



Banasthali Vidyapith

Details of Courses Related to Human Values

Universal Human Values

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Learning Outcomes:

By the end of the course the learners will be able to:

- Know about universal human values and understand the importance of values in individual, social, career, and national life. .
- Become conscious practitioners of values.
- Realize their potential as good human beings and conduct themselves in the ways of the world.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Contents:

Truth- Universal truth, truth as value, truth as fact (veracity, sincerity, honesty amongst others); narratives and anecdotes from history and literature/ folklores about practicing truth, advantages of practicing truth.

Love- Forms of love: for self, parents, friend, spouse, community, nation, humanity and other beings (living and non living), gratitude and forgiveness; narratives and anecdotes from history and literature/ folklores about practicing love, advantages of practicing love.

Compassion- Concept and meaning, empathy, sympathy and non violence; role models in history for practicing compassion including Mahatma Gandhi; narratives and anecdotes from history and literature/ folklores about practicing compassion, advantages of practicing compassion.

Service- Concept of service (*sewa*) as a value, forms of service: for self, parents, family, elderly and debilitated, friend, spouse, community, persons in distress or affected by disaster, nation and humanity; narratives and anecdotes from history and literature/ folklores about practicing service, advantages of serving the needy.

Renunciation (Sacrifice)- Concept of renunciation and sacrifice, self restraint, ways of overcoming greed; narratives and anecdotes from history and literature/ folklores about practicing renunciation, advantages of practicing renunciation.

Well being- Concept and importance; kinds of well being: physical (endurance, strength), emotional (ability to respond to emotions and control them), aesthetic (ability to see and appreciate beauty in all beings), intellectual (rationality and logic), relational (obligation to self, parents, family, society, nation, humanity, living with others and their acceptance), moral (difference between good and evil, practicing goodness, righteousness), spiritual (thinking beyond self and journey from senses to spiritual level).

Integral human well being- Inter relatedness of different kinds of well being; integration of mind, body and soul; importance of yoga and pranayama in attaining integral well being.

Pedagogy

In teaching and learning pedagogy of universal human values, there should be a shift from domain or conclusions based approach to the experiential or process/es based approach. The faculty should promote learning of values on a proportionate scale of 20:30:50 principle, where lectures constitute 20 percent of the delivery (Hear); visuals 30 percent of the learning methods (See); and experience 50 percent (Do). This ratio is subject to change as per the needs. Simulated situations, role plays and case studies have to be integrated.

Note: Each student will keep record of his/her daily learning after each module/session in a self made journal.

References:

1. Radha, Kumud Mookerji (2016). *Ancient Indian Education*, Eighth edition, Motilal Banarasidass

2. Swami Satyananda, Saraswati (1969). *Asana Pranayama Mudra Bandha*, Bihar School of Yoga.
3. Kireet, Joshi (1997). *Education for Character Development*, Dharma Hinduja Center of Indic Studies.
4. Sri Aurobindo Ghosh (1998). *The Foundations of Indian Culture*. Pondicherry: Sri Aurobindo Ashram.
5. Avinash, Patra (2012). *The Spiritual Life and Culture of India*, Oxford University Press.
6. Shanti, kumar, Ghosh (2004). *Universal Values*. The Ramakrishna Mission, Kolkata.

(Keeping in view the needs and interest of learners, books, audios, videos, and e-resources may be added by the faculty)

Selected Writings of Great Authors - I

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Objectives: The objectives of the course of study are:

1. To fulfill one of the objectives of Five Fold Education (Panch Mukhi Shiksha) of Banasthali University that is to educate girls in cultural traditions and preserving and inculcating the essential values and ideas of Indian Culture.
2. To develop an acquaintance with Indian Epics.
3. To develop analytical faculty and habit of self study and reading good books among the students.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

- गांधी की कहानी (हिन्दी/अंग्रेजी) – लुई फिशर
- दशरथनन्दन राम (हिन्दी/अंग्रेजी) – चक्रवर्ती राजगोपालाचार्य

Selected Writings of Great Authors - II

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Objectives: The objectives of the course of study are:

1. To fulfill one of the objectives of Five Fold Education (Panch Mukhi Shiksha) of Banasthali University that is to educate girls in cultural traditions and preserving and inculcating the essential values and ideas of Indian Culture.
2. To develop an acquaintance with Indian Epics.
3. To develop analytical faculty and habit of self study and reading good books among the students.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

1. Students are required to select any one of the following books:

छात्रा को निम्नलिखित में से किसी भी एक पुस्तक का चुनाव करना है:-

'Fundamental Unity of India' - राधा कुमुद मुखर्जी- भारत की मूलभूत एकता- (हिन्दी (अनुवाद) - विपिन कुमार)
अथवा

Jawahar Lal Nehru - India Rediscovered (Abridged from the Discovery of India by C.D. Narasimhaiah. Professor of English, Maharaja's College, Mysore) Geography Cumberlege Oxford University Press.

अथवा

जवाहरलाल नेहरू, संपादक रामचन्द्र टंडन हिन्दुस्तान की कहानी (संक्षिप्त संस्करण) 1995 सस्ता साहित्य मंडल, नई दिल्ली

2. Students are required to select any one of the following books:

छात्रा को निम्नलिखित में से किसी भी एक पुस्तक का चुनाव करना है:-

प्रो. दिवाकर शास्त्री - गीता का नीति शास्त्र (हिन्दी/अंग्रेजी)

अथवा

डॉ. राधा कृष्णन् - श्रीमद्भगवत गीता (हिन्दी/अंग्रेजी)

अथवा

महादेव देसाई The gospel of Self Action or The Geeta (Hindi/English)

अथवा

विनोबा भावे- गीता प्रवचन

अथवा

गांधी - अनासक्ति योग

अथवा

विनोबा भावे - कुरआन सार (हिन्दी/अंग्रेजी)

अथवा

बाइबिल न्यू टेस्टामेंट - (हिन्दी/अंग्रेजी)

Indian Cultural Heritage

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Learning Outcomes:

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

- Comprehend the importance of Culture as a specific field of heritage studies.
- Differentiate between the 'material' and 'non-material' aspects of cultural heritage.
- Recognize heritage as a 'process' as well as a 'product' of human activities.
- Appreciate the expansion and sustenance of Indian cultural heritage.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content:

- Cultural Heritage: Its Constituents and Significance
- Plurality of Cultures: Unity in Diversity
- Influence of Bhagvad Gita and Ramayan on Indian culture: Formation of Self and Social Values
- Contribution of Buddhism & Jainism: Ethics in Human Life
- Indigenous Knowledge System: **Contributions to Education and Science**
- Development of Composite Culture: Indo-Islamic Art, Bhakti and Sufism
- Interaction between Indian and Western Cultures: Education and Society
- Gandhi's views on Non-violence and Social Issues
- The Popular Culture: Food, Sports and Festivals
- The Making of Greater India: Expansion of Culture beyond Boundaries
- Constitutional Provisions for Sustenance of Cultural Values
- Conservation of Heritage: Issues and Measures

Recommended Books:

1. Basham, A.L. (2004). *The Wonder that was India*. England: Picador.
2. Bhattacharya, H. (Ed.). *Cultural Heritage of India* (in 5 Vol.). Calcutta: Sri Ram Krishna Mission.
3. Dinkar, Ramdhari Singh (1956). *Sanskriti ke Char Adhyay*, Allahabad: Lok Bharti Prakashan.
4. Kabir, Humayun (1947). *Our Heritage*, Bombay.
5. Nehru, J.L. (1981). *The Discovery of India*, J.L. Nehru Memorial Fund, Oxford University Press.
6. Nehru, J.L. (2001). *Hindustan ki kahani*, Sasta Sahitya Mandal Prakashan. (Hindi)
7. Pande, Susmita (1989). *Medieval Bhakti Movement: its History and philosophy*, Kusumawali Prakashan, Meerut.
8. Raza, M. (1961). *Introducing India*. Aligarh: Aligarh Muslim University.

Suggested E-Resources:

- Sri Aurobindo. (1953). *Foundations of Indian Culture*. New York, NY: The Sri Aurobindo Library. Retrieved from <https://archive.org/details/FoundationsOfIndianCultureAurobindo/page/n5>
- World Heritage Sites, Culture and Heritage, in 'Know India', An Initiative under india.gov.in, <http://knowindia.gov.in/culture-and-heritage/>

Value Education

Max. Marks : 100
(ESA: 100)

L	T	P	C
0	0	0	2

Learning Outcomes:

The students will be able to:

- Assess the need and importance of values and its classification in contemporary society.
- Prioritize the values needed for peaceful society.
- Demonstrate awareness for role of education in building value as dynamic social reality.
- Describe the importance of value education towards personal, national and global development.

Course Outline:

- Values and Human Life
- Human, Constitutional, Social, Professional, Religious and Moral Values, Aesthetic Values
- Need for value education in the contemporary society
- Value Education and Personal Development
- Teaching approaches and strategies to inculcate values through curricular and co-curricular activities
- Role of education in transformation of values in society
- Role of parents, teachers, society, peer group and mass media in fostering values

Reference:

- वर्मा, जी. एस. (2008). *मूल्य शिक्षा, पर्यावरण एवं मानवाधिकार*. मेरठ : इंटरनेशनल पब्लिशिंग हाउस.
- दुबे, एस. (2016). *मूल्य शिक्षा*. इलाहाबाद : शारदा पुस्तक भवन.
- Monica, J. T. (1996). *Values in Education and Education in Value*. Rutledge.
- Neil, P. (1996). *The End of Education: Redefining the Value of School*. Vintage publisher.
- Sharma, S. P. (2013). *Moral and Value Education; Principles and Practices*. Kanishka publishers.
- Kiruba, C. & V. Arul S. (2012). *Value Education*. New Delhi: Neelkamal Publications.
- Passi, B. K. and S. (2004). *P. Value Education*. Agra: National Psychological Corporation.
- Chitakra, M. G. (2003). *Education and Human Values*. New Delhi: A.P.H. Publishing Corporation.

Web Resources:

- https://en.wikipedia.org/wiki/Values_Education
- www.yourarticlelibraty.com/education/value-educatio
- https://www.researchgate.net/.../235712162_Value_Ed...

- <https://www.iitk.ac.in/hvhe/imges/article-9.pdf>
- <https://www.cukashmir.ac.in/.../UNIT%201%20INTRO...>
- <WWW.bhojvirtualuniversity.com/slm/B.Ed. SLM/bedtsst4u1.pdf>
- www.cbseacademic.nic.in/web_material/ValueEdu/Value Education Kits.pdf
- <http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework>.

Human Right Education

Max. Marks : 100

(ESA:100)

L	T	P	C
0	0	0	2

Learning Outcomes:

Student will be able to:

- The student teachers directly engaged in the promotion of human rights and duties.
- Discuss the changing dimensions of human rights and duties.
- Explain Societal Problems of Human Rights in India.

Course Outline:

- Values: Dignity, liberty, equality, justice, unity in diversity
- Inherent, inalienable, Universal and indivisible
- Meaning and significance of Human Rights Education
- Rights and Fundamental Rights
- Duties and Fundamental Duties
- Correlation of rights and duties
- Changing dimensions of human rights and duties
- Theories of human rights
- Social movements
- Societal Problems of Human Rights in India
- Evolution of Human Rights
- Directive Principles of State Policy

Reference:

- Basu, D. D. (1994). *Human Rights in Constitutional law*. New Delhi: Prentice Hall.
- Gogia, S. P. (2000). *Law relating to Human Rights*.

- Gupta, D. N. and Singh, C. (2001). *Human Rights and Freedom of Conscience: Some suggestions for its Development and Application*.
- Sinha, M. K. (1999). *Implementation of Basic Human Rights*.
- Paul, R.C. (2000). *Situation of Human Rights in India*
- Alam, A. ed. (1999). *Human Rights in India: Issues and Challenges*. New Delhi: Raj Publications.

भारतीय साहित्य

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

अपेक्षित परिणाम -

- छात्राएँ विविध भाषाओं में लिखित साहित्य से परिचित हो सकेंगी।
- भारतीय साहित्य के अध्ययन से तुलनात्मक दृष्टि विकसित कर सकेंगी।
- शोधपरक –दृष्टि विकसित कर सकेंगी।
- विभिन्न प्रतियोगी परीक्षाओं के लिए भी यह अत्यंत लाभदायक सिद्ध होगा।

खण्ड –1

भारतीय साहित्य सैद्धान्तिक अवधारणा

- (क) भारतीय साहित्य का स्वरूप
- (ख) भारतीय साहित्य के अध्ययन की समस्याएँ
- (ग) भारतीय साहित्य में प्रतिबिम्बित परिवेश व मूल्य

खण्ड – 2

कथा साहित्य

- (क) 1084 वें की माँ – महाश्वेता देवी, राधाकृष्ण प्रकाशन, दिल्ली, 2014
- (ख) रवीन्द्रनाथ टैगोर की कहानियाँ—रवीन्द्रनाथ टैगोर,वाणी प्रकाशन, दिल्ली, 2010
(सजा, दीदी, मानभंग, स्त्रीर पत्र, अपरिचिता)

खण्ड –3

कविता व नाट्य साहित्य

- (क) सुब्रह्मण्य भारती की कविताएँ –कवि सुब्रह्मण्य भारती (राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्)
(वन्देमातरम्, भारत माँ की अनमोल ध्वजा, निर्भय, महात्मा गाँधी, स्त्री स्वातन्त्र्य)
- (ख) हयवदन—गिरीश कर्नाड, अनु. बी.वी. कारन्त, राधाकृष्ण प्रकाशन, 1972

सहायक पुस्तकें –

1. डॉ. नगेन्द्र, (1989), भारतीय साहित्य का समेकित इतिहास, दिल्ली, साहित्य अकादमी।
2. के सच्चिदानन्दन, (2003), भारतीय साहित्य : स्थापनाएँ और प्रस्तावनाएँ, नई दिल्ली राजकमल प्रकाशन।
3. डॉ. आरसु, (2011), भारतीय साहित्य : आशा और आस्था, नई दिल्ली, राधाकृष्ण प्रकाशन।
4. त्रिपाठी, डॉ. राम छबीला, (1996), भारतीय साहित्य, दिल्ली, वाणी प्रकाशन।
5. शर्मा, रामविलास, (1986), भारतीय साहित्य के इतिहास की समस्याएँ, दिल्ली, वाणी प्रकाशन।
6. गौतम, सं. डॉ. मूलचन्द, (2009), भारतीय साहित्य, दिल्ली, राधाकृष्ण प्रकाशन।

Bhartiya Prabandhan

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Course Objectives:

1. The primary purpose is Self-Realization
2. To introduce the students to the basics of Indian Management thought and practice.
3. To generate awareness about the cultural and spiritual values of Indian society and their implications for modern managers.
4. To understand Indian Philosophical Thoughts from Vedant and BhagwadGeeta.
5. To provide the knowledge about eastern and western management, social management, wisdom worker and other important aspects related to BhartiyaPrabandhan.

Note: The paper will contain nine questions having a compulsory case study in any one unit. Candidates are required to attempt five questions in taking at least one question from each unit. Case Study will be compulsory.

Course Content:

Unit I Concept of Indian culture, Rationale for Indian management, Management system in Arthshastra

Unit II Gandhian thought for management of Indian organizations, Trusteeship, Swadeshi, Creative leadership, Vivekananda and his concept of work as worship, Vivekananda's ideas on Vedant.

Unit III Arrival of Best to lead the rest, Management Wisdom: The Common Man's Management Theories

Unit IV Towards convergence between Eastern and Western Management, PanchmukhiVikas, Development Matrix for social management, Wisdom worker, Doctrine of Karma

Unit V Management ideas from BhagwadGeeta, Motivation-Indian insights, Value system of individual, Stress Management

Learning Outcomes:

Upon completion of the course student will be able to :

- Understand ancient Indian spiritual teachings and their relevance in present day life.
- Have a value oriented approach in their everyday life.

