations and data interpretation and obtain the associated skills.
- Acquire competency in the use of verbal reasoning.
- Apply the skills and competencies acquired in the related areas
- Solve problems pertaining to quantitative ability, logical reasoning and verbal ability inside and outside the campus

Unit -I Arithmetic Ability

Algebraic operation, fraction, division rules LCM and HCF.

Verbal Reasoning: Date, time and arrangement problems: Calendar problems, clock problems and blood relationships

Unit-II Sequence and Series

Analogues of numbers and alphabets. Completion of blank spaces. Following the pattern in A:B:C:D relationship. Missing number in a sequence or series

Unit -III Quantitative Aptitude

Averages, ratio and proportion. Problems on age, time, distance and speed.

Unit-IV Data Analysis

Tabulation, bar graphs, pie chart, line graphs, venn diagrams

Unit V Business competitions

Percentages, profit and loss. Partnerships. Simple and compound interest

Suggested Reading

- Analytical skills by Showick Thorpe, published by S Chand And Company Limited, Ramnagar, New Delhi-110055
- Quantitative Aptitude and Reasoning by R V Praveen, PHI publishers.
- Quantitative Aptitude for Competitive Examination by Abhijit Guha, Tata Mc Graw Hill Publications.

Semester VI

SOCIOLOGY Rural Sociology

Credit: 04

Course Outcomes:

- Describe the concept of Parochialization, Universalization and Little Great traditions.
- Explain the implications of social and environmental change for rural people
- Choose the policies, programs and strategies for uplifting the rural life comprehensively
- Analyze the impact of Globalization.
- Evaluate land reforms and major changes in rural society,
- Design the outlines community programs.

Unit- I Introduction to Rural Sociology 14 Hours

- Nature, scope, and subject matter of Rural sociology, importance of the study rural society,

Unit- II Basic Concept of Rural Society 12 Hours

- Agrarian society
- Parochializatio
- Universalization
- Little Great tradition.

Unit- III Rural Transformation in India 12 Hours

- Traditional Caste and Village Panchayat,
- Panchayati raj 73rd amendments Community Programme ‘Globalization and its Impact

Unit-IV Rural Economy**11****Hours**

- Land Tenure System,
- Land Reforms, Green Revolution and its Impact
- Bonded and Migrant Labours,
- Major Changes in Rural Society.

Unit V Rural Social problems**11****Hours**

- Poverty
- Unemployment
- Food Insecurity
- Landlessness, Indebtedness
- Health care and Sanitation

Suggested Readings:

- Desai, A.R. (2005). Rural Sociology in India. Bomba: Popular Prakashan.
- Desai, A.R. (1979). Rural India in Transition, Bombay: Popular Prakashan.
- Dube, S.C. (1988).India's changing Village: Human Factor in Community Development.Bombay: Himalayan Publishing House.
- Maheshwari, S.R. (1985). Rural Development In India, New Delhi: Sage Publication.
- Pradhan, P.K. (1988): Land, Labour and Rural Poverty, Bombay. Himalayan Publishing House Ltd.

**SOCIOLOGY
POPULATION STUDIES****Credit: 04**

Course Outcomes:

- Describe the basic demographic concepts.
- Differentiate between population as constraint and resource as development.
- Determine the different population theories.
- Categorize the population programs and policies of India.
- Evaluate population policies of India and its Impact.
- Compose the objectives of National Rural Health Mission.

Unit- I Population Studies 14 **Hours**

- Meaning, Scope and Significance, Demographic Processes, Fertility, Mortality and migration

Unit- II Population Theories 10 **Hours**

- Malthusian, Demographic Transition and Optimum Population Theory

Unit- III Population Composition in India 12 **Hours**

- Age Structure, Sex-Ratio, Rural – Urban Composition, Literacy in India

Unit-IV Population Planning and Control 12 **Hours**

- Needs and Objectives, National Rural Health Mission

Unit –V Population Dynamics and development 12 **Hours**

- Population as constraint and resources of development.
- Population programmes and policies in India.

Suggested Readings:

- Agarwal S.N. (1989). Population Studies with Special Reference to India. New Delhi: Lok Surjeet Publication.
- Bose Ahish (1991): Demographic Diversity India New Delhi: B.R.Publication
- Dubey Surendra Nath. (2001). Population of India. New Delhi: Authors Press

- Malthus T.R. (1986).AnEassay on the principle of Population, London: William Pickering.
- Sharma Rajendra. (1997). Demography and Population Problem. New Delhi: Atlantic Publishers
- Premi, M.K.(2004)..Social Demography, New Delhi: Jawahar Publication and Distributors

SOCIOLOGY INDUSTRIAL SOCIOLOGY

Credit 4

Course Outcomes:

- Describe basic concepts of **Industrial Sociology**
- Explain the industrialization process and work.
- Determine the types of productive systems
- Analyse the Problems faced by Labour in Organized and Unorganized Sector
- Justify the relationship between Industry and Society with reference to India.
- Create the different ways of communication in industry

Unit I- Industrial Society and Industrial Sociology:

10

Hours

- Basic Concepts: Industrialization; Industrialism; Industrial society; Post-Industrial society; Information Society; Formal Organizations; Informal organizations
- Nature and Scope of Industrial Sociology;
- Industrial Revolution and the birth of Industries in the West

- The evolution of industries and changing concept of industry and organizations

Unit II- Approaches **13**
Hours

- Scientific Management Theory; Taylorism; Human Relations Theory; Fordism, Post-Fordism; Japanization.

Unit III- Relationship between Industry and Society with reference to India **13**
Hours

- Impact of family on industry in India; Impact of industries on Families in India;
- Impact of industrialization on Caste
- Class and class conflict in industrial society; Obstacles to and limitations of industrialization with respect to class, family in India: Monopoly in industry; Licence-Raj

Unit IV - Industrial policies in India **12**
Hours

- Liberalization, Privatization; Globalization
- Industrial Policy in India after 1991

Unit V - Changes in Productive systems **12**
Hours

- Types of productive systems: Guild system, Putting-out system, Factory system; Automation and work; Industrial bureaucracy: Theoretical perspective, structure and characteristics; Line-staff Organization.
- Communication in industry; Workers participation in management; Labour welfare; Function and role of Trade-Union.
- Assembly-line production; Flexible specialization; Numerical flexibility; Informal relationships in formal organizations.

Suggested Readings

- Schneider Eugene(1979). Industrial Sociology.NewDelhi,Tata Mac Graw

Hills

- Seth,N.R.(ed)(1982).Industrial Sociology in India.Kolkata:Allied Publishers
- Ramaswamy,E.A,(1988).Industry and Labou.,NewDelhi:OUP
- Miller and form (1964). Industrial Sociology. New York: Harper and Row
- Gilbert,S.J. (1985).Fundamentals OF Industrial Sociolog.,Tata New Delhi:Mac Graw Hill Publishing Co. Ltd.

SOCIOLOGY

INTRODUCING SUB SOCIOLOGIES

Credit: 04

Course Outcomes:

- Describe Nature Subject matter, Relevance of Urban Sociology
- Explain Socio-developmental issues.
- Determine the programs and policies of social welfare.
- Analyse Socio-Developmental Issues: Displacement-Rehabilitation, Development and Human Rights.
- Evaluate different policies and programs of urban social development.
- Prepare measures to solve social exclusion ,environmental risk and displacement

Unit- I Urban Sociology

13

Hours

- Introduction of urban sociology: Nature Subject matter, Relevance.
- Concept: City and its Types, Urbanization Migration.
- Urban Social Issues: Slums, Environmental Problems, Deviance in Urban space

Unit- II Social Development

13

Hours

- Introduction to Sociology of Development: Nature, Subject Matter, Relevance
- Concept: Development & its forms, Modernization, Sustainable Development

- Socio-Developmental Issues: Displacement-Rehabilitation, Development and Human Rights

Unit- III Sociology of Globalization **11**
Hours

- Introduction to Sociology of Globalization: Nature, Subject Matter, Relevance
- Types of Globalization: Economic globalization, Cultural globalization, Political globalization
- Social Issues: Social Exclusion, Private –Public Clash, Environmental Risk

Unit IV -Process of Urbanization in India **11**
Hours

- Growth of Urban Population in India
- Emergence of Cities, Causes and Consequences of Urbanization

Unit- V-Programmes and Policies of Social Welfare **12**
Hours

- Swachh Bharat Abhiyan, National Defection Campaign, Mid-Day Meal, Bhamashah Yojna, Balika Samridhi Yojna.