Suggested Readings:

1. Bansal, I. (2002). *Management Concepts in Ancient Indian Psycho-Philosophic Thought and their Significance for Present Day Organizations (1 ed.)*, Jaipur: Popular Book Depot.
2. Sharma, S. (1996). *Management in New Age: Western Windows, Eastern Doors (2 ed.)*, New Age International Publication.
3. Sharma, S. (2007). *New Mantras In Corporate Corridors From Ancient Roots To Global Routes (2 ed.)*. New Delhi: New Age Int. Pvt. Ltd.
4. Chatterjee, B. K. (2002). *Arindam Chaudhuri, Count Your Chickens before They Hatch(1ed.)*, New Delhi: Vikas Publishing House (2001).

5. Dasgupta, Ajit K. (1993). *A History of Indian Economic Thought* (ed. 1). London and New York: Routledge history of economic thought series.

Suggested E-Learning Materials:

1. Joshi, A. (2018, Jan 3). *Indegeneous Management System an introduction*. Retrieved Feb 12, 2019, from [www.youtube.com: https://www.youtube.com/watch?v=q5K2Hff85MM](https://www.youtube.com/watch?v=q5K2Hff85MM)
2. Joshi, A. (2016, Dec 7). *Management from Bhagwad Geeta :A Few Insights*. Retrieved Feb 18, 2019, from Shastriya Prabandhan - A Bharatiya Design Thinking Approach to Education and Management: <http://ankurjoshi.in/bhagwad-gita-management/>
3. Sharma, S. (1999, Oct 1). *Corporate Gita: Lessons for Management, Administration and Leadership*. Retrieved March 1, 2019, from [journals.sagepub.com: https://journals.sagepub.com/doi/10.1177/097168589900500203](https://journals.sagepub.com/doi/10.1177/097168589900500203)
4. Sharma, S. (2006, Jan). *Management In New Age: Western Windows Eastern Doors*. Retrieved Feb 21, 2019, from [www.researchgate.net: https://www.researchgate.net/publication/304935846_Management_In_New_Age_Western_Windows_Eastern_Doors](https://www.researchgate.net/publication/304935846_Management_In_New_Age_Western_Windows_Eastern_Doors)
5. *Swami Vivekananda Chicago Speech on 15th September,1893*. (2013, Aug 12). Retrieved Jan 5, 2019, from [www.youtube.com: https://www.youtube.com/watch?v=TlwZNMgFBWM](https://www.youtube.com/watch?v=TlwZNMgFBWM)

Fundamentals of Bioentrepreneurship

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

After successful completion of the course, students should be able to:

- Understand role of entrepreneurship in promoting innovation and wealth generation.
- Develop skills for writing business models for new ideas and market segments.
- Explain various financial, marketing, sales and legal issues associated with entrepreneurship.

Section-A

- Concept of entrepreneurship; Classification and types of entrepreneurship, Myths about entrepreneurship; Role of entrepreneurship in wealth building and creating an impact; Society, Technology and Entrepreneurship.
- Creativity and Innovation; Types and forms of Innovation; Sources of innovative opportunity; Entrepreneurship as a career option.

Section-B

- Introduction to the Design Thinking Process; Problem identification; Idea Generation; Value Proposition; Lean Canvas.
- Identifying Customer Segments; Idea Validation; Developing Business Model; Sizing the opportunity; Building MVP; Concept of Start-up, Importance of Incubation.

Section-C

- Financial and Non financial support: Revenue streams; Pricing and Costs; Sources of funds; Importance of project management.
- Marketing and Sales: Positioning; Channels and Strategy; Sales Planning.
- Team: Importance of teambuilding; Complementary skill sets.
- Legal issues: Brief overview of- intellectual property rights, patents, trademarks, copy rights, trade secrets, licensing and GI.
- Business Plan writing.
- Policies and Initiatives to promote Entrepreneurship in India.

Suggested Books:

- Desai, V. (2011) *Dynamics of Entrepreneurial Development & Management* (6th ed.). Mumbai: Himalaya Publishing House.
- Drucker, P. (2015). *Innovation and Entrepreneurship* (1st ed.). Routledge Classics.
- Gupta, A.K. (2016). *Grassroots Innovations (Minds on the Margin Are Not Marginal Minds)*. Random House.
- Gupta, C.B. & Srinivasan N.P. (2013). *Entrepreneurship Development in India*. Sultan Chand & Sons.
- Hisrich R. D., Manimala, M. J., Peters Michael P. & Shepherd D. A. *Entrepreneurship* (9th ed.). McGraw Hill Publication.

- Jain, P.C. (2001). *Hand Book for New Entrepreneurs*. UK: Oxford University Press.
- Khanka, S.S. (2007) *Entrepreneurial Development*. New Delhi: S. Chand & Company Ltd.
- Kotler, P & Keller, K.L. (2017). *Marketing Management* (15th ed.). Pearson Publications.
- Mohanty, S K. (2005). *Fundamentals of Entrepreneurship*. EEE Prentice Hall India Learning Private Limited.
- Patzelt, H., & Bernner, T. (Eds.). (2008). *Handbook of Bioentrepreneurship*. Berlin, Germany: Springer.
- Robert, D. H., & Peters, M. P. (2002). *Entrepreneurship*. New York, USA: McGraw-Hill Education.
- Roy, R. (2011). *Entrepreneurship* (2nd ed.). UK: Oxford University Press.
- Shane, S. (2004). *Academic Entrepreneurship: University Spinoffs and Wealth Creation*. Northampton, M.A.: Edward Elgar.

Suggested e-Resources:

➤ **Entrepreneurship**

<https://www.startupcommons.org/what-is-startup-ecosystem.html>

<https://getproductmarketfit.com/how-to-select-test-to-get-market-validation-for-new-product-or-business-idea/>

<https://www.coursera.org/learn/wharton-launching-startup>

<https://www.coursera.org/learn/wharton-entrepreneurship-opportunity>

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.4354&rep=rep1&type=pdf>

➤ **Accounts and Bioentrepreneur**

<https://www.nature.com/bioent/2003/031101/full/bioent779.html>

➤ **Bioentrepreneurship**

www.birac.nic.in/webcontent/jk.pdf

➤ **Biotechnology and entrepreneurship**

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.4354&rep=rep1&type=pdf>

Counseling Psychology

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- Summarize the process of counseling and its principles.
- Analyze the basic concept, approaches, history and trends in counseling.
- Explain implication of Indian and integrative approaches of counseling.
- Describe the counseling processes and its relationship involve in different classical and modern counseling therapies.

Section A

1. Counseling- Meaning & Nature, Distinction Between Counseling, Guidance & Psychotherapy, Goals of Counseling, Basic assumptions behind Counseling, Characteristics of Effective Counselors.
2. Approaches to Health and Wellness: Personal Characteristics Models, Psychological Health Models, Multi-Dimensional Health and Wellness Models.
3. History of and Trends in Counseling, Movement in India, Current trends in the Twenty-first century. Ethical issues in Counseling.

Section-B

4. Counseling Process and Relationship: Stages in Counseling Rapport Building, Assessment of client's problem and concerns, Mechanism of Entering, Maintaining, and Terminating Relationship.
5. Psychoanalytic & Existential Therapies: Classical & Modern, Transactional Analysis, Gestalt Counseling, Logo therapy & Reality Therapy
6. Behavior Therapies: Systematic Desensitization, Flooding, Aversive Therapy, Biofeedback Technique, Assertiveness Training
7. Cognitive & Humanistic Therapies: REBT, Beck's cognitive therapy, Roger's Client Centered Therapy

Section C

8. Indian Approach: Yoga and Meditation, Reality Therapy. Chemical Therapies: Drug Therapy, ECT and Psychosurgery.
9. Career Planning and Decision Making in Schools, Multicultural Counseling: Difficulties and issues, The Development of Clinical Mental Health counseling. Marriage, Couple, family, Feminist, Individual and Group counseling,
10. Integrative approaches: Expressive Arts, Narrative & Symbolism, eclectic Approach.

Recommended Books:

1. Brown, S. D., & Lent, R. W. (2000). *Handbook of Counseling Psychology* (3rd Ed.). John Willey & Sons, Inc.
2. Capuzzi, D., & Gross, D. R. (2008). *Counseling and Psychotherapy: Theories and Interventions*. Dorling Kindersley Pvt. Ltd.
3. Chaudhury, H. (1975). *Yoga Psychology*. In C. T. Tart (Ed.), *Transpersonal Psychologies*. London: Routledge & Kegan Paul.
4. Erford, B. T. (2007). *Assessment for Counselors*. Lahaska Press, Houghton Mifflin Company: New York.

5. Gibson, R.L. & Mitchell, M.H.(2005). *Introduction to Counseling and Guidance*. New Delhi: Pearson education
6. Gladding S.T. (2014) *Counselling: A Comprehensive Profession*. (7th Ed) Dorling Kindersley Pvt. Ltd. of Pearson Education. New Delhi, India.
7. Kakar, S. (1982). *Shamans, Mystics and Doctors: A Psychological Enquiry into India and its Healing Traditions*. Bombay: Oxford University Press.
8. Kottler J.A. and Shepard D.S. (2008). *Counseling theory and Practices*. Cengage learning India Pvt. Ltd. New Delhi
9. Pederson, P. B., Draguns, J.G., Lonner, W. J., & Trimble, J. (1996). *Counseling across Cultures*. Thousand Oaks: sage.
10. Rao, S.N. (2006). *Counseling and guidance* (2nd Ed). Tata McGraw-Hill Publishing Co. Ltd. New Delhi
11. West, M. A. (Ed.) (1987). *The Psychology of Meditation*. Oxford: Clarendon Press.

Suggested E-learning Material:

- How To Stop Worrying And Start Living , Dale Carnegie
http://www.coachcurran.com/media/Dale_Carnegie_How_To_Stop_Worrying_And_Start_Living.pdf
 - Counseling Psychology www.researchgate.net/publication/16827917_Counseling_Psychology
 - Module 2 Counselling http://www.unesco.org/education/mebam/module_2.pdf
- Guidance and Counselling <http://ncert.nic.in/textbook/pdf/lehe108.pdf>

Cinema Studies in History

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Section I Cinema History: A Viable Category of Understanding Social Identities?; Empire, Narratives of National Reconciliation and the Early Cinema; Partition: Looking through Lens.

Section II Class, Cinema, and Ethnographic Spectacle: Addressing the Concerns of People during Nehruvian-Indira Era; Popular Cinema and Vernacular Culture: Categorization of Regional Cinema; Liberal Economic Reform, Changing Idea of Nation State and Indian Cinema: Development After 1990s.

Section III The Construction of Religious Identities: Hindutva, Popular Culture and the Muslim 'Other'; Folklore and the Developmental Aesthetic; Society and Cinema in the Age of twenty first Century: Technology Advancement, Fiction, and the Growing Imagination; From Age of Innocence to Age of Information: Transformation to Digital Technology.

Learning Outcomes:

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

- Traverse through the silent cinema of early studio years, the coming of sound, the auteur and new studios, the consolidation of the star system to the globalization of contemporary cinema
- Transition of Indian economy and its representation in cinema.
- Explain the folkloric tradition through cinema.

Recommended Books:

1. Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
2. Chakrabarti, S. S. (1994). *National Identity in Indian Popular Cinema, 1947–1987*. Austin: TX University Press.
3. Conley, T. (2007). *Cartographic Cinema*. Minneapolis: University of Minnesota Press.
4. Gellner, E. (2006). *Nations and Nationalism*. New York: Cornell University Press.
5. Hansen, T. B. (1999). *The Saffron Wave: Democracy and Hindu Nationalism*. Princeton University Press.
6. Savarkar, V. D. (ed.). (1989). *Hindutva: Who is a Hindu?* New Delhi: Bharati Sahitya Sadan.
7. Sherman, Sharon R. & Mikel, J.Koven. (ed.). (2007). *Folklore / Cinema: Popular Film as Vernacular Culture*. Logan: Utah State University Press.
8. Wagenknecht, Edward. (2014). *The Movies in the Age of Innocence*. USA: McFarland & Company.

Suggested E-Resources:

- Nagpal, Urvashi. History of Indian Cinema. Retrieved from <https://www.jagranjosh.com/general-knowledge/history-of-indian-cinema-1358845977-1>
- Paul, Sanchita. History of Indian Cinema. Retrieved from <https://www.mapsofindia.com/my-india/history/history-of-indian-cinema>

Community Development

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes: After the completion of this course students will be able to

- Develop knowledge on concepts, types and elements of community.
- Be competent in identifying various social and community problems and understanding application of various community development programmes in working with various sections of the society.
- Develop an understanding the functioning three tier system of panchayati raj institution.
- Enhance their skills and ability to utilize Organisation and Administration of Community Development at various levels.

Section- A

Community:

Concept and Characteristics of Community, Types of Community, Basic Elements of Community: Family, Kinship, Caste, Class and Occupation, Land Reform Movement.

Section-B

Analysis of Community Problems:

Poverty : Assetlessness, Alienation, Unemployment, Deprivation.

Social Problems: Casteism, Housing, Illiteracy, Peasant Movement.

Community Development: History of Community Development in India, Concept Definition, Philosophy and Objectives, Scope of Community Development, Approaches to Community Development.

Section- C

Community Development Administration:

Organisation and Administration of Community Development from Block to National Levels, Components of Block Administration, Development Programmes and their Co-ordination, Functions of BDO

Concept of Democratic Decentralization :

Panchayati Raj System, 73rd and 74th Amendment, Structure and Functions of Panchayati Raj in India and Rajasthan.

Poverty Alleviation Programme : MGNREGA, SGSY, IAY: Objectives, Characteristics, Strategies, Organization and Administration.

Recommended Books:

1. Agarwal, A. N. (1978). *Indian economy: Nature problem and progress*. New Delhi : Vikas Prakashan.
2. Bhatt, A. (1989). *Development and social justice micro action by weaker sections*. New Delhi : Sage Publications.
3. Chandra, V. (1989). *Handbook on SCs & STs*. New Delhi : Office of the Commissioner of SCs & STs.
4. Dayal, R. (1966). *Community development programme in India*. Allahabad : Kitab Mahal Pvt. Ltd.
5. Desai, A. R. (1994). *Rural sociology*. Bombay, Popular Press.
6. Desai, V. (1988). *Rural development*. (Vol I & II). New Delhi : Himalaya Publishing House.
7. Dubhashi, P. R. (1970). *Rural development administration in India*. Bombay : Popular Press.
8. Jain, S.C. (1967). *Community development & panchayat raj in India*. Madras : Allied Publishers Ltd.
9. Jain, L.C. (1985). *Grass without roots: Rural development under Govt. auspices*.
10. Jain, S.C. (1989). *Rural development institutes & strategies*. Jaipur : Rawat Publications.
11. Maheswari, S. R. (1979). *Rural development in India*. New Delhi : Sage Publications.
12. Roy, R. (1975). *Problems in rural development*. New Delhi : Others Discovery Publishing House.

13. Shiv Mehta, R. (1984). *Rural development policies & programmes: A sociological perspectives*. New Delhi : Sage Publications.
14. Tripathi, S. (2000). *Development for rural poor*. Jaipur : Rawat Publications.
15. Reddy, V. (2001). *Rural development in India*. Bombay : Himalaya Publishing House.

Suggested E- resources:

1. Community Development, Concept & Process
Platform: PeerNetBC.
Link:<http://www.peernetbc.com/what-is-community-development>
2. The Community development experiment in India.
Platform: Central Intelligence Bureau.
Link: <https://www.cia.gov/library/readingroom/docs/CIA-RDP79S00427A000500060002-7.pdf>
3. Community Development Programme: Its Political Impact.
Platform: The Economic Weekly.
Link:https://www.epw.in/system/files/pdf/1960_12/38/community_development_programmeits_political_impact.pdf
4. Concept, evolution and Democratic Decentralization.
Platform: egyankosh.
Link:<http://www.egyankosh.ac.in/bitstream/123456789/25850/1/Unit-1.pdf>

Community Medicine and Social Work

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes: After the completion of this Course students will be able to

- Develop understanding on lifestyle and varied health problems in the society.
- Understand the role of health care system and functionaries in promoting a healthy society.
- Understanding government's initiatives to promote better socio-economic status in India through various health care programmes.
- Proficiently perform the role of a Professional social worker through preventive, promotion, curative and rehabilitative approach.