Suggested Readings:

- Gore, M.S. (2009). Social Development. Jaipur: Rawat Publication
- Flanagan, WG (2011). Urban Sociology. Maryland: Rowman and Littlefield.
- Kofman, E and Youngs, G. (Ed.) (1996). Globalization : Theory and Practice. London: Printer.
- Albow, Martin and Elizabeth King, (Ed), (1990). Knowledge and Society. London: Sage publication.
- Ahuja, Ram (2000). Social Problems in India. Jaipur: Rawat Publication.

History
Modern History of India - (1757 to 1857)

Credit: 04

Course Outcomes

- Recall the political condition of India in the 18th century.
- Explain the overall impacts of british rule on indian society.
- Determinate the importance and legacy of different freedom movements in India.
- Analyse the renaissance as the social & religious reformer in India.
- Critically evaluate the british impacts on indian society.
- Assemble the common features of brahma samaj, prathna samaj, arya samaj, wahabi, deoband.

Unit I Political Condition of India in the 18th Century **12**
Hours

- Decline of Mughal emperor and its impact.
- Advent of Europeans in India – Establishment of bases and trading centers of East India company and other European companies.
- Rise of Maratha power, 3rd battle of Panipat, Cause of defeat of Maratha's and impact of Maratha defeat.
- Early Anglo – French conflict.

UNIT II Establishment of British rule in India **12**
Hours

- Causes of Anglo-French rivalry.
- Conflict in Bengal – Battles of Plessey and Buxar and its impact.
- Clive as Governor of Bengal – The Dual Government.
- Warren Hastings rule strengthening the English power –Regulating act of 1773, Administrative and Judicial Reforms.

UNIT III Consolidation of English Rule in India **12**
Hours

- The Permanent Settlement, Judicial and Commercial reforms.

- The Subsidiary Alliance, Emergence of British Paramountcy.
- Social, Administrative and Judicial Reform, Economic Policy, Foreign Policy.
- Policy towards Indian States, The Doctrine of Lapse, Administrative Law
Military reforms, Social Policy.
- Relation of leading states with English powers

**UNIT IV Cultural changes, social and religious reform movements: 12
Hours**

- Reform and revival: Brahmo Samaj, PrathnaSamaj, Ramakrishna and Vivekananda, JyotibaPhule, Arya Samaj, Wahabi, Deoband, Aligarh
- Debates around gender, caste and community

**UNIT V Resistance and Expansion of British Empire 12
Hours**

- Revolt of 1857- Causes, Nature and Impact.
- British Policy towards Burma.
- The British Afghan Policy –Afghan Wars.
- Policy Towards Sindh and Nepal.
- The British Social and Economic Policies –Education, Social reforms,
- Attitude towards Indian religions Social and Economic impact of the rule of East India Company.

Suggested Reading

- Bisheshwar Prasad, (1977).Bondage and Freedom, 1707 to 1947, R. Publication. C.A. Bayly Indian Society and the Making of the British Empire, Cambridge: University Press,.
- Bipan, Chandra(1986) Nationalism and Colonialism in Modern India, Delhi, Sangam Books,
- A.R. Desai.(1979)Peasant Struggles in India, Delhi,
- Kenneth Jones (1989). Social and Religious Reform Movement in Modern India, New Cambridge History.

- Ravindra Kumar (1983). Social History of Modern India. Delhi: Oxford University Press,
- Anil. Seal. (1971). Emergence of Indian Nationalism. Cambridge: University Press,
- Ranjit Guha and Gayatri C. Spivak (1988). Selected Subaltern Studies. Delhi: Oxford University Press,

<p>History History of Modern India - 1857 AD-1947 AD</p>

Credit 04

Course Outcomes

- Describe the impact of east India company in India.
- Explain the contribution of different movements in emergence of nationalism in India.
- Determine the home rule movement & Jallianwala incident and its impacts in India.
- Analyse the different movements and their revolutionary activities of India.
- Evaluate the contribution of freedom fighters\ leaders national movements of India.

Assemble the social and religious movements during British period.

Unit -I Impact of the rule of East India Company. 10
Hours

- Destruction of village economy and handicrafts.
- Impact on agriculture and Industries.
- Social Impact- Social and Religious reform movements.
- British Paramountcy and Indian States.

Unit-II Early Stages of Emergence of Nationalism 10
Hours

- Peasant and tribal revolts, rise of middle class, Formation of Associations and Pressure groups.
- Birth of The Indian national Congress – Early Programmes and objectives.

- Rise of the Extremism in the Indian National Congress, Programmers and objectives of moderate and extremist functions, partition of Bengal and Surat Split, Swadeshi Movement. Leaders of Extremist and Moderate factors.

Unit-III Rise of Revolutionary Nationalism **10**
Hours

- Impact of Bengal partition, Growth of revolutionary ideas and organization in India and abroad, HSRA and other revolutionary activities.
- Home Rule movement, Jallianwala incident and its impact, Rowlett movement.
- Advent of Gandhiji – Early Activists Kheda, Champaran, Bardoli.
- Khilafat movement, Lucknow Pact, Rise of Communal organizations.

Unit-IV- Other Currents in Nationalism **10**
Hours

- Ambedkar and the Dalit Movement
- Singh Sabha and the Akali Movement
- Left movements: peasants and workers

Unit -V Gandhian movements **10**
Hours

- Noncooperation movement, civil Disobedience movement, Quit India Movement.
- Round table conference, Poona Pact.
- British Response to Indian Demand – Simon Commission.
- Rise of communal Politics – Policies and Act of Muslim League and other communal Bodies, the Jinnah Factor
- Partition of India and attainment of freedom, August offer, Cripps mission, cabinet mission, Wavell Plan, Mount Batten Plan
- Leaders of Indian National Movement

Suggested Readings:

- Bipan Chandra. (1989). Nationalism and Colonialism in Modern India, - New Delhi: Orient Blackswan Private Limited –

- Bipan Chandra, (1979). Rise and Growth of Economic Nationalism in India. - New Delhi:OrientBlackswan Private Limited
- Mohandas K. Gandhi, (1999). An Autobiography or The Story of My Experiments with Truth. Delhi: Goyal Publisher & Distributor Pvt Ltd
- Moorti, U.S. Megalithic Culture of South India: Socio-economic Perspectives. Varanasi: Ganga Kaveri Publishing House, 1994.
- Neumayer, E. (1993).Lines on Stone: The Prehistoric Rock Art of India. New Delhi: Manohar,.
- Ratnagar, S. (2015). Harappan Archaeology: Early State Perspectives. Delhi: Primus,
- Roy, K., ed.(1999) Women in Early Indian Societies. New Delhi: Manohar

<p>History</p> <p>Indian Society and Culture (up to 1200 AD)</p>
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Credit 04

Course Outcomes:

- Identify the key components of Ashok's dhamma
- Understand the religious context of Harappa and Vedic society
- Determine the characteristics of art and architecture of ancient era
- Compare the principles of Jainism and Buddhism
- Appraise the religious and cultural development of reformation era
- Prepare the list for the integrate Islamic intellectual traditions

Unit I: Cultural Revolution

08

Hours

Harappan Culture, Vedic Society, economy and culture as reflected in the Vedas, Vanashram, Caste system, Sanskaras&Purusharths,

Unit II: Reformation Era

08

Hours

Rise of religious reformation in India- Buddhism & Jainism, Asoka's dhamma, Mauryan, art and Architecture

Unit III :Art and Architecture

08

Hours

Art and Architecture under Shungas, Kushanas and Satavhanas, Gandhar Art

Unit IV: Sangam Era

08

Hours

Sangam Age- Literature, Society and Culture, Gupta and Post Gupta Period Society and culture, Art and Architecture of Southern India- Cholas, chakulayas and Pallavas