Section A

Introduction to Health:

Community Health and Health Education -Concept of Health and disease, Dimensions of health, Factors affecting health. Cultural factors in health and disease

Concept and background of community health Community diagnosis and health action plan.

Concept, methods and Principles of health education. Role of a health worker in community setting- Organizing and planning for community health programme.

Health and Development: Multi-disciplinary Perspectives a. Health Literacy and Health Behaviour; Social and Economic Determinants of Health; Health Infrastructure and Manpower Development; Health Sector Reforms; Emerging Socio-economic and Demographic Situation in India

Section B

Health problems:

Communicable and non communicable diseases: Epidemiology of communicable diseases, TB, HIV/AIDS, Vaccine preventable diseases,

Non communicable diseases : Cardiovascular diseases, hypertension, Diabetes, accidents and injuries, Life style diseases, Impairment, Disability, handicap, Magnitude of disability,

Major health Programmes in India, Health Education- Purpose and methods, Immunisation schedule.

Section C

Health System :

Programmes and Policies . Health Planning in India Health for all and primary health care,

Three tier health care system: primary, secondary, and tertiary.

Public vs private health care.

National and State Level Health Policies and Programs. Health and Demographic Transition; Out of Pocket Expenses on Health,

Health Insurance

Health and Well-being :

Health Disparities. Public Health and Sanitation. Ageing, Health and Well-being Migration and Urban Health. Promoting Indigenous Health Systems.

Role of Social work in the field of health a. Multi-Disciplinary approach, Advocacy for patient rights. Community health team and functions,

Recommended Books:

1. Government of India (2005). *Health information of India 2005*. New Delhi : Ministry of Health and Family Welfare, CBHI.
2. MHFW (2010). *National health profile of India-2010*, New Delhi : Central Bureau of Health Intelligence (CBHI), DGHS.
3. Michele, I. (2004). *Health program planning and evaluation: A practical, systematic approach for community health*. London : Jones and Bartlett Publishers.
4. Desai S B & Joshi B. (2012). *Social work and community health*. New Delhi. Alfa Publications New Delhi : India, Alfa Publications.
5. Akram M. (2012). *Sociology of health*. Jaipur : Rawat Publications.
6. Park, K. (2009). *Preventive and social medicine*. Jabalapur : Banarsidas.
7. Srinivasan K. (1998). *Basic demographic techniques and applications*. New Delhi : Sage Publications.
8. Goel, S. L. (2005). *Population policy and family welfare*, New Delhi : Deep and Deep publications.
9. IMCI Handbook (2000). *Towards better child health and development: integrated management of childhood illness*. IMCI, World Health Organization.

Suggested E-resources:

1. Health Promotion Education in India: Present Landscape and Future Vistas
Platform: Researchgate.
Link: https://www.researchgate.net/publication/230861016_Health_Promotion_Education_in_India_Present_Landscape_and_Future_Vistas
2. Health Sector Reforms in India: A Situation Analysis
Platform: Researchgate.
Link: https://www.researchgate.net/publication/228226415_Health_Sector_Reforms_in_India_A_Situation_Analysis
3. Health Insurance in India Opportunities, Challenges and Concern
Platform: Researchgate.
Link: https://www.researchgate.net/publication/238659220_Health_Insurance_in_India_Opportunities_Challenges_and_Concerns
4. The Role of Social Work in Health Care System.
Platform: Journal of Social Science for Policy Implications.
Link: http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf

Cultural Intelligence

Max. Marks : 100
(ESA: 100)

L	T	P	C
0	0	0	2

Learning Outcomes:

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

- Explain the concept of cultural intelligence.
- Analyze the role of culture in human behavior.
- Analyze the role of leaders in creating and navigating culture.
- Apply the foundational concept of culture and the dynamics that influence human interaction and communication and cross cultural.

This course provides an insight that how cultures are similar and different including cultural values. Awareness and ability to understand cultural differences will help to plan and adapt when relating and working inter culturally. Overview of cultural intelligence, cultural intelligence for global leaders developing cultural intelligence: Drive, knowledge, ten cultural value dimensions, improve cultural quotient action, leveraging cultural intelligence: Culturally intelligent leaders and team.

Recommended Books:

1. Livermore, D. A. (2010). *Leading with cultural intelligence: The new secret to success*. New York: American Management Association.

Suggested E-learning Material:

2. <http://davidlivermore.com/blog/wp-content/uploads/2011/03/CQ-Difference-Chapter-1.pdf>
3. <http://acgmoscow.com/media/1819/cultural%20intelligence.pdf>
4. <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Cultural-Intelligence.pdf>

Digital Sociology

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcomes:

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

- Know the concepts and methods of digital technology and its impact on society.
- Identify the positive and negative effects of technology on personal and social life.
- Apply social research related to digital and information society.
- Critically analyze digital initiatives and programmes.

Digital sociology intends to discuss how society is transformed into a digitally empowered society and knowledge economy. It would ensure the understanding of [digital media](#) as a part of everyday life, and how these various technologies contribute to construct patterns of human behavior. Therefore, it is essential to understand the concept and methods of Digital Sociology with its historical evolution. Today's society is encountering various problems related to Digital media. Thus, Social formation of Digital Technology, Structural and Digital Divides (Class, Race and Ethnicity) and Social norms for Digital Interaction are needed to be taught. The student should also get aware about Apps for Digital India, Digital Programme and Campaigns and its impact on society, Major Institutions in Digital Initiatives (ERNET, NIE, UIDAI). Moreover, knowledge about Digital Services in India could also engage the students to pursue research in related field such as people's behaviour towards digital media and role of various Institutions in development of digital world.

Recommended Books :

1. Halford, S. and Savage, M. (2010) Reconceptualizing digital social inequality. *Information, Communication & Society*, 13 (7), 937-955.
2. Lupton, D. (2012). *Digital Sociology: An introduction*. Sydney: University of Sydney.
3. Van Deursen, A. and van Dijk, J. (2013). The digital divide shifts to differences in usage. *New Media & Society*.
4. Lupton, D. (2014). *Digital sociology* London : Routledge.
5. Ramaswamy, B. (2016). *Handbook of digital India: Initiative and Programme*. New Delhi: Kanishka Publishers.
6. Marres, N. (2017). *Digital sociology: The reinvention of social research*. United Kingdom: Polity Press.

Suggested E-Resources:

- 1 Digital Sociology, Platform-SAGE Journal, Link-
<https://journals.sagepub.com/doi/abs/10.1177/1461444816652614a>
2. Introducing Digital Sociology, Platform- Researchgate, Link_
https://www.researchgate.net/publication/248381396_Introducing_digital_sociology
- 3 Sociology in India, Platform- EPW, Link-<https://www.epw.in/journal/1991/19/special-articles/sociology-india-view-within.html>

Economics of Ethics

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcome:

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

- Define and explain the concept of Ethics.
- Elucidate the philosophical basis of Economic reasoning.
- Explain the role of ethics in economic thinking.
- Appreciate the potential influence of economic thinking on the idea of ethics.
- Utilize the understanding of Ethics and Economics to analyze practical economic and policy issues.

From being a Moral philosophy based social science, Economics has in current times become dominated by the predictive and positive approaches emerging out of the engineering and physics based influences on the discipline. However in a more basic sense economic science is not detached from the moral question. This course aims to bring out the relationship of economic science with the ethical questions and outline the philosophical basis of economic reasoning. For this purpose students are expected to engage first with philosophical basis of Economic Reasoning by undertaking extensive reading exercise on Positive and Normative Economics, Idea of Rationality, Utility Maximization, Utilitarianism and its basic implications in the form of idea of common good and Pareto optimality, negative liberty, property rights, inequality and types of market failures. Students are encouraged to understand the basics of Welfare Economics by engaging with the Welfare theorems. To be able to appreciate the interaction of economics and ethics students need to grasp the basics of Ethics (Moral Philosophy). For this purpose they should understand the basic concepts of Descriptive and normative Morality, Virtue Ethics, Deontological Ethics and Consequentialism. Students will also have to engage with important philosophers and their relevant work and they should focus on Aristotle and the Idea of 'Good Life', Kantian Ethics, Rousseau and the idea of 'Public Will', J.S. Mill and Negative Rights, Berlin's Two Concepts of Liberty, Robert Nozick and Friedrich Hayek and the idea of libertarianism. To move further and to witness the juxtaposing of moral philosophy and economics students are encouraged to engage with Adam Smith's Theory of Moral Sentiments, and Ethics of Market based economy via Adam Smith's The Theory of Wealth of Nations. To hone their learning further it is imperative that students utilize the knowledge gained from reading to think about some practical applications. They are encouraged to read and think about whether rationality is unethical or not, the possibilities and impossibilities of redistribution, Land redistribution, taxation, the idea of a living wage, idea of trusteeship and corporate social responsibility.

Recommended Books:

1. Dasgupta, P. (1986). Positive Freedom, Markets and the Welfare State. *Oxford Review of Economic Policy*, 2(2), 25-36.
2. Ray, D., & Sen, A. (1994). Price and quantity controls: A survey of some major issues. *Welfare Economics*, 166-196.
3. Schumacher, E. F. (2011). *Small is Beautiful: A Study of Economics as if People Mattered*. Random House.
4. Sen, A. (1985). The Moral Standing of the Market. *Social philosophy and policy*, 2(2), 1-19.
5. Sen, A. (1999). On Ethics and Economics. *OUP Catalogue*.
6. Smith, A. (2010). *The Theory of Moral Sentiments*. Penguin.

7. Varian, H. R. (1999). *Intermediate Economics: A Modern Approach*, WW Norton & company. *New York*.

E- Learning Material

1. <https://plato.stanford.edu/info.html>
2. <https://www.libertyfund.org/>
3. <https://www.core-econ.org/>
4. <https://www.econlib.org/>

Economics of Health

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcome:

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

- Understand basic concepts of Health Economics like Prevention, Cure, Healing, Disease, Illness, and Sickness.
- Compare between Western System of Medicine and Indian System of Medicine.
- Estimate cost of illness and Burden of disease.
- Analyze demand and supply of healthcare and direction in health policy of India.

Section A

Defining Health; Behavioral and Social Models of Health, Childbirth, Childhood, Family and Individual Wellbeing, Older Age. Basic Concepts: Prevention, Cure, Healing, Disease, Illness, Sickness. Western System of Medicine; Indian System of Medicine: AYUSH; Health and Economic Growth; Epidemiological Transition.

Section B

Valuing Health and health damage; Human capital approach: measurement of mortality; value of statistical life, years of life lost; morbidity valuation: cost of illness, Burden of disease: Meaning and significance, DALY: Framework, measure of burden, Components and postulates, DALY and QALY; The GBD assessment.

Section C

Demand for health care; Demand for health: the Grossman model; Supply of health care, Government intervention in Health Care Markets, Public Health Economics-Economic Epidemiology: The demand for self-protection; Health Policy Conundrum: Arrow's impossibility theorem. Recent Initiatives in Health Sector.

Recommended Books:

1. Phelps E. Charles. (2018). Health Economics, Routledge(Taylor & Francis Group), 2018.
2. Smith, S., Nolan, A., Normand, C., & McPake, B. (2013). Health economics: an international perspective. Routledge.
3. Folland, S., Goodman, A. C., & Stano, M. (2007). The economics of health and health care (Vol. 6). Upper Saddle River, NJ: Pearson Prentice Hall.
4. Eckermann, S. (2017). Health Economics from Theory to Practice. Springer International Publishing.
5. Henderson, J. W. (2012). Health economics and policy (with economic applications). Cengage Learning.
6. Casasnovas, G. L., Rivera, B., & Currais, L. (Eds.). (2005). Health and economic growth: findings and policy implications. Mit Press.
7. Getzen, T. E. (2007). Health economics and financing. Hoboken, NJ: Wiley.
8. Briggs, A., Sculpher, M., & Claxton, K. (2006). Decision modelling for health economic evaluation. OUP Oxford.
9. Drummond, M. F., Sculpher, M. J., Claxton, K., Stoddart, G. L., & Torrance, G. W. (2015). Methods for the economic evaluation of health care programmes. Oxford university press.
10. Bhattacharya, J., Hyde, T., & Tu, P. (2013). Health economics. Macmillan International Higher Education.

E- Learning Material:

1. <http://www.indiaenvironmentportal.org.in/files/file/NHP%202018.pdf>
2. http://rchiips.org/nfhs/factsheet_NFHS-4.shtml

3. <https://www.thelancet.com/journals/lanpub/issue/current>
4. <https://www.thelancet.com/journals/lancet/issue/current>
5. <https://www.rand.org/health-care.html>

Consumer Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- Discuss decision making process, leadership, modeling, branding and other related concepts of consumer behavior.
- Analyze communication skills involve in written text, oral messages and multi-media presentations used in business.
- Apply their substantive knowledge to marketing situations (cases, scenarios) in an analytical manner.
- Analyze the cross cultural aspects of consumer behavior in different social and cultural settings.

Section A

1. Consumer Behaviour- Nature, scope and application. Consumers and market segments, limitations of Demographics in predicting consumer behavior, lifestyle and psychographic segmentation.
2. Consumer as an Individual: consumer needs and motivation, theories of personality and their implications for consumer behavior, consumer perception and attitude. Theories of learning and communications.

Section B

3. Consumers in their social and cultural settings: Group dynamics, reference groups and consumer behavior. Influence of family and social class. Influence of cultural, sub cultural and cross-cultural aspects of consumer behavior.
4. Consumer decision processes: Problem recognition, search and evaluation, purchasing processes and post purchase behavior, opinion leadership and its dynamics. Diffusion of innovation. High involvement and low involvement consumer decisions.

Section C

5. Modeling Consumer Behaviour: Traditional models of consumer behavior, organizational buying behavior. Influences, the buying situation, decision making process, concept of customer relationship management and its managerial application consumer behaviour in nonprofit sectors.
6. Consumer Behaviour and Branding: Concept, importance, learning principles, E-mode of brand positioning.

Recommended Books:

1. Berman, B., & Evans, J. R. (2007). *Retail Management: A Strategic Approach*.(Ninth Edition).Delhi: Pearson Education.
2. Kumar, S. R. (2009). *Consumer Behaviour and Branding: Concept, Readings and Cases*. New Delhi: Pearson Education.
3. Nicosia, F. M. (1966). *Consumer Decision Process*. USA: Prentice Hall.
4. Roger, D., Blackwell, P. W., Miniard, J. & Engel, F. (2005). *Consumer Behaviour*. USA: South-Western College Pub.
5. Schiffman, L., & Kanuk, L. (2009). *Consumer Behaviour*. USA: Prentice Hall.

Suggested E-learning Material:

- Handbook of Consumer Psychology
<https://the-eye.eu/public/Books/Medical/texts/Handbook%20of%20Consumer%20Psychology%20-%20Curtis%20P.%20Haugtvedt%2C%20et.%20al.%20%20%2028LEA%2C%202008%29%20WW.pdf>
- Understanding Consumer Behaviour
http://164.100.133.129:81/econtent/Uploads/Understanding_Consumer_Behaviour.pdf
- Introduction to Consumer Behaviour
http://shodhganga.inflibnet.ac.in/bitstream/10603/6538/7/07_chapter%202.pdf

Rehabilitation Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- Apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling
- Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.
- Describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.
- Perform assessment of various disabilities.

Section A

1. Introduction: Meaning, nature and rationale of rehabilitation.
2. Biological, Psychosocial and Vocational Aspects of Disabilities.
3. Disabilities: Sensory Disabilities (Visual and Auditory), Degree of Blindness, Cognitive Development Perception and Representation, Lateralization and hand ability Space without Vision, Social Factors and Blindness. Hearing Disability: Degree of deafness, Language and thinking in deaf People, Working Memory and Inner Speech, Lateralization and related Effects, Social Factors and Deafness.
4. Learning Disorders, Reading, Writing and Mathematics and Children with Behavioural and Emotional Disturbances: (Definition and Categorization Paradigms in Conceptualizing Causes)
5. Learning and Behavioral Disabilities: Methods and Curriculum.
6. Classroom Management for Students with Learning and Behavioral Disabilities.