Unit V Religious and Cultural Development

08

Hours

Islamic intellectual traditions: Al-Biruni; Al-Hujwiri (c) Regional languages and literature (d) Art and architecture: Evolution of regional styles

Suggested Reading :

- G.C. Pande: Foundations of Indian, Culture, Vol I and II, Meaning and Process of Culture.
- R.G. Bhandarkar: Vaishnavism, Saivism and other minor Religious Systems.
- Rajbali Pandey, Hindu Sanskara (The Social and Religious Study of the Hindu Sacraments), (Also in Hindi), Varanasi
- A.L. Srivastav, Medieval Indian Culture (Also in Hindi).

History

Indian Society and Culture in Medieval Period (1200-1757)

Credit: 04

Course Outcomes

- Recall the main features of social structure of Medieval India

- Explain the impact of Bhakti movement in India
- Determine the status of women in Medieval Period
- Compare the ideology of radical thinkers with traditional thinkers
Analysis
- Appraise the art , culture and architecture of Medieval Period
- Assemble the literature of Muslim Period

Unit -I Society on the Eve of Turkish Invasion

08

Hours

- .Main features of Social Structure.
Religion – Cultural Traditions.
- Establishment of Delhi Sultanate and Challenges to Indian Society.
- Social Structure:
- Ruling class : Religious Classes – Ulema, Sayyada and Sufis (c) Middle Class
(d) Artisans (e) Peasantry
- Women and Gender Relations.

Unit-II Development of Indian Islam

08

Hours

Bhakti Movement:

- Rise and Growth
- Radicals – Kabir and Nanak
- Traditionalist – Surdas and Tulsidas
- Women Bhakta – Meerabai.
- Impact of Bhakti Movement.
- Impact of Suffism.

Sufism:

- Rise, growth and impact

- Silsila's: Chishti, Suhrawardi, Qadri, Naqshbandi

UNIT III Evolution of Akbar's Religious Ideas **08**
Hours

- From Orthodoxy to Liberalism; Sulh – I – kul; Tawhid – I Ilahi
- Muslim Orthodoxy and the Mughal state in the 16th and 17th Century

UNIT IV Cultural aspect of Medieval Society **08**
Hours

- Medieval Society, art, architecture and literature.
- Status of women: marriage, property rights, Sati, purdah and devadasi system

Suggested Reading

- Kumar, Sunil, (2007). The Emergence of the Delhi Sultanate, Delhi: Permanent Black Publication.
- Nizami, K.A,(1978) State and Culture in Medieval India. Delhi: Adam Publication,
- Tripathi, R.P.(1985). Some Aspects of Muslim Administration, Allahabad:Central Book Depot.
- Verma, H.C(ed.).(1990).Madhyakaleen Bharat, Vol.I, Hindi University of Delhi:

<p>Semester VI Adolescent Psychology</p>

Hours per week :3

Credit:03

COURSE LEARNING OUTCOMES:

- Understand the characteristics of adolescent.
- Understand the developmental tasks of adolescent period.
- Familiarize with social, cognitive and emotional development of adolescent.
- Recognize the hazards and happiness of adolescent period.
- Understand the problems and issues of adolescent period

Unit I Concept of Adolescence

- Characteristics of adolescent.Hall& Gesell:
- Development task of adolescent.
- Importance of adolescent psychology.

Unit II Physical development

Puberty - Growth Spurt, Psychological effects of pubertal development-concerns about body image. Challenges to early and late adolescence.

Adolescent health – importance of nutrition and exercise.need for adequate sex education

Cognitive development- Changes in reasoning, thinking , decision making, interest and autonomy. Development of identity –Erikson’s stage of identity vs role confusion, Rosenberg’s model of identity

Unit III Emotional and social development

Expressions of adolescents: Aggression Love, curiosity, enviousness, happiness and emotional maturity. Influence of family ,peers, school .

Unit IV- Issues, Challenges, & Problems

Hazards of adolescence ,Happiness in adolescence. Addiction to Technology ,Substance abuse; Juvenile delinquency; Violence ,Obesity and eating disorders;Depression and suicide

REFERENCES

- Hurlock B (2005). Developmental psychology. New Delhi: Tata McGraw-Hill Publishing company limited.
- Deepesh Chandra prasad, (2006). A-Z handbook of child psychology. New Delhi: KhelSahitya Kendra.
- Gaur Supriya, (2012). Pedagogy and Child Psychology. Jaipur: Vital Publication. ISBN: 9789380274195
- David R. Shaffer, Katherine Kipp, (2007). Developmental Psychology. Thomson Indian Edition.

- Lura E Berk, (2007). Child Development, Singapore: Pearson Education Asia, 7th Ed.
- Mishra Mahendra, (2007). VikasatmakManovigyan. Jaipur: University Book House Pvt. Ltd.
- VashisthaVijendra Kumar (2007). BalManovigyan. New Delhi: Arjun Publishing House.
- Mangal S.K. (2005). BalVikas. New Delhi: Arya Book Dipot.

Semester VI
Psychology Practical

Hours per week :4

Credit:02

Course Learning Outcomes

- Understand the theoretical foundations of psychological assessments related to emotions, scientific aptitude, habits, and relationships
- Acquire practical skills in administering psychological tests
- Develop the ability to interpret psychological test results
- Create well-structured reports based on psychological test outcomes
- Evaluate the validity and reliability of different psychological tests
- Understand and apply ethical standards in psychological assessment
- Use test results to enhance personal and professional development
- Address practical challenges in administering tests related to emotions, scientific aptitude, habits, and relationships

Content

- Administration and Interpretation of standardized psychological tests of the following attributes :-
 - Emotion.
 - Scientific Aptitude
 - Habits Scale.
 - Relationships.

Reference

Mangal, S. K. (2013). *Experiments in psychology*. PHI Learning.

- Gupta, C. B. (2008). *Practical psychology*. Sultan Chand & Sons.
- Srivastava, A. K. (2013). *Psychological testing*. Anmol Publications.
- Hudson, J. P. (2000). *Practical psychology for students*. Prentice Hall.

Semester VI

DSE Paper- Introduction to Indian Psychological Thought

Hours per week :3

Credit:03

COURSE LEARNING OUTCOMES

- To develop an understanding of the concepts of Indian psychological thought.
- To understand the process of self and personality from a developmental perspective and its involvement in health and healing.
- To facilitate an understanding into mapping selfhood in the context of relationships, motivation, action and agency.
- To learn to formulate strategies to address issues in therapeutic, educational and organizational settings from the indigenous Indian perspective.

UNIT1

Introduction: Core Components of Indian Psychological Thought, Consciousness, Personality Development

UNIT2

Self-Development: Development of Self, Emotions, Attitudes with Implications upon Individuals Development and Meaning in Life

UNIT3

Karma Theory: Concept of Karma Yoga, Regulation of Behaviour and its Applications for Human Behaviour

UNIT4

Applications of Indian psychology in counselling, education and health

REFERENCES

- Bhawuk, D, (2011). Spirituality and Indian Psychology: Lessons from the Bhagavad Gita. New Delhi: Springer.
- Rao, K, R. & Paranjpe, A.C. (2017). Psychology in the Indian Tradition. New Delhi: D.K. Printworld.
- Rao, K, R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press.

- Rama, S. (2007). *Perennial Psychology of the Bhagvad Gita*. New Delhi: Himalayan Institute Press.

Semester VI
DSE Paper- Psychology of Peace

Hours per week :3

Credit:03

COURSE LEARNING OUTCOMES

- To understand the concepts of peace and managing conflicts.
- To learn the various psychological perspectives of peace.
- To develop an integrated framework for building peace.
- To develop an insight into the process of peace in challenging situations.

UNIT 1

Introduction: Meaning of Peace, Psychology of Peace; Management to Transformation - Key Concepts: Peacekeeping, Peace-making, Peace-Building, Reconciliation, Conflict Management, Conflict Resolution, Conflict Prevention, And Conflict Transformation

UNIT 2

Psychological Understanding of Peace and Conflict: Psychoanalytical - Freud, VamikVolkan; Social-Psychological - Herbert C. Kelman, Vollhardt&Bilali, Psychocultural Interpretations - Marc Howard Ross; Exploring Indigenous Traditions (e.g. Satyagraha; Ahimsa, etc.)