Section B

7. Intellectual Disability
8. At Risk Students: Alcoholism, Drug Abuse and HIV/AIDS.
9. Assessment of Disabilities: Basic Principles of Assessment and Evaluation. Types of Assessment: Norm based, Criterion based and Function based, Psychological Tests as screening and Assessment Tools.
10. Rehabilitation Techniques: Basic Principles and Types of Intervention.
11. Behavioural Therapeutic Approaches in Rehabilitation.

Section C

12. Rehabilitation services: Selling and Agencies involved in Rehabilitation Services.
13. Collaborating with Families of Individuals with Disabilities.
14. Government Schemes and Policies for Rehabilitation, Role of NGOs, Legislation and Legal aspects, Policies and Acts. Ethical Issues in Rehabilitation.

Recommended Books:

1. Adelman, H. S., & Taylor, L. (1993). *Learning problems and learning disabilities: Moving forward*. California: Brooks/Cole.

2. Advani, S. L., Ghate. P., Goel. H. C., & Reddy, V. R. L. (2002). *Foundation course on education of children with disability*. Hyderabad: G. Guru Publication.
3. Damon, W. (1997). *Handbook of child psychology*, Vol. 3. NY: John Wiley.
4. Firth, U. (1989). *Autism*. Oxford: Blackwell.
5. Gupta, A. (1989). *Word reading processes among congenitally blind and sighted children*. In A. F. Bennett & K. M. McCankey (Eds.) *Cognition in individual and social context*. Amsterdam: Elsevier.
6. Kumar, S. (2007). *Children with Mental Retardation and associated disabilities*. In Rehabilitation Council of India. Kanishka Publisher, Distributors: New Delhi.
7. Kundu, C. L. (2000). *Status of Rehabilitation in India*. New Delhi: Rehabilitation Council of India.
8. Narain, J. & Kutty, A. C. T. (1990). *Skill training for M.R. Persons*. Hyderabad: J. S. Graphics.
9. Pati, D. C. (2009). *Causes, Prevention, Identification and Assessment of Mental Retardation*. In Rehabilitation Council of India. Kanishka Publisher, Distributors: New Delhi.
10. Peshawaria, R. (1994). *Moving forward*. Hyderabad: J.S. Graphics.
11. Stromer, D. C. & Prout (1995) (Eds.). *Counselling and Psychotherapy for persons with mental retardation and borderline intelligence*. Vermont: Clinical Psychology Publishing Co.
12. Verma, L. (1990). *The management of children with emotional and behavioural difficulties*. London: Routledge

Suggested E-learning Material:

- Mpofu, E., & Oakland, T. (2010). *Rehabilitation and health assessment: Applying ICF guidelines*.
<http://www.isaarsci.ir/conference%20sci/scibookfair/titlebook/Rehabilitation%20and%20Health%20Assessment.pdf>
- Jigau, M. (2007). *Career Counselling: Compendium of methods and techniques*.
www.rajaleidja.ee/public/Suunaja/Career_Counselling._Compendium_of_Methods_and_Techniques.pdf
- Paszkowska-Rogacz, A., Olczak, E., Kownacka, E., & Cieřlikowska, D. (2008). *Vocational guidance and multicultural challenges*.
www.career.pdf

Foundations of Political Science

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Unit 1 Introduction to Political Science: Meaning, Nature and scope of political science: Traditional and Modern Perspective, significance of the discipline of Political Science.

Unit 2 Approaches to the study of Political Science: Normative, Historical and Behavioral Approach.
Relationship of Political Science with other social sciences : History, Sociology, Economics and Philosophy.

Unit 3 State : Meaning, Origin, development and elements. Sphere of state activity: Laissez-faire, socialist and concept of welfare State.

Unit 4 Sovereignty : Meaning, Characteristics, Monistic and Pluralistic theory of sovereignty.
Liberty : Meaning, types and evaluation of the concept.
Equality : Meaning and types, Relationship between Liberty and Equality.

Unit 5 Justice: Meaning, sources and types, Citizenship, Rights: Meaning, types and important Civil Rights.

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

- Comprehend the ideas and concept of Political Theory in depth .
- Identify the significance and relevance of political theory in present scenario.
- Analyze and discuss political ideas critically.
- Understand their rights and duties.
- Understand the qualities of good citizenship and this will develop them as good citizens of India.

Recommended Books:

1. Asirvatham, Eddy. (1968). *Political Theory*. University of California: Upper Indian Publishing House. (Hindi and English Ed.)
2. Pennock, J.R. & Smith, D.G. (1964). *Political Science-An Introduction*. New York: Macmillan Company.
3. Dubey, S .N. (1996). *Rajni Shastra Ke Siddhant*. Agra: Shivalal Agrawal and Co. Agra.
4. Pant, A. D. (1968). *Rajni Shastra Ke Mool Adhar* Allahabad: Marg I Kitabghar.
5. Das, Hari Har (1997). *Analytical study of Political science*. New Delhi: Anmol Publications Pvt. Ltd.
6. Ramaswamy, Sushila. (2015). *Political Theory: Ideas & Concepts*. New Delhi: Macmillan.
7. Johri, J.C. (2009). *Principles of Modern Political Science*. New Delhi: Sterling Publishers Pvt. Ltd.
8. Agarwal, R.C. (2014). *Political Theory*. New Delhi: S.Chand, & Co. Ltd.
9. Das, Heri Har & Choudhary, B. C. (1999). *Political Theory: Traditional and Modern Theory*. New Delhi: National Publishing House Jaipur.
10. Held, D. (1989). *Political Theory and the Modern state*. New Delhi: Maya Publishers Pvt. Ltd.

Suggested e-resources-

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29> Annual Review of Political Science, <http://www.annualreviews.org/journal/polisci>, Annual Reviews
- Political Methodology, <http://www.jstor.org/action/showPublication?journalCode=polimethod>, Oxford University Press; Society for Political Methodology
- Annual Review of Political Science <http://www.annualreviews.org/journal/polisci>
- PS: Political Science and Politics <http://www.jstor.org/action/showPublication?journalCode=pspolisciepoli>
- Proceedings of the Academy of Political Science in the City of New York <http://www.jstor.org/action/showPublication?journalCode=procacadpolisci2>

Fundamentals of Indian Society and Culture

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Unit 1 Understanding Culture: Plurality and Multiculturalism in Indian Society;

Social Institutions: Evolution of Varna, Caste and Family.

Unit 2 Vedic Schools of Philosophy (An outline): Samkhya, Yoga, Vaishesika, Nyaya, Mimamsa, Vedanta;

Shramnic Schools of Philosophy (An outline): Jainism, Buddhism.

Unit 3 Artistic Heritages: Buddhist Stupa; Temple Architecture; Cave Paintings;

Synthesis through Art: Indo-Islamic Architecture; Performing and Visual Arts

Unit 4 Development of Educational Institutes: Nalanda; Firangi Mahal; Visva Bharati;

Literary Traditions: Kalidas; Kabir; Premchand.

Unit 5 Science in Pre-Colonial India: Contribution of Aryabhatta and Charak; Military Technology in Medieval times; Raman Effect; **Science in Independent India:** Green Revolution; ISRO, HJ Bhabha and APJ Abdul Kalam.

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

- Understand the evolution of Indian society and culture.
- Analyse the philosophy of Indian thought process.
- Explore the Indian contribution to the field of science and education.

Recommended Books:

1. Chattopadhyay, D.P. (1986). *Indian Philosophy*. New Delhi: Popular Publishing House.
2. Gupta, S. K. and Kamalnayan. (2005) *Bharatiya Sanskriti ke Muladhara*. Jaipur: College Book House.
3. Jayapalan, N. (2001). *A History of Indian Culture*. Delhi: Atlantic.
4. Nehru, J. L. (2002). *Discovery of India*. Delhi: Penguin.
5. Prabhu, P. H. (1979). *Hindu Social Organization*. Bombay: Popular Prakashan.
6. Raza, Moonis. ed. (1961). *Introducing India*. Aligarh: Aligarh Muslim University.
7. Sen, Amartya. (2005). *The Argumentative Indian*. New Delhi: Penguin.
8. Qaisar, Ahsan Jan (1982). *The Indian Response to European Technology and Culture, 1498-1707*. Delhi : Oxford University Press.
9. गुप्ता, एस. के. और कमलनयन (2005). *भारतीय संस्कृति के मूलाधार*, जयपुर, कॉलेज बुक हाउस.

Suggested E-Resources:

- Mookerjee, R. K. 'Ancient Indian Education',
<https://archive.org/details/in.ernet.dli.2015.216828/page/n7>
- Menon, M.G.K. 'An Extraordinary Indian',
<https://www.jstor.org/stable/pdf/23006442.pdf?refreqid=excelsior%3A8a9547d999a27d90bc9e3f4ee6caa972>.
- Shrivastava, Nripendra Kumar. 'Indo-Islamic Medical Tradition: A Move Towards Synthesis During the Delhi Sultanate Period'. <https://www.jstor.org/stable/pdf/44146747.pdf>.

Environmental Health Management

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

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

- Explain the concept of environmental health.
- Identify different environmental factors that affect health.
- Discuss the preventive and protection measures for various water borne diseases.
- Describe the seasonal changes and protection measures for various air borne bio-allergen.

Course Content:

Section A

Meaning of health: Physical, Mental and Social, Environmental factors influencing health: Urbanization & congestion, pollution.

Environmental health criteria, Concept of environmental health management

Section B

WHO classification of diseases and their distribution: Water borne diseases;

Prevention and protection of community health from water borne diseases. Air borne bio-allergens; present in the ambient air, seasonal changes, mode

of dispersal, disease intensity and control.

Section C

Effects of Physical Environment on Accidents, Crime, Suicide and Diseases

of Man

Effects of temperature, humidity, ionization, ultra violet radiation and acidity of air on skin, lungs, throat, nose, eye, nervous system.

Effects of weather and climate on diseases, mental processes, working efficiency, traffic and industrial accidents, behaviour, suicide and suicide attempts, effect of thermal stress and altitude on the action of drug.

Recommended Books:

1. Abdul, M. et.al. (2014). *Environmental Deterioration and Human Health*. Dordrecht Heidelberg London, England: Springer.
2. Ahluwalia, V. K. (2015). *Environmental Pollution and Health*. New Delhi, India:TERI.
3. Annalee, Y. et.al. (2001). *Basic Environmental Health*. New York, NY: Oxford University Press.
4. Kathryn, H. (2006). *Environmental Health Ecological Perspective*. Sudbury, Massachusetts, MA: Jones & Bartlett.
5. Robert, H. F. (2012). *Essentials of Environmental Health*(2nd ed.). Sudbury, Massachusetts, MA: Jones & Bartlett.
6. Singh, A. L. (2010). *Environment and Health*. New Delhi, India:B.R.

Suggested e-learning materials:

1. Indoor Environmental Delhi

<http://textofvideo.nptel.ac.in/112107208/lec38.pdf>

2. Introduction to Environmental Health

<http://ocw.jhsph.edu/courses/environmentalhealth/lectureNotes.cfm>

3. The effects of temperature on human health

https://www oulu.fi/sites/default/files/content/Ikaheimo_TM_Temperature_and_human_health_28102014.pdf

Disaster Management and Mitigation Strategies

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

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

- Explain natural and manmade disaster and associated socio economic impact.
- Discuss key concepts, definitions and perspectives of disaster Management
- Describe the Disaster Management Cycle.
- Describe planning for hazard mitigation.

Course Content:

Section A

Introduction to Disaster and Hazards

Hazards and Disaster: Definition and Difference; Types of Hazards and Disaster; causes and consequences, Prediction and Indicators of Natural Disasters, Natural Disasters – Earthquakes, Cyclones, Floods, Drought and Landslides, Man Made Disaster – Nuclear and Chemical

Section B

Impact of Disaster and Case Studies

Social, Economic and Health impacts of Disaster, Floods - one case study with special reference to Brahmaputra Basin, Drought – one case study with special reference to Vidarbha and Telangana region, Earthquake – one case study with special reference to Himalayan region, Nuclear – Hiroshima and Nagasaki

Section C

Natural Disaster Management and Preparedness

Disaster Management: Prevention, Preparedness and Mitigation, Planning and control of Natural Disaster, National and State level planning for Hazard Mitigation, Role of Natural Disaster Management Authority

Recommended Books:

1. BMTPC & CDMM (2003). *Landslide Hazard Zonation of India*. New Delhi, India.
2. Decker, R. W. & Decker, B. B. (1998): *Volcanoes* (3rded.).NY, New York: WH Freeman & Company.
3. Dowrick, D. (2003). *Earthquake Risk Reduction Zone*.Sushex, England: Wiley & Sons.
4. Drake, F. (2000). *Global Warming the Science of Climate Change*. New York, NY: Oxford University Press.
5. Gere, J. M. & Shah, H.C. (1984). *Terra Non Firme Understanding and Preparing for Earthquakes*. New York, NY: WH Fremman & Company.
6. Govt. of India, (2002). *Drought 2002 a Report (part I), Ministry of Agriculture, Dept. of Agriculture and Cooperation*. New Delhi, India.

7. Govt. of India, (2002). *Drought 2002 States Report (part II), Ministry of Agriculture, Dept. of Agriculture and Cooperation*. New Delhi, India.
8. Govt. of India, (2004). *Annual Reports, Ministry of Agriculture, Dept. of Agriculture and Cooperation, 1999-2000, 2002-2003, 2003-2004*. New Delhi, India.
9. IGNOU (2005). *Understanding Natural Disasters*. Noida, India: Shagun Offset Press.
10. IMD (1972) *Cyclone and safeguards*. New Delhi, India.
11. Inca, M. (1990). *The Rising Seas*. London, UK: Earthscan.
12. Prakash, I. (1994). *Disaster Management*. Ghaziabad, India: RastriyaPrahari.
13. Roy, S. (2004). *Natural Disaster Management – a case study of Tornado*. New Delhi, India: Abhijit.
14. Savindra, S. (2015). *Environmental Geography*. Allahabad, India: Pravika.
15. Sharma, V. K. (1995). *Disaster Management*. New Delhi, India: IIPA.
16. Singh, T. (2006). *Disaster Management Approaches and Strategies*. New Delhi, India: Akanksha.
17. Sinha, D. K. (2006). *Towards Basics of Natural Disaster Reduction*. New Delhi, India: Reasearch.
18. Thomas, B. (1993). *Disaster Response: A Handbook for Emergencies*. New Delhi, India: CASA.