UNIT 3

Building Peace: Structure, Process, Integrated framework for peace building, Peace Education

UNIT 4

Peace Process and Transformation: Kashmir, North-East - Manipur, Nagaland, Assam, Pakistan,

Northern Ireland- Inter-Community Diversity Network Model, South Africa - Truth And Reconciliation Model, And Israel - Cross Community Network Model, Stories Of Peace Challenge

REFERENCES

- Christie, D. J., Hare, A. P., & Winter, D. D. (2001). *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Fox, M. A. (2014). *Understanding Peace: A Comprehensive Introduction*. New York: Routledge.
- Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). *Searching for Peace: The Road to Transcend*. London: Pluto Press.
- Jeong, H. W. (2008). *Understanding Conflict and Conflict Analysis*. New Delhi: Sage.
- Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. *Handbook of Conflict Analysis and Resolution* (pp. 170-183). London: Routledge.
- Ofstad, O. (2015). *Conflict Management in International Missions* (1st Edition). London: Routledge.
- Vollhardt, J. K. & Bilali, R. (2008). Social Psychology Contribution to the Psychological Study of Peace. *Social Psychology*, 39(1), 12-25.
- Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. New York: Routledge.

Semester VI
DSE Paper- Positive Psychology

Hours per week :3

Credit:03

COURSE LEARNING OUTCOMES

- Appreciating and understanding the meaning and conceptual approaches to positive psychology.
- Being able to understand the how positive emotional states contribute to resilience, happiness, and wellbeing.
- Learning the various pathways through which cognitive states and processes influence self- efficacy, optimism and wellbeing.
- Being able to identify the applications of positive psychology.

UNIT 1

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and Virtues

UNIT 2

Positive Emotional States and Processes: Happiness and Well being, Positive Emotions, Resilience

UNIT 3

Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow

UNIT 4

Applications: Work, Education, Ageing

Reference

- Baumgardner, S.R., & Crothers, M.K. (2010). Positive Psychology. Upper Saddle River, New Jersey.: Prentice Hall.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.

- Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
- Snyder, C.R., & Lopez, S.J.(2007). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths*. Thousand Oaks, CA: Sage.

Indian Ethos and Business Values

Course Outcomes:

- Describe the concept of Ethics and values in Management.
- Explain role of Indian ethos in Management and knowledge of management lessons from the ancient scriptures.
- Determine the Indian ethos in development of unique work culture
- Select an Indian perspective, trans-cultural human values in management education
- Support an effective and holistic management pattern that will assure all-round growth in productivity, marketing, and profitability.
- Develop the Ethical Issues pertaining to all functional areas of management.

Unit I

Indian Ethos – Features, Need, History, Principles Practiced by Indian companies, elements, Role of Indian ethos in Managerial practices. Indian Heritage in Business Management, Production and consumption, Ethics v/s Ethos, Indian management v/s Western Management.

Unit II

Management lessons from scriptures – Management lessons from Vedas, Mahabharat, Bible, Quran, Kautilya's Arthshastra. Indian systems of learning: Gurukul system of learning, advantages – disadvantages of Karma: Meaning, importance of karma to managers, Nishkamakarma, laws of Karma; creation, Humility, Growth and Responsibility. The Great Law, Law of Creation, Law of Humility, Law of Growth, Law of Responsibility and Law of Connection – Corporate Karma

Unit III

Introduction to Business Ethics, Values, Morals & Norms, Levels of Business Ethics, Myths of Business Ethics, Relationship between Values, Morals Business Ethics & Norms, Ethical Dilemma, Ethical Decision Making, Changing workforce; Employee's Employment rights and responsibilities, Equal Employment opportunity and Aff

firmativeaction, Unethicaldecisions leadingtoconflict,CorporateGovernanceandethics.

UnitIV

Ethicalissues in different functional areas of management: HRM, Marketing,Production andOperationsmanagement,ITandFinance,Ethicsin21stcentury.