Suggested e-learning materials:

1. Disaster Management
<https://swayam.gov.in/courses/4983-disaster-management>
2. Natural and Man-Made Environment and Disasters <https://nptel.ac.in/courses/122102006/9>
3. Floods and Cyclones
<https://www.sac.gov.in/SACSITE/SAC-Flyers/menulinks/society/9.1%20FLOODS%20&%20CYCLONES.pdf>
4. Surface and Ground water resources
<https://nptel.ac.in/courses/105105110/pdf/m6102.pdf>
5. Introduction to Engineering Seismology
<http://nptel.ac.in/courses/105108076/module6/lecture16.pdf>

हिन्दी कहानी

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

अपेक्षित परिणाम

1. इस पाठ्यक्रम से छात्राओं को हिंदी कहानी साहित्य के उद्भव एवं विकास की जानकारी मिल पाएगी।
2. साहित्य एवं समकालीन समाज के अंतर्संबंध की समझ विकसित हो पाएगी।
3. अपने समाज और परिवेश के प्रति संवेदनशील हो पाएँगी।
4. छात्राओं में सृजनात्मक क्षमता की वृद्धि हो सकेगी।

इकाई-1 कहानियाँ – (1) कफन – प्रेमचन्द (2) आकाशदीप – जयशंकर प्रसाद (3) पत्नी – जैनेन्द्र कुमार (4) चित्र का शीर्षक – यशपाल

इकाई-2 कहानियाँ – (1) काकड़ा का तेली – उपेन्द्रनाथ 'अशक'
(2) जयदोल – अज्ञेय (3) गुलकी बन्नो – धर्मवीर भारती (4) उड़ान – कृष्ण बलदेव वैद

इकाई-3 कहानियाँ – (1) आर्द्रा – मोहन राकेश (2) लाल पान की बेगम – फणीश्वरनाथ रेणु (3) वापसी – उषा प्रियंवदा (4) कर्मनाशा की हार – शिवप्रसाद सिंह

इकाई-4 कहानियाँ – (1) जिन्दगी और जोंक – अमरकान्त (2) पिता – ज्ञानरंजन (3) कोसी का घटवार – शेखर जोशी (4) तिरिछ – उदय प्रकाश

इकाई-5 हिन्दी कहानी का प्रवृत्तिमूलक इतिहास
(क) स्वतन्त्रता पूर्व हिन्दी कहानी
(ख) स्वातन्त्र्योत्तर हिन्दी कहानी

पाठ्यपुस्तक – 'प्रतिनिधि कहानियाँ' – सं. डॉ. बच्चन सिंह, अनुराग प्रकाशन, वाराणसी।

सहायक पुस्तकें:-

1. सिंह, नामवर (2016). *कहानी : नई कहानी*, इलाहाबाद, लोकभारती प्रकाशन
2. कमलेश्वर, (2015). *नई कहानी की भूमिका*, नई दिल्ली, राजकमल प्रकाशन
3. कुमार, केसरी, *हिन्दी के कहानीकार*, पटना, मोतीलाल बनारसीदास
4. कोहली, नरेन्द्र, (1967). *कुछ प्रसिद्ध कहानियों के विषय में*, इलाहाबाद, उमेश प्रकाशन.
5. पाण्डेय, डॉ. रमेश, *हिन्दी कहानी साहित्य*, रतन बुक डिस्ट्रिब्यूटर्स
6. सिन्हा, सुरेश, *हिन्दी कहानी – उद्भव और विकास*, इलाहाबाद, अशोक प्रकाशन
7. सिंहल, शशिभूषण (1988). *हिन्दी साहित्य : विधाएँ और दिशाएँ*, नई दिल्ली, प्रवीण प्रकाशन
8. मदान, इन्द्रनाथ (2002). *आज की कहानी*, नई दिल्ली, राजकमल प्रकाशन

ई-सामग्री स्रोत –

<http://egvankosh.ac.in/>

मध्ययुगीन काव्य

Max. Marks : 100
(CA: 40 + ESA: 60)

L T P C
4 0 0 4

अपेक्षित परिणाम

1. छात्राएँ मध्ययुगीन काव्य आंदोलनों एवं प्रवृत्तियों को समझ सकेंगी।
2. भक्तिकाल के लोकजागरण की पृष्ठभूमि के सांस्कृतिक आधार से परिचित होंगी।
3. सामाजिक समस्याओं के उन्मूलन में साहित्य की भूमिका समझ सकेंगी।
4. भक्तिकालीन कवियों के साहित्यिक एवं सामाजिक अवदान से परिचित हो सकेंगी।

इकाई 1 (क) कबीरदास – कबीर ग्रन्थावली, डॉ. पुष्पपाल सिंह, अशोक प्रकाशन, नई दिल्ली।

1. समाज सुधार
2. भक्ति
3. व्याख्या – (गुरुदेव को अंग – 3, 4, 20, 26 चितावणी को अंग – 6, 10, 13, 15, साँच को अंग–13 भ्रमविधौसण को अंग –10 भेष को अंग– 6,12,14, साध को अंग–1,3 पद – 1, 16, 338)

(ख) मलिक मुहम्मद जायसी – जायसी ग्रन्थावली – सं. आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी, प्रकाशन – 2002

1. विरह
2. रहस्यवाद
3. व्याख्या – (नागमती सुआ संवाद खण्ड)

इकाई 2 (क) मीराँ – मीराँ की पदावली – सं. आचार्य परशुराम चतुर्वेदी, राजस्थानी ग्रंथाकार, जोधपुर, प्रकाशन – 2012

1. भक्ति
2. काव्यगत वैशिष्ट्य
3. व्याख्या – (पद सं.– 2, 3, 18, 19, 20, 22, 23, 34, 39, 40)

(ख) सूरदास – सूर पंचरत्न, संकलनकर्ता, लाला भगवानदीन तथा पं मोहनवल्लभ पन्त

1. वात्सल्य
2. भ्रमरगीत का काव्यगत वैशिष्ट्य
3. व्याख्या – विनय–12, 24, बाल कृष्ण– 9, 31, 37,
भ्रमर गीत– 6, 16, 25, 34, 35

इकाई 3 (क) तुलसीदास – कवितावली, विनय पत्रिका, गीताप्रेस, गोरखपुर,

1. विनय भावना
2. समन्वय साधना
3. व्याख्या – कवितावली–प्रारम्भिक 5 छन्द,
विनय पत्रिका– प्रारम्भिक 5 छन्द,

(ख) रहीम – रहीम ग्रन्थावली, विद्यानिवास मिश्र, गोविन्द रजनीश,
1985

वाणी प्रकाशन, नई दिल्ली,

1. काव्यगत वैशिष्ट्य
2. भक्ति और नीति
3. व्याख्या – दोहावली– (8, 15, 25, 35, 49, 52, 59, 81, 82, 93, 96, 136, 140, 180, 214, भक्ति परक
बरवै – 2, 13, 43, 50, 51)

इकाई 4 (क) केशव – मध्यकालीन काव्य संग्रह – ब्रजेश्वर वर्मा, विश्वविद्यालय प्रकाशन, वाराणसी, 1973

1. आचार्यत्व

2. बहुज्ञता
3. व्याख्या – सम्पूर्ण अंश

(ख) बिहारी – बिहारी रत्नाकर, सं. जगन्नाथ दास रत्नाकर, गंगा ग्रन्थकार, वाराणसी, 1969

1. रीति सिद्धत्व
2. उक्ति वैचित्र्य
3. व्याख्या – दोहा सं. 1, 35, 38, 61, 69, 71, 73, 84, 121, 146, 158, 171, 228, 229, 341, 351, 391, 574, 624, 635

(ग) घनानन्द – मध्यकालीन काव्य संग्रह – ब्रजेश्वर वर्मा, विश्वविद्यालय प्रकाशन, वाराणसी, 1973

1. विरह
2. काव्यगत वैशिष्ट्य
3. व्याख्या – सम्पूर्ण अंश

इकाई 5 हिन्दी साहित्य का इतिहास

- (क) आदिकाल
- (ख) भक्तिकाल
- (ग) रीतिकाल

सहायक पुस्तके :

1. चतुर्वेदी, परशुराम, (1975), *कबीर साहित्य की परख*, वाराणसी, नागरी प्रचारणी सभा
2. सक्सेना, द्वारिका प्रसाद, (2004), *पद्मावत में काव्य संस्कृति और दर्शन*, जोधपुर, नवभारत प्रकाशन
3. सक्सेना, द्वारिका प्रसाद, *हिन्दी के प्राचीन प्रतिनिधि कवि*, आगरा, विनोद पुस्तक मन्दिर
4. त्रिपाठी, विश्वनाथ, (1988), *मीरा का काव्य*, नई दिल्ली, वाणी प्रकाशन
5. सिंह, उदयभानु, (2002), *तुलसी काव्य मीमांसा*, नई दिल्ली, राधाकृष्ण प्रकाशन
6. गौड़, मनोहर लाल, *घनानन्द और स्वच्छंदतावाद*, काशी, नागरी प्रचारिणी सभा
7. सोनटक्के, माधव, (2000), *हिन्दी साहित्य का इतिहास*, कानपुर, विकास प्रकाशन
8. डॉ. नगेन्द्र, (1981), *हिन्दी साहित्य का इतिहास*, नई दिल्ली, नेशनल पब्लिशिंग हाउस
9. शुक्ल, रामचन्द्र, (2002), *हिन्दी साहित्य का इतिहास*, दिल्ली, प्रकाशन संस्थान

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हिन्दी उपन्यास

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

अपेक्षित परिणाम –

- हिन्दी उपन्यासों में युगीन प्रभावों एवं परिवर्तनों से परिचित हो सकेंगी।
- चयनित उपन्यासकारों के कृतित्व एवं रचना शैली का विवेचनात्मक अध्ययन कर सकेंगी।
- पाठ्यक्रम में चयनित उपन्यासों के माध्यम से मानवीय चेतना एवं विभिन्न साहित्यिक सरोकारों का ज्ञान हो सकेगा।
- स्वातंत्र्योत्तर उपन्यासों में दलित विमर्श, नारी विमर्श के नवीन आयामों का अभिज्ञान हो सकेगा।
- छात्राओं की अध्ययन अभिरुचि एवं लेखन कौशल में परिनिष्ठता आ सकेगी।

खण्ड : 1

1. शेखर : एक जीवनी खण्ड 1,2 – सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय', राजकमल प्रकाशन, दिल्ली, 2011 (व्याख्या के लिए केवल प्रथम खण्ड)
2. बाणभट्ट की आत्मकथा – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली, 2009

खण्ड : 2

1. धरती धन न अपना : जगदीश चन्द्र, राजकमल पेपरबैक्स, दिल्ली, 2007
2. राग दरबारी : श्रीलाल शुक्ल, राजकमल प्रकाशन, दिल्ली, 2008

खण्ड : 3

हिन्दी उपन्यास : प्रवृत्तिमूलक अध्ययन

1. मनोवैज्ञानिक उपन्यास
2. ऐतिहासिक उपन्यास
3. दलित चेतना
4. राजनीतिक चेतना

सहायक पुस्तकें –

1. तिवारी, रामचन्द्र, (1992), हिन्दी का गद्य साहित्य, दिल्ली, विश्वविद्यालय प्रकाशन
2. राय, गोपाल, (2012), हिन्दी उपन्यास का इतिहास, दिल्ली, राजकमल प्रकाशन
3. सिंह, त्रिभुवन, (1961), हिन्दी उपन्यास और यथार्थवाद, वाराणसी, हिन्दी प्रचारक पुस्तकालय
4. सिंह, कुँवरपाल, (1976), हिन्दी उपन्यास और सामाजिक चेतना, नई दिल्ली, पाण्डुलिपि प्रकाशन
5. मिश्र, रामदरश, (1990), हिन्दी उपन्यास : एक अंतर्यात्रा, नई दिल्ली, राजकमल प्रकाशन
6. वर्मा, कांति, (1966), स्वातंत्र्योत्तर हिन्दी उपन्यास, दिल्ली, रामचन्द्र एण्ड कम्पनी
7. यादव, राजेन्द्र, (1981), अठारह उपन्यास समीक्षाएँ, नई दिल्ली, अक्षर प्रकाशन
8. मधुरेश, (1989), समकालीन उपन्यास और संवेदना और सरोकार, बीकानेर, धरती प्रकाशन
9. चौहान, सूरजपाल, (2000), समकालीन हिन्दी दलित साहित्य एवं विचार विमर्श, दिल्ली, वाणी प्रकाशन



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Human Computer Interaction

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
0	0	4	2

Learning Outcomes:

On successful completion of the course students will be able to

- Develop effective UI.
- Design menus using STM.
- Develop applications based on cognitive architecture

Section - A

Introduction to Human Computer Interaction: Need and advantages.

Humans in HCI: Input-output channels; human memory; Reasoning and problem solving; emotional and psychological issues.

Computers in HCI: Text entry devices; positioning, pointing and drawing; display devices; devices for virtual reality and 3D interaction; physical controls; printing and scanning; memory; processing and networks.

Interaction Issues: Models of interaction; frameworks and HCI; Ergonomics; interaction styles; elements of WIMP interface; interactivity and the context of the interaction.

Section - B

Interaction Design Basics: Introduction to design; the process of design; user focus and scenarios; navigation design; screen design and layout; iteration and prototyping.

HCI in the Software Process: Usability engineering; iterative design and prototyping; design rationale.

Design Rules: Principles to support usability; standards and guidelines; golden rules and heuristics; HCI patterns.

Section-C

Cognitive Models: Introduction to cognitive models; goal and task hierarchies; linguistic models; the challenge of display-based systems; physical and device models; cognitive architectures.

Socio-organizational Issues: Organizational issues including free rider problem, critical mass, workflow and BPR in automating processes; capturing requirements - stakeholders, socio-technical models, soft systems methodology, participatory design and ethnographic methods.

Case Studies: HCI in health care; user-centered designs in games.

Suggested Books:

1. Dix, A., Finlay, J., Abowd, G.D., & Beale, R. (2008). Human-Computer Interaction (3rd ed.). Pearson Education.
2. Carroll, J. M. (2002). Human-Computer Interaction in the New Millennium. Pearson Education.

Human Factors

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Section A

The complex relationships between people and the spaces they inhabit. Universal design solutions along with issues concerning privacy, crowding, territoriality, and noise will be examined as students study how people are perceived and use space at home and in public spaces.

Section B

To explore objects and spaces they inhabit as sensory and psychological experiences that effect human comfort, efficiency, function and emotion.

Section C

Introduction to Anthropometrics and Ergonomics. Understanding performance, and the interface of the human body in space, focusing on scalar and proportional issues within *Interior* and spatial design

Learning Outcomes:

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

- Develop understanding of human body and its surrounding.
- Identify the mentioned standards for different spaces.
- Do a comprehensive analysis of the design standards for a living, working and playing environment.
- Develop critical thinking skills.

Recommended Books

1. Joseph DeChiara.2001.*Time Saver Standards For Interior Design and Space Planning*, McGraw-Hill Education.
2. Pheasant Stephen.1986.*Bodyspace* (Anthropometry, Ergonomics and the Design of Work).Taylor & Francis Inc. Philadelphia.PA
3. Dube Shyama Charan .1958.*India's changing villages: human factors in community development*.Routledge and Paul.London

Human Right Education

Max. Marks : 100

(ESA:100)

L	T	P	C
0	0	0	2

Learning Outcomes:

Student will be able to:

- The student teachers directly engaged in the promotion of human rights and duties.
- Discuss the changing dimensions of human rights and duties.
- Explain Societal Problems of Human Rights in India.

Course Outline:

- Values: Dignity, liberty, equality, justice, unity in diversity
- Inherent, inalienable, Universal and indivisible
- Meaning and significance of Human Rights Education
- Rights and Fundamental Rights
- Duties and Fundamental Duties
- Correlation of rights and duties
- Changing dimensions of human rights and duties
- Theories of human rights
- Social movements
- Societal Problems of Human Rights in India
- Evolution of Human Rights
- Directive Principles of State Policy

Reference:

- Basu, D. D. (1994). *Human Rights in Constitutional law*. New Delhi: Prentice Hall.
- Gogia, S. P. (2000). *Law relating to Human Rights*.
- Gupta, D. N. and Singh, C. (2001). *Human Rights and Freedom of Conscience: Some suggestions for its Development and Application*.
- Sinha, M. K. (1999). *Implementation of Basic Human Rights*.
- Paul, R.C. (2000). *Situation of Human Rights in India*
- Alam, A. ed. (1999). *Human Rights in India: Issues and Challenges*. New Delhi: Raj Publications.

Human Rights Law and Practice

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	1	0	5

Learning Outcomes:

- The students will be able to think analytically about the implementation and development of international human rights law and to apply this body of law in your own professional and national setting.
- The students will be able to promote an advanced and complex understanding of the theoretical, conceptual and practical challenges facing the fields of human rights law and sustainable development, adopting an interdisciplinary approach.
- The students will be able to analyze complex problems, find and deploy a variety of legal authorities, and communicate effectively in a variety of settings.

Note: The paper will contain ten questions having at least two questions from each unit. Candidates are required to attempt five questions in all taking at least one question from each unit.

Unit I Concept, Origin, Theories and Historical Development : International Human Rights Bill and Role of UNO - UNDHR, 1948; ICCPR, 1966; ICSCER.