Suggested Reading:

- Joseph,D.AnIntroductiontoBusinessEthics,McGraw
- HillEducation,2020
- Murthy,C.S.V.BusinessEthics,HimalayaPublishingHouse,2019
- Senthil, D.K. &Senthil, D.R. Business Ethics, HimalayaPublishingHouse,2019
- Khandelwal, N.M. Indian Ethos and Values for Managers,(Text&casesfromtheMahabharata),HimalayaPublishingHouse,2016
- SeemaS,S.,Mukherjee,S.,IndianEthos,Ethics&Management,Eureka Publications,2020

Annexure II- Mandatory Documents for Admission

To be uploaded on the Admission Portal by the Prospective students

Admission Documents	Format (Jpeg/PNG/PDF)	Documents Size
Duly filled application form with student signature	Digital signature/Student signature JPEG/PNG	20 KB
Colour scan copy of all year/semester mark sheet/grade cards (for PG programs only) or consolidated mark sheet/grade cards also accepted.	PDF/JPEG	500 KB
Colour scan copy of 10th std. Mark sheet/grade card	PDF/JPEG	
Colour scan copy of 12th std./ Three-Year Polytechnic Diploma Mark sheet/grade card	PDF/JPEG	
Colour scan copy of passport size photograph	JPEG or PNG Format	50 KB
Colour scan copy of Govt. Photo id proof, Aadhar card is mandatory. (Other options: Voter's id, Driving License, Passport etc.)	PDF/JPEG	100 KB
In case of name change, Gazette notification documents for name changes For married women – marriage certificate would be accepted – provided previous maiden name is clearly mentioned in the same. In case of deferred Father name or mother name in such cases without a Gazette notification document.	PDF	500 KB
Fees submission transaction details or receipt as per University policy for respective programs	PDF/JPEG	500 KB
Digitally Signed undertaking as per the process; where applicable	PDF	500 KB

Students can also visit the University website for the said information.

Annexure III- Academic Bank of Credit Id Creation Process

All enrolled students, particularly those of Indian nationality, are required to register with ABC (Academic Bank of Credits), a central scheme established by the Ministry of Education, Government of India, for depositing credit. ABC ID creation is mandatory for all students, ensuring their participation in this scheme.

The ABC Id can be created by students themselves using Digi-locker, UMANG application, ABC portal or Academic Institution Portal. The process for which is provided below.

Process	<ul style="list-style-type: none"> • Students can register by logging in at www.abc.digilocker.gov.in • Click on My Account → Login as Student • Click on “Sign up with DigiLocker” → Enter valid mobile number → An OTP is sent at the phone number via SMS → Enter the OTP and click on “Continue” button → Enter Security PIN set created during Sign Up and click “Submit” Button • You will be prompted with ABC student account creation window
Documents and proofs required	<ul style="list-style-type: none"> • Aadhaar Card is mandatory for ABC Id creation • Learners Name • Date of Birth • Gender • Enrolment Number • Requirements by Academic Institution: • Mobile Number

The University will extend support to the students to create ABC ID. The documents required will remain the same as stated above.

Annexure IV–Continuous Internal Assessment Pattern

Particular	A1 (Objective Type)	A2 (Objective Type)
Marks	15	15

Question Pattern for the CIA Components

A-1

1. There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying mark 1 mark
2. The time for the A-1 assignment will be 30 mins
3. All questions are compulsory
4. There will be NO NEGATIVE MARKING for the wrong answers.

A-2

1. There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying mark 1 mark
2. The time for the A-1 assignment will be 30 mins
3. All questions are compulsory
4. There will be NO NEGATIVE MARKING for the wrong answers.

Annexure V– End-term Examination Pattern

JNU

Centre for Distance and Online Education

End Term Examination

[PROGRAM NAME]

[COURSE NAME][COURSE CODE]

Time :2 Hours	Max. Marks :70
Note for students: The paper will comprises of 70 compulsory objective questions of 1 mark each.	
Answer all the questions. Each question carries one mark.	
Q. No. 1 to Q. No. 70 - Objective questions with four multiple choices.	