Unit II Indian Constitution & the Human Rights

(i) Fundamental Rights. (ii) Directive Principles of State Policy; Implementation mechanism, Jurisprudence of Indian Judiciary & Human Rights (a) Role of the Supreme Court & High Courts (b) The Protection of Human Rights Act, 1993, National Human Right Commission.

Unit III Human Rights of Marginalized Class of the Society : Human Rights of Women, Children, Disabled and Accused, Criminals, International Convention on the Elimination of all forms of Discrimination against Women, 1979; Beijing Conference, 1995; Convention of Rights of Child, 1989.

Unit IV Rights against Torture, International Humanitarian Law : Geneva Convention, 1949; Two Protocols of 1977; Geneva Convention, 2005.

Unit V Implementation Mechanism at International Level, Human Right Commission, International Criminal Court.

Leading Cases:-

1. Aruna Ramchandra Shanbaugh v/s Union of India, AIR 2011 SC 1290
2. Dr. B.L. Wadehra v/s Union of India, (1996) 2 SCC 594
3. Rudal Shah v/s State of Bihar, AIR 1983 SC 1086
4. Virendra Gaur v/s State of Haryana, AIR 1991 SC 420
5. Chairman Rly. Board v/s Chandrima Das, AIR 2000 (2) SCC 465
6. Ramchandra Rao v/s State of Karnataka, AIR 2002 SC 1856
7. M.C. Mehta v/s State of Tamil Nadu, (1991) SCC 283
8. Bandhua Mukti Morcha v/s Union of India, (1997) 3 SC, 755
9. Vishakha v/s State of Rajasthan, AIR 1997 sc 3510

Suggested Readings:

1. Kapoor, Dr.S.K. (2017). International Law and Human Rights. (21thed.). Allahabad: Central law Agency.
2. M.P.Tandon, (2018).International Law and Human Rights. (18thEditions).Haryana: Allahabad Law agency.
3. Dr.Bhagyashree (2017). Human Rights Law and Practice, (1st ed.). Allahabad: Central Law Agency.
4. Jain, M.P. (2009). Constitution of India. LexisNexis Butterworths Wadhwas.
5. Kapoor, Dr.S.K. (2017). International Law and Human Rights. (5thed.). Allahabad: Central law Agency.
6. C.J.Nirmal (2010). Human rights In India Historical social and political perspective. (6th ed.). New Delhi:Oxford University Press.

Suggested E-Learning Material:-

1. United Nations (2015). Universal Declaration of Human Rights. Retrieved from http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf.
2. Pandey, A. Human Rights and the Indian Constitution. Retrieved from <https://sol.du.ac.in/mod/book/view.php?id=1473&chapterid=1377>.
3. Flowers, N. (1999). A Short History of Human Rights. Retrieved from <http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/short-history.htm>.
4. Sandoz, Y., Swinarski, C. & Zimmermann, B. (Ed.). (1987). Commentary on the Additional Protocols of 8 June 1977 to the Geneva Conventions of 12 August 1949. Netherlands: International Committee of the Red Cross. Retrieved from http://www.loc.gov/rr/frd/Military_Law/pdf/Commentary_GC_Protocols.pdf

Human Values and Professional Ethics

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- Describe and evaluate ethical and social value in historical and cultural contexts.
- Evaluate the role of ethical leadership promoting effectiveness of the organizations.
- Identify the competencies and issues professional ethics.
- Distinguish between values and skills, happiness and accumulation of physical facilities, the self and the body, intention and competence of an individual.

Section A

1. Human Values: Meaning, Significance, Types and Theoretical approaches: Rokeach's Model, and Schwartz's Model of Basic Human Values.
2. Self Exploration – content and process: 'Natural Acceptance' and Experiential Validation. Continuous Happiness and Prosperity – basic Human Aspirations.
3. Ancient Scripture and Values: common ethical values in different religions.Values in the world of modernization.

Section B

1. Harmony in the Human Being/ Myself/ Family and Society: Human being as a co-existence of the sentient 'I' and the material 'Body'. Needs of Self ('I') and 'Body' – Sukh and Suvridha.
2. Body as an instrument of 'I'. Characteristics and activities of 'I' and harmony in 'I'. Harmony of I with the Body: Sanyam and Swasthya.
3. Harmony in the family. Values in human relationship; meaning of Nyaya and Ubhay-tripti. Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.

Section C

4. Professional ethics: Conceptual understanding, Ethical inquiry and Ethical perspectives.
5. Natural acceptance of human values. Definitiveness of Ethical Human Conduct.
6. Leadership and Ethics. Ethical Decision making: Factors Promoting Ethical Decision.
7. Competence in professional ethics: augment universal human order, scope and characteristics of people-friendly and eco-friendly production systems.
8. Ethical issues in workplace, Ethical dilemmas.

Recommended Books:

1. Gaur, R. R., Sangal, R., &Bagaria, G. P. (2009).*A Foundation Course in Human Values and Professional Ethics*. Excel books Pvt.Ltd
2. Gaur, R. R., Sangal, R., &Bagaria, G. P. (2009).*Teacher's Manual*.

3. Goel, A. & Goel, S. L. (2008). *Human Values Principles and Practice*, Deep and Deep Publications PVT. LTD, New Delhi.
4. Tripathy, A. N. (2003). *Human values*, New Age International Publishers.
5. Banerjee, B. P. (2005). *Foundations of Ethics and Management*, Excel books.
6. Bajpai, B.L. (2008). *Indian Ethos and Modern Management*, New Royal book Co; Lucknow.
7. Dhar, P. L., & Gaur, R. R. (1990). *Science and Humanism*, Commonwealth Publishers.
8. George, S. (1991). *How the Other Half Dies*, Penguin Press.
9. Donella, H. M., Meadows, D. L., Randers, W., & Behrens, W. (1972). *Limits to Growth*. Club of Rome's Report, Universe Books.
10. Palekar, S. (2000). *How to practice Natural Farming*. Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
11. Nagraj, A. (1998). *Jeevan Vidyaek Parichay*. Divya Path Sansthan, Amarkantak.
12. Schumacher, E. F. (1973). *Small is Beautiful: a study of economics as if people mattered*. Blond & Briggs, Britain.

Suggested E-learning Material:

1. Introduction to Ethics http://samples.jbpub.com/9781449649005/22183_CH01_Pass3.pdf
2. Introduction to Ethics https://www.soas.ac.uk/cedep-demos/000_P563_EED_K3736-Demo/module/pdfs/p563_unit_01.pdf
3. Basic Human Values in the Workplace <https://helda.helsinki.fi/bitstream/handle/10138/23465/basicum.pdf?sequence=2>

Indigenous Management System

Max. Marks : 100
(CA: 40 + ESA: 60)

LT PC
4 0 0 4

Course Objectives:

1. To justify the rationale for studying Indigenous Management Systems (IMS)
2. To stimulate interest of students in creative ideas from Bharatiya culture
3. To draw managerial and leadership insights from various Bharatiya management systems like Gita and Arthshastra
4. To examine approaches of Bharatiya business houses and relevance for contemporary management and sustainable development
5. To explore the idea of Integrating Simplification for new business systems

Note: The paper will contain three questions from every section aggregating nine questions. In any one of the sections, there will be a 'Case study problem' which will be compulsory for the candidates. Candidates are required to attempt total of six questions, taking at least one question from each section.

Course Contents:

Section A

Rationale for studying 'Indigenous Management System', Integral unity vs. Synthetic unity, Business Management Systems in Ancient India, Corporate lessons from Shri Mad-Bhagwad-Gita. Corporate lessons from Mahabharat, Manu's Theory of Leadership, H.R. practices in Manu Smriti. Economic thought during Freedom struggle, Buddhist Philosophy for Modern Management Dada Bhai Naroji's Drain theory and its long run relevance.

Section B

Economic Nationalism, Gandhian Economics, Trusteeship and Industrial Relations, Concept of Swadeshi, Safeguarding Traditional Indian Knowledge Systems, Concepts of Community, Knowledge Protection Rights (CKPR). Economy and Polity in Kautilya's Arthashastra, Management Systems in Arthashastra, Creation and development of trusteeship Corporate enterprises in India, Corporate entrepreneurship with reference to case studies of Indian business houses.

Section C

Factors of Creation (KPCL) vs. Production, Corporate Social Dharm and Returns To Communities (RTC). Concept of PURA Model, A new role of Government from empire to umpire, Creating level Field Playing, VISWA Model, Concept of Integrating Simplification, Integrating Socialism and Capitalism

Learning Outcomes:

Upon completion of the course the student will be able to:

- Appreciate the role of inherent indigenous ideas in management
- Creatively approach management problems
- Develop sense of respect for wisdom from grassroots and its innovative ideas
- Synthesize global and indigenous perspectives of management

Suggested Readings:

1. Bansal, I. (2002). *Management Concepts in Ancient Indian Psycho-Philosophic Thought and their Significance for Present Day Organizations (1 ed.)*, Jaipur, Popular Book Depot.
2. Sharma, S. (1996). *Management in New Age: Western Windows, Eastern Doors (2 ed.)*, New Age International Publication.
3. Sharma, S. (2007). *New Mantras In Corporate Corridors From Ancient Roots To Global Routes (2 ed.)*. New Delhi: New Age Int. Pvt. Ltd.
4. Chatterjee, B. K. (2002). *Arindam Chaudhuri, Count Your Chickens before They Hatch (1ed.)*, New Delhi: Vikas Publishing House (2001).
5. Dasgupta, Ajit K. (1993). *A History of Indian Economic Thought (1 ed.)*, London and New York, Routledge history of economic thought series.
6. Bansal I. & Purohit H. (2004) *Intellectual Property Rights-The emerging Issues for Industry (10 ed)*, Indore, Navjeevan Publication
7. Malhotra, R. (2013). *Being different: An Indian challenge to western universalism. (4 ed)*, Delhi, Harper Collins India.
8. Nandram, S. S. (2016). *Organizational innovation by integrating simplification. (3 ed)*, Delhi, Springer International Pu.

Suggested E-Learning Materials:

1. Joshi, A. (2018, Jan 3). *Indegeneous Management System an introduction*. Retrieved Feb 12, 2019, from www.youtube.com: <https://www.youtube.com/watch?v=q5K2Hff85MM>
2. Joshi, A. (2016, Dec 7). *Management from Bhagwad Geeta :A Few Insights*. Retrieved Feb 18, 2019, from Shastriya Prabandhan - A Bharatiya Design Thinking Approach to Education and Management: <http://ankurjoshi.in/bhagwad-gita-management/>
3. Sharma, S. (1999, Oct 1). *Corporate Gita: Lessons for Management, Administration and Leadership*. Retrieved March 1, 2019, from journals.sagepub.com: <https://journals.sagepub.com/doi/10.1177/097168589900500203>
4. Sharma, S. (2006, Jan). *Management In New Age: Western Windows Eastern Doors*. Retrieved Feb 21, 2019, from [www.researchgate.net: https://www.researchgate.net/publication/304935846_Management_In_New_Age_Western_Windows_Eastern_Doors](http://www.researchgate.net/publication/304935846_Management_In_New_Age_Western_Windows_Eastern_Doors)
5. *Swami Vivekananda Chicago Speech on 15th September,1893*. (2013, Aug 12). Retrieved Jan 5, 2019, from www.youtube.com: <https://www.youtube.com/watch?v=TLwZNmgFBWM>

Fashion Marketing and Merchandising

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Theory:

Section A

Introduction to marketing: Definition, importance and scope of marketing, Understanding Needs, wants, demands; Marketing approaches, modern day approach towards marketing, mass marketing to customization; Distribution and Value chain, Value delivery process, the structure of distribution network in apparel and textile industry

Section B

Product life cycle - stages and strategies for different stages of plc. Product-mix, product mix decisions; Pricing decisions, pricing objectives, policies methods of setting price, pricing strategies, channels of distribution for consumer/ industrial products, factors affecting channel distribution; Marketing communication mix: advertising, sales promotion, personal selling, publicity and public relations

Section C

Merchandising in Apparel Industry; Merchandising terminologies; Specification sheet, Costing sheet, BOM (Bill of Materials), TNA (Time & Action Calendar), E-Mail Etiquettes, Role and responsibilities of a fashion merchandiser.

Learning Outcomes:

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

- Understand the Marketing and Merchandising part of Fashion Industry

Recommended Books:

1. Fashion Merchandising and Marketing-Marian H Jernigan, Cynthia R Easterling
2. Rosenau, Jeremy A. and David L. Wilson (2014) *Apparel Merchandising*. Bloomsbury. Pub. New York
3. Fringgs, Stephen Gini (1999) *Fashion: From Concept to Consumers*, Prentice Hall. N. J.
4. Easey, Mike (2002) *Fashion Marketing*. Blackwell. Oxford.
5. Goworek, Helen(2001), *Fashion Buying*. Blackwell Science. Oxford.

Innovation Workshop FLD Lab

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
0	0	8	4

Project outline:

- Innovation means many things to many people, and means different things with in a single business. Innovation and design aren't simply about new products or technology. They're also about how to improve products in everyday use, leading to reduced costs, increased usability and new business opportunities. The workshops have an emphasis on imparting practical skills and knowledge able to be easily applied in everyday business.
- This program is carefully tailored to suit student's group specific requirements and will involve a mixture of practical and theoretical exercises designed to encourage creative thinking.
- In this paper, learners will create innovative concepts for lifestyles

Learning outcomes

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

- Generate innovative ideas and give alternate innovative form to the ideas generated.

Recommended Books:

1. Linton, Harold (2012) *Portfolio Design*, Second Edition. W. W. Norton. New York.
2. Bryan Lawson, (2005). *How Designers Think*. The Design Process Demystified. Netherlands: Architectural Press.

Behaviour Change Communication

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Upon completion of the course students will be able to

- State the meaning, theories and principles of behaviour change communication
- Explain Steps necessary in designing a behaviour change communication strategy
- Design effective communication strategies

Syllabus :

Unit I Introduction to Behavior Change Communication

- a) Defining behaviour change, behaviour change communication
- b) The behaviour change process
- c) Behaviour change theories
- d) Guiding principles for BCC
- e) Characteristics of effective behaviour change communication programs

Unit II Designing Behavior Change Communication Programs

- a) Defining the problem
- b) Identify target audience
- c) Conduct formative assessment
- d) Segment target population
- e) Define communication and behaviour change objectives
- f) Select communication channels
- g) Design key messages and materials
- h) Pre-test materials and Messages

Unit III Dissemination, implementation, monitoring and evaluation of BCC programs

- a) Message dissemination
- b) Monitoring of BCC programs
- c) Evaluation and re-planning
- d) Evaluation of message effect

Unit IV Designing a Communication Strategy

- a) Steps in designing a communication strategy
- b) Key elements of a communication strategy

Unit V 7 C's of Effective Communication

- a) Command attention
- b) Cater to the heart and head
- c) Clarity of message
- d) Consistency checks
- e) Communicate a benefit
- f) Create trust
- g) Call for action

References:

1. Gainforth, Brown, West, Campbell, & Michie (2014). ABC of Behaviour Change Theories. Silverback Publishing,.ISBN 1291886672, 9781291886672
2. Gainforth, Brown, West, Campbell, & Michie (2014). The Behaviour Change Wheel: A Guide to Designing Interventions. Silverback Publishing, ISBN 1291846050, 9781291846058
3. McKee,Becker& Bockh (2014). Social and Behavior Change Communication. Wiley Online Library.Online ISBN: 9781118505328, Print ISBN: 9781118505311
4. Woods N., Lisa (2006). Behaviour Change Communication In Emergencies: A Toolkit. United Nations Children's Fund.. ISBN 99946-896-1-4

E-Resources:

Introduction to Behaviour Change Communication. Retrieved from <https://slideplayer.com/slide/5727280/>

Health Communication Capacity Collaborative (n.d.).Designing a Social and Behavior Change Communication Strategy. Retrieved from <https://sbccimplementationkits.org/courses/designing-a-social-and-behavior-change-communication-strategy/>

IFRC (n.d.).Introduction to Behaviour Change Communication. Retrieved from <http://www.rcrc-resilience-southeastasia.org/document/introduction-to-behavior-change-communication-bcc/>

Indian Ethos and Human Quality Development

Max. Marks : 100
(CA: 40 + ESA: 60)

LT PC
4 0 0 4

Course Objectives:

1. To generate interest of students in main characteristics of Indian Society and Culture
2. To overcome cognitive dominance and think creatively to address social and business problems
3. To assimilate Indian ethos and values relevant for management entrepreneurship and development
4. To develop managerial approaches in conformity with Indian ethos and realities.

Note: The paper will contain three questions from every section aggregating nine questions. In any one of the sections, there will be a 'Case study problem' which will be compulsory for the candidates. Candidates are required to attempt total of six questions, taking at least one question from each section.

Course Content:

Section A

Concept of Indian ethos & Bhartiyata, Indianism as a Foundation of Indian Management in Different Tradition. India as a Matrix Society, Indian Folklores, Proverbs and Local Idioms as a source of Management, Introduction to stories from Panchtantra.

Vivekananda's ideas on Vedant, Concept of Purusharth, Managerial Purusharth, Karma yog, Theory K of Indian Management. Basket of needs, Harm minimization & Harmonization, Overcoming cognitive dominance, Indian models of holistic person and enlightened leadership – OSHA, Corporate Rishi, VEDA Model.

Section B

Business ethos & the concept of Shubh-Labh, Spiritually guided materialism. Total Quality of Management (TQM), Indian ethics & the spirit of development. Emancipatory approach to human & social development.

Character competence, Values & ethics, Value categorization PanchmukhiVikas, Indian tools of creativity: Techniques for mind liberation, Arrival of best: A foundation principle for human values, per capita happiness.

Section C

Women's issues in the Indian social context in general and organizational context in particular – Gender issues, Discrimination, Glass ceiling, Sexual Harassment, Role Stress, Role Balancing, Concept of Yin Trinity, Feminine strengths enabling excellence and growth, Rights of women, Study of successful women from Bhartiya Scriptures

Learning Outcomes:

Upon completion of the course the student will be able to:

- Appreciate role of Indian culture ideas in developing effective management skills
- Overcome cognitive dominance and take a step towards new ideas of management
- Develop a sense of respect for wisdom from grassroots and its innovative ideas
- Develop managerial skills which are contextually and culturally relevant

Suggested Readings:

1. Sharma, S. (2007). *New mantras in corporate corridors: From ancient roots to global routes*. (1 ed) Delhi: New Age International (P) Limited, Publishers.
2. Sharma, S. (2007). *Management in new age Western windows Eastern doors*. (1ed) Delhi: New Age International.
3. Chakraborty S.K. (1996) *Human values for Managers*. (1 ed) Delhi: New Age International Ltd.
4. Ramsukhdas, S. (1995). *Srimad Bhagavad Gita*. Gorakhpur: Gita Press. Google Scholar.
5. Sharma, S. (2013). *Wisdom & consciousness from the East: Life, living & leadership*. (1 ed) Jaipur: IBA Publications.
6. Shastri M. (2002) *Why? Hinduism Defined Scientifically and Rationally*. (2 ed) Jaipur: Chaukhamba Publications, Varanasi
7. Sharma, V. Translated by Gil P. (1991) *Panchtantra*. (1 ed) Delhi: Rupa & Co.
8. Coomaraswamy, A. K. (2013). *The Dance of Shiva: Fourteen Essays*. (1 ed) Delhi: Rupa Publications India

Suggested E Learning Materials:

1. Joshi,A.(2018). *Indigenous Management Systems (IMS) Part 1*. Retrieved from <https://www.youtube.com/watch?v=q5K2Hff85MM>
2. Purohit, H. & Joshi, A.(2018). *Shastrarth as Pedagogy for Management Education*. Retrieved from <https://www.youtube.com/watch?v=LRCsbAvDAqA>
3. Sharma, S. (2003). Towards Corporate VEDA: Indian Ethos and Corporate Development1. *Journal of Human Values*, 9(2), 163-172.
4. North, K., & Kumta, G. (2018). *Knowledge management: Value creation through organizational learning*. Springer.

Socio-Cultural Context of Education

Max. Marks : 100
(ESA: 100)

L	T	P	C
0	0	0	2

Learning Outcomes:

Students will be able to:

- Clarify Social purposiveness of education.
- Examine issues related to Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
- Reflect upon Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity.

Course Outlines:

- Social purposiveness of education.
- Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity.
- Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and disabilities.

References:

- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.
- NCERT (2005). National curriculum framework, New Delhi.
- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.
- MHRD, (1992), Programme of action. Govt. of India, New Delhi.
- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.

Web Resources:

- Social and Cultural Issues in Education- [http://www.eolss.net/ sample-chapters/c04/e6-61-01-04.pdf](http://www.eolss.net/sample-chapters/c04/e6-61-01-04.pdf)
- Multilingualism in India-[http://shodhganga.inflibnet.ac.in/ bitstream/ 10603/11248/9/09_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/11248/9/09_chapter%202.pdf)

- New Concepts of Equality of Educational Opportunity- <http://www.hrpub.org/download/20180228/UJER6-19510774.pdf>

Indian Political System - I

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Unit 1 Constitution of India: Sources and Salient features, Philosophical Foundations, Preamble.

Unit 2 Fundamental Rights, Fundamental Duties and Directive Principles of state policy in India.

Unit 3 Union Executive: President, Prime Minister and Council of Ministers.

Unit 4 Union Legislature: Organization and functions of Lok Sabha and Rajya Sabha, Speaker of Lok Sabha, Relationship between Lok-Sabha and Rajya Sabha, Amendment Process of the Indian Constitution.

Unit 5 Union Judiciary: Composition and Jurisdiction of Supreme Court, Judicial Review and Judicial activism.

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

- Understand the Salient features of Indian Constitution
- Aware about Rights and Duties of the citizens
- Analyze working of central Government of India.

Recommended Books:

1. Palmer, N.D. (1971). *The Indian Political System*. Boston: Houghton Mifflin.
2. Kothari, R. (1972). *Bharat Mein Rajniti*. New Delhi: Orient Longmans.
3. Hardgrave, J. R. (1970). *Indian government and politics in a developing Nation*. New York: Harcourt Brace and World, INC.
4. Siwach, J.R. (1985). *Dynamics of Indian Government and politics*. New Delhi: Sterling Publisher.
5. Pandey, R.K. & Chakrabarty, B. (2008). *Indian Government and politics*. New Delhi: Sage Publication.
6. Pylee, M.V. (1965). *Constitutional Government in India*. Mumbai: Asia Publishing House.
7. Kashyap, Subhas (2004). *Bharat Ka Samvaidhanik Vikash Aur Rajniti*. New Delhi: Jagriti Josh. (hindi)
8. Kothari, Rajani (2010). *Bharat Mein Rajniti- KalaurAaj*. New Delhi: Vsani Prakashan. (Hindi)
9. Singhvi, L.M.(1971). *Indian Parties & Politics (in Hindi & English)*. Delhi: The Institute of Constitutional and Parliamentary Studies Research.
10. Jennings, Sir Ivor (1953). *Some Characteristics of the Indian Constitution*. Indian branch: Oxford University Press.
11. Jones, Morris W.H. (1976). *Parliament in India*. USA: Greenwood Press.
12. Park, Richard L & Tinker Irene (ed) (1959). *Leadership and Political Institutions in India*. New Jersey: Princeton University Press.

Suggested e-resources-

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- Asian Journal of Social Science
<http://www.jstor.org/action/showPublication?journalCode=asiajsociscie>
- The Indian Journal of Political Science
<http://www.jstor.org/action/showPublication?journalCode=indijpoliscie>

People Management

Max. Marks : 100
(CA: 40 + ESA: 60)

LT PC
4 0 0 4

Course Objectives:

1. To help students to develop their managerial competencies by understanding the issues related to human behavior.
2. To understand why people behave as they do and gain insight into management of human behavior for organizational effectiveness.
3. To acquaint the students with the theory and practice of Human Resource Management systems of contemporary organizations.
4. To help students become better leaders by enhancing their effectiveness in managing human resources.

Note: The paper will contain three questions from every section aggregating nine questions. In any one of the sections, there will be a 'Case study problem' which will be compulsory for the candidates. Candidates are required to attempt total of six questions, taking at least one question from each section.

Course Content:

Section A

Personality - Definition, determinants of personality, Big Five Model, introduction to MBTI, Major personality attributes influencing organizational behavior, Personality-job fit theory, Person-organization fit, Perception - Meaning: process of perception, perception distortion, application of perception in organization.

Learning- Definition, classical conditioning, instrumental conditioning, social learning, role of punishment and rewards in shaping behavior. Attitudes- Meaning, types of attitudes, cognitive dissonance theory. Values- Meaning, value system, types of values, values across cultures.

Section B

Motivation- Definition, motivation cycle, Theories of motivation: Maslow's Hierarchy of Need's Theory, Herzberg's Two Factor Theory, Theory X and Y, ERG Theory, Mc Clelland's Achievement Theory, Equity Theory.

Leadership- Definition, Theories of Leadership: Trait approach, behavioral theories (Ohio State Studies, Michigan Studies, Scandinavian Studies, Blake and Mouton's Managerial grid), Contingency theories: (Fiedler's contingency theory, path-goal theory, LMX theory, Hersey and Blanchard's situational theory, Leader-Participation Model), Overview of Charismatic and transformational Leadership.

Section C

Groups- Formal and Informal groups, reasons for group formation, Stages of group development- Five stages development model, Punctuated-Equilibrium Model, Group Processes-social loafing, Social facilitation effect, Group vs. Individual decision making, Group think, Group shift.

Power- Meaning; Bases of power, Power and politics.

HRM Concept, difference between HRM and Personnel Management. Human resource Planning- Process of HRP, techniques of demand forecasting and supply forecasting.

Job Analysis- Process and methods of Job Analysis. Procurement- Recruitment: Process and sources of recruitment, Selection: Process and tools of selection

Learning Outcomes:

Upon completion of the course the student will be able to:

- Develop the skills to analyze the organizational behavioral issues in the context of organizational theories, models, and concepts.
- Analyze the behavior of individuals and groups within organizations in terms of key factors that influence organizational behavior.
- Prepare for leadership roles in modern organizations.
- Demonstrate the skills and knowledge needed to effectively manage human resource.
- Administer and contribute to the design and evaluation of the performance management programs.

Suggested Readings:

1. Robbins, Stephen P., and Sanghi, Seema (2007). *Organizational Behavior* (11 ed), Delhi, Pearson Education.
2. Luthans, Fred (2016). *Organizational Behavior* (12 ed), New York, McGraw-Hill Companies, Inc.
3. Pareek, Udai (2016). *Understanding Organizational Behaviour* (4 ed), New Delhi, Oxford University Press.
4. Dcenzo, David A., and Robbins, Stephen P. (2008). *Fundamentals of Human Resource Management* (8 ed). Haryana, Wiley India (p) Ltd.
5. Flippo, Edwin B. (1984). *Personnel Management* (6 ed), Singapore, McGraw- Hill Book Co.
6. Dessler, Gary (2009). *Human Resource Management* (11 ed), Delhi, Pearson Education.

Suggested E Learning Materials:

1. Johnson, J. A. (2017). Big-Five model. In V. Zeigler-Hill, T.K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences* (1-16). New York: Springer. DOI: 10.1007/978-3-319-28099-8_1212-1.
2. Smriti. (2018). *Motivation Cycle-Fundamentals of Psychology/ Management Notes*. Retrieved from <https://www.managementnote.com/motivation-cycle/>.
3. Cappelli, P. (2018). *HR Exchange at Think*. Retrieved From <https://www.youtube.com/watch?v=bTH3qEoXAhk>

Indigenous Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- Discuss the appropriateness of Indigenous Psychology.
- Analyze the Assumptions and Approaches of Indian Philosophy.
- Explain types of Yog and the techniques of Meditations.
- Evaluate the Role of Yog and Meditation in improving Holistic Health and Well-being.

Section-A

1. Indigenous Perspectives of Psychology.
2. Contemporary Relevance of Indigenous Psychology.
3. Origin and Historical Development of Indian Psychology.
4. Fundamental assumptions and contemporary trends of Indian Psychology.

Section - B

5. Schools of Indian Philosophy: Nyay, Vaisheshik, Samkhy, Yog, Mīmāṃsā and Vedant.
6. Consciousness and Mind in Vedant.
7. Indian Heterodox Schools.

Section – C

8. Meaning and Types of Yog.
9. Meaning and Types of Meditation.
10. Techniques of Meditation: Vipasana Meditation, Transcendental Meditation, Mindfulness Meditation.
11. Role of Yog and Meditation in improving Holistic Health and Well-being (Physical, Mental, Emotional & Spiritual).

Recommended Books:

1. Coster, G. (1998). Yoga and Western Psychology. Delhi: MotilalBanarsiDass Publishers Pvt. Ltd.
2. Dalal, A. S. (2001). An introduction to the psychological thought of Sri Aurobindo- A Greater Psychology. Pondicherry: Sri Aurobindo Ashram.
3. Dalal, A. S. (2007). Sri Aurobindo and the Future Psychology (Supplement to A Greater Psychology). Pondicherry: Sri Aurobindo Ashram
4. Grof, S. (2000). Psychology of the Future. New York: SUNY Press.
5. Kalghatgi, T. G. (1961). Some Problems in Jaina Psychology. Dharwad: Karnatak University.
6. Kalupahana, D. J. (1992). The Principles of Buddhist Psychology. Delhi: Sri Satguru Publications.
7. Kiran Kumar, S. K. (2002). Psychology of Meditation: A contextual approach. New Delhi: Concept Publishing Co.
8. Mehta, M. L. (2002). Jaina Psychology: Introduction. Varanasi: Parshvanath Vidyapeeth.
9. Rhys Davids, C. A. F (1914). Buddhist Psychology. London: G. Bell and Sons Ltd.

10. Safaya, R. (1975). *Indian Psychology: A critical and historical analysis of the psychological speculations in Indian philosophical literature*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
11. Salagame, K.K.K. (2011). *Indian Indigenous Concepts and Perspectives: Developments and Future Possibilities*. In G. Misra (Ed.) *Psychology in India, Vol. 4. : Theoretical and Methodological (ICSSR Survey of Advances in Research)* (p. 93-172). New Delhi: Pearson.
12. Salmon, D & Maslow, J. (2007). *Yoga Psychology and the Transformation of Consciousness: Seeing through the eyes of infinity*. St. Paul, MN., USA:Paragon House.
13. Seal, B. (1958). *The Positive Sciences of the Ancient Hindus*. Delhi: Motilal Banarsi Dass.
14. Sen, I. (1998). *Integral Psychology: The Psychological System of Sri Aurobindo*. Pondicherry: Sri Aurobindo International Centre for Education.
15. Srivastava, S. P. (2001). *Systematic Survey of Indian Psychology*. Bahadurgarah, India: Adhyatma Vijanana Prakashan.
16. Taimni, I. K. (1973). *Glimpses into the Psychology of Yoga*. Adyar, Madras: The Theosophical Publishing House.
17. Veereshwar, P. (2002). *Indian Systems of Psychotherapy*. Delhi: Kalpaz Publication.

Suggested E-learning Material:

1. **Indigenous and cultural psychology**

<https://www.pdfdrive.com/indigenous-and-cultural-psychology-indigenoupsychorg-e10432571.html>

2. **Indigenous and westernized psychology**

<https://www.pdfdrive.com/indigenous-psychology-westernized-psychology-and-indigenized-psychology-e55085650.html>

Intersection of Art and Science through Human Civilization

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Section I Prehistoric Art:

Ancient Greece - Eratosthenes of Cyrene
Ancient Egypt - Pyramids; Hieroglyphs
Ancient Rome - Pantheon

Section II Societal Achievements:

Leonardo Da Vinci - Flying Machines; Aerodynamics Theories
Pablo Picasso - Geometric Figures & Abstract Design; 'Simplicity & Complexity' style of Painting
Walt Disney - 'Moving Pictures'; Cinematography

Section III 21st Century:

Michael Najjar - German Visual Art: Ideas of Space Art
Rob & Nick Carter - The Art of Innovation: 3D Printing Technology
Ji Lee - Talk Back: The Bubble Project / Street Art

Learning Outcomes:

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

- Develop the appreciation of antiquity of art, culture and science.
- Discuss about the 21st century development of aesthetics in society.
- Sharpen the scientific knowledge and skills in drawing, painting, sculpture, and visual art.

Recommended Books:

1. Bailey, Ellen. (2006). *"Eratosthenes of Cyrene."* Eratosthenes of Cyrene 1–3. Book Collection Nonfiction: High School Edition.
2. Barnes, Jonathan. (1995). *Life and Work. The Cambridge Companion to Aristotle.* U.K. : Cambridge University Press.
3. Barrier, J. Michael. (2007). *The Animated Man: A Life of Walt Disney.* Oakland: University of California Press.
4. Daniel, Arasse. (1997). *Leonardo da Vinci.* NY: Konecky & Konecky.
5. Lehner, Mark. (2008). *The Complete Pyramids: Solving the Ancient Mysteries.* p. 34. London : Thames & Hudson.
6. Pierce, John J. (1987). *Foundations of Science Fiction: A Study in Imagination and Evolution.* Westport: Greenwood Press.

Suggested E-Resources:

- Bill, O'Brien. (2014). The Imagine Engine at the Intersection of Science and Art. National Endowment for the Arts, in *Live Science*. Retrieved from <https://www.livescience.com/42320-intersection-science-art.html>
- Lee, Ji. Word as Image – *YouTube*. Retrieved from <https://www.youtube.com/watch?v=dpEs34FsyIA>

Introduction to Behavioral Science

Max. Marks : 100

ESA : 100

L	T	P	C
0	0	0	2

Section A

Introduction to Behavioral sciences; a. Methods used in behavioral sciences, II. Behavior of the Individual: a. Nature/nurture debate, b. Behaviorism and learning theories, c. Behavior Modification

Section B

Science of Relationships: a. Non-verbal communication, b. Interpersonal relationships, c. Friendship and Love

Section C

Behavior at Work: a. Adjustment to Work, b. Motivation at work, c. Group dynamics, d. Decision-making

Learning Outcomes:

On completion of this course students should be able to:

- Grasp basic knowledge about behavioral science
- Appreciate the value of behavioral sciences in modern life
- Acquire “how to” discussions that address everyday problems.
- Develop critical thinking with logical reasoning and approach fundamental issues of health by multi-perspectives
- Show empathy to others and concern the health and well-being of others.

Recommended Books:

1. Weiten, W., Weiten, W., & Lloyd, M. A. (2000). *Selected chapters from Psychology applied to modern life*. Belmont, CA: Wadsworth Pub.
2. Aboud, F. E. (1998). *Health psychology in global perspective*. Thousand Oaks (Estados Unidos): SAGE.
3. Bond, M. H. (1999). *The Handbook of Chinese psychology*. Hong Kong: Oxford University Press.
4. Cockerham, W. C. (1978). *Medical sociology*. Englewood Cliffs, NJ: Prentice-Hall.
5. Cowling, A. G., Stanworth, M. J., & Bennett, R. D. (1993). *Behavioural sciences for managers*. London: Edward Arnold.
6. Fadem, B. (2017). *Behavioral science*. Philadelphia: Wolters Kluwer Health.
7. Greenberg, J., & Baron, R. J. (1995). *Behavior in organization: Understanding and managing the human side of work*. Englewood Cliffs: Prentice Hall.
8. Krug, R. S., & Cass, A. R. (1995). *Behavioral sciences*. New York: Springer.
9. Myers, D. G. (2011). *Exploring psychology*. New York, NY: Worth.
10. Nevid, J. S., Rathus, S. A., & Rubenstein, H. R. (1998). *Health in the new millennium*. New York, NY: Worth.
11. Wagner, J. A., Hollenbeck, J. R., & Russell, J. (1995). *Management of organizational behavior*. Englewood Cliffs, NJ: Prentice Hall.

Online Course:

Students can find avail the online courses on this subject from reputed and authentic sources and can produce the authentic evidences of the same.

Following are some online advertising courses:

1) Behavioral Psychology Courses

Link: <https://www.edx.org/learn/behavioral-psychology>

2) Online Courses and Classes in Behavioral Psychology

Link: https://study.com/articles/Online_Courses_and_Classes_in_Behavioral_Psychology.html

3) Behavioural Science MOOCs and Free Online Courses

Link: <https://www.mooc-list.com/tags/behavioural-science>

4) Psychology

Link: <https://www.coursera.org/browse/social-sciences/psychology>

Introduction to Resource Management

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Upon completion of the course students will be able to:

- Describe the concepts of management
- Differentiate between various approaches to management
- Understand process and techniques of decision making

Syllabus :

Unit I Management

- a) Management: concept and importance
- b) Systems approach to management
- c) Family resource management as a system

Unit II Philosophy of management

- a) Resources- meaning, importance, types and characteristics, Guidelines to increase utility of resources
- b) Philosophy of management
Values- origin and classification
Goals- characteristics and types
Standards- characteristics and types

Unit III Approaches to management

- a) Schools of management
Scientific school
Classical organization theory
Behavioral school
- b) Levels of management and managerial skills

Unit IV Management Process

- a) Planning- The Planning System, Dimensions of Plans
- b) Controlling- Energizing, Facilitating, Checking, Adjusting
- c) Evaluation- types, Feedback

Unit V Decision making- Process & Techniques

- a) Definition and Concept of Decision Making
- b) Tools and Techniques for Decision Making
- c) Steps in decision making process
- d) Classification of Decisions
- e) Decision Tree and Cost Benefit Analysis

References:

1. Armstrong, M. (2010). *A Handbook of Management Techniques*. (Revised 3rd ed.). London : Kogan Page Publishers.
2. Daecon R.E.& Firebaugh F.M. (1975). *Context and concepts of Management* USA : Houghton Mifflin Company.
3. Gross I.H. & Crandall, E.W. (1980). *Management for modern families* (3rd ed.) . New Jersey : Prentice Hall Inc. Engle Wood Cliffs.
4. Luthans F.(1998). *Organizational Behavior*. (8th ed.). New York : Ervin-McGraw Hill.
5. Robbins S.P., Decenzo D.A. (2009). *Fundamentals of Management*. (6th ed.). New Jersey : Pearson Prentice Hall.
6. Robbins, S. & Judge, T.A. (2013). *Organizational Behavior* (15th ed.). US : Prentice Hall.
7. Stoner, J., Freeman R. & Gilbert D. (1995). *Management*. (6th ed.). New Delhi: Prentice Hall of India Pvt. Ltd..

E-Resources:

- Management Theory
<http://www.technofunc.com/index.php/leadership-skills-2/leadership-a-management/item/> management-theories
- Motivation Theories
https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2011-0023_Psychology /030300.scorml

संस्कृत पत्रकारिता

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
0	0	0	2

निर्गमः—

पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे—

- पत्रकारिता के महत्व और प्रासंगिकता के प्रति समझ का विकास।
- शैक्षिक, भाषाई, साहित्यिक व सांस्कृतिक पत्रकारिता आदि की वर्गीकरण की क्षमता व उनकी मूल अवधारणाओं का अवबोध।
- संस्कृत समाचार लेखन—कौशल का विकास।
- पत्रकारिता के स्वरूप व उसके विविध आयामों की सामाजिक भूमिका के प्रति समन्वयात्मक दृष्टिकोण का विकास।
- संस्कृत पत्रकारिता के सामने व्याप्त चुनौतियों एवं संभावनाओं को समझने एवं विश्लेषण करने की अवबोध क्षमता का विकास।

निर्देशः—

- प्रस्तुत प्रश्न पत्र स्वाध्याय पर आधारित है प्रश्न पत्र में कुल नौ प्रश्न पूछे जायेंगे जिनमें से परीक्षार्थी का कोई पाँच प्रश्न करने होंगे।
- प्रत्येक प्रश्न के अंक समान हैं।
- किसी भी एक प्रश्न का उत्तर संस्कृत—भाषा के माध्यम से देना होगा।

पत्रकारिता का स्वरूप और विकास—

1. पत्रकारिता का अर्थ और स्वरूप
2. पत्रकारिता के विभिन्न रूप व क्षेत्र
3. विश्व व भारतीय पत्रकारिता का परिचय
4. पत्रकारिता के विभिन्न माध्यम
5. पत्रकारिता के सिद्धान्त

संस्कृत पत्रकारिता का इतिहास—

1. संस्कृत पत्रकारिता का प्रारम्भ
2. संस्कृत पत्रकारिता के माध्यम व क्षेत्र
3. संस्कृत पत्र—पत्रिकाएँ एवं पत्रकार व्यक्तित्व परिचय
4. संस्कृत पत्रकारिता की प्रमुख प्रवृत्तियाँ
5. संस्कृत पत्र—पत्रिकाओं का वितरण

संस्कृत पत्रकारिता एवं समकालीन सन्दर्भ —

1. संस्कृत पत्रकारिता व प्रौद्योगिकी
2. संस्कृत पत्रकारिता और समाज
3. संस्कृत पत्रकारिता के विभिन्न आयाम
4. भाषा साहित्य
5. शिक्षा
6. महिला

संस्तुत पुस्तके—

1. जयचन्द्रन, आर., (2012), *साहित्यिक पत्रकारिता का योगदान*, दिल्ली, वाणी प्रकाशन।
2. मालवीय, सौरभ, (2008), *राष्ट्रवादी पत्रकारिता क शिखर पुरुष अटल बिहारी वाजपेयी*, दिल्ली, वाणी प्रकाशन।
3. मिश्र, रामगोपाल, (1976), *संस्कृत पत्रकारिता का इतिहास*, दिल्ली, विवेक प्रकाशन।

E-Resources

- संस्कृत पत्रकारिता का इतिहास
<https://archive.org/details/SanskritPatrakaritaKaltihisRamGopalMishra1976/page/n15>
- संस्कृत पत्रकारिता पर विशिष्ट व्याख्यान
<https://sanskritaprasruti.wordpress.com/2016/11/27/>
<https://www.youtube.com/watch?v=KWWLrYsqTfWI&t=347s>
https://www.youtube.com/watch?v=ufPvgYfqu94&list=PLNspmbLKJ8Jt_uOxvNdaxWuMH5Y_AEpy&index=24
https://www.youtube.com/watch?v=7MUL9SBcWuU&index=26&list=PLNspmbLKJ8Jt_uOxvNdaxWuMH5Y_AEpy
https://www.youtube.com/watch?v=Y6YpA8khi2E&list=PLNspmbLKJ8Jt_uOxvNdaxWuMH5Y_AEpy&index=27
https://www.youtube.com/watch?v=dTIKGxi49SE&list=PLNspmbLKJ8Jt_uOxvNdaxWuMH5Y_AEpy&index=28
https://www.youtube.com/watch?v=GfUpmZkhJ3A&index=29&list=PLNspmbLKJ8Jt_uOxvNdaxWuMH5Y_AEpy
https://www.youtube.com/watch?v=WQR9nN9MCRc&index=1&list=PLNspmbLKJ8Jt_uOxvNdaxWuMH5Y_AEpy

Major Political Ideologies

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Unit 1 Utilitarianism: Meaning, Definitions, Main principles, merits and demerits, Bentham's Utilitarianism and Mill's revision of Bentham's Utilitarianism.

Unit 2 Pluralism: Meaning, Definitions, Main principles, merits and demerits, Laski's view on Pluralism.
Anarchism: Meaning, Definitions, Main principles, merits and demerits.

Unit 3 Liberalism: Meaning, Definitions, Historical Evolution, Main principles, merits and demerits.

Unit 4 Idealism: Meaning, Definitions, Main principles, merits and demerits, Hegel and Green's thought on idealism.

Unit 5 Socialism: Meaning, Definitions, Historical Evolution, Main principles, merits and demerits and Nationalism: Meaning, Definitions, Main principles, merits and demerits

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

- Understand the major political ideologies, basic principles and relevance.
- Compare the diverse perspectives of political ideologies.
- Analyze the major political ideologies.

Recommended Books:

1. Ebenstein, W. (1958). *Today's isms*. Angelwood Cliffs: N.J Prentice Hall.
2. Coker, F.W (1962). *Recent Political Thought*. Appleton century crofts.
3. Suda, J.P. (2017). *History of Modern Political Thought*, I to IV Volume. Meerut: Jai Prakash Narayan & Company.
4. Mahajan, V.D. (1990). *Recent Political Thought*. New Delhi: S. Chand & Co.
5. Laski, H.J. (1920). *Political Thought from Locke to Bentham*. Oxford: Oxford University Press.
6. Heywood, A. (1999). *Political Theory: An Introduction*. London: Macmillan.
7. Kateb, G. (1968). *Political Theory: Its Nature and Uses*. New York: St. Martin's Press.
8. Kuhn, T. (1970). *The Structure of Scientific Revolution*. Chicago: University of Chicago Press.
9. Kymlicka, W. (1990). *Contemporary Political Philosophy: An Introduction*. Oxford: The Clarendon Press.
10. Varma, S.P. (1983). *Modern Political Theory*. New Delhi: Vikas.
11. Gellner, E. (1983). *Nations and Nationalism*. Oxford: Blackwell.
12. Kymlicka, W. (1990). *Contemporary Political Philosophy: An Introduction*. Oxford: The Clarendon Press.

Suggested e-resources-

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- Political Theory
<http://www.jstor.org/action/showPublication?journalCode=politicaltheory>
- Socialism and Democracy-<http://www.tandfonline.com/loi/csad20>
- Theoria: A Journal of Social and Political Theory
- <http://www.jstor.org/action/showPublication?journalCode=theoria>

Social Engineering

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcomes:

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

- Explain the Socio-Economic-Political Systems, emerging development issues, development Planning and social policy.
- Describe various problems in the society through practical approaches using multi-disciplinary perspectives.
- Apply various techniques and tools in an integrated way to make decisions.
- Critically understand about emerging development concerns with social policy framework.

The course emerges as a basis for promoting innovations in teaching-learning process. The aim of Social Engineering is the application of social theoretical principles to concrete social problems and influence particular attitudes and social behaviors of government, media or private group in order to produce desired characteristics in a target population. Therefore, it has become essential to study the Concept & Practices of Social Engineering, Socio-Economic-Political Scenario of India and emerging development issues in Indian & global context. There is also a need to study the role of policies and programmes for sustainable development. *Therefore*, Social Policies and Programs in India and their Implications and Challenges, Planning Process (Bottom-up Planning Process, Need Assessment using PRA/PLA Technique), Stakeholder Analysis, Public-Private partnership, Social Audit are incorporated. *the course also includes* Training Need assessment and Capacity Building, Social Marketing, Customer Relationship and Management, Project Planning and Management. This course would enhance the theoretical knowledge and its application in addressing the people's needs.

Recommended Books:

1. Popper, K. (1971). *The Open Society and Its Enemies*. Princeton, New Jersey: Princeton University Press
2. Saunders, S. G.; Barrington, D. J. & Sridharan, S. (2015). Redefining social marketing: beyond behavioural change. *Journal of Social Marketing*. 5 (2), 160–168.
3. Lefebvre, R.C. (2013). *Social marketing: Six volume set*. London: Sage Publications.
4. Gangapathy, R.S. et al, (1985). *Public policy and policy analysis in India*. New Delhi: Sage publications.
5. Midgley, J.O. (2000). *The Handbook of social policy*. New Delhi: Sage. Publications.
6. Shiv M, R. (1984) *Rural development policies & programmes: A sociological perspective*. New Delhi, Sage Publications.
7. Tripathi, S. (2000). *Development for rural poor*. Jaipur: Rawat Publications.
8. Singh, Kartar. (2009). *Rural development principles, policies and management*. New Delhi: Sage Publications.
9. Beteille, Andre. (1975). *Social Inequality*. New York: Penguin Books.

Suggested E- Resources:

1. Social Engineering a Tool for Sustainable Development Platform: Academia.edu, Link-
http://www.academia.edu/28384517/Social_Engineering_a_Tool_for_Sustainable_Development_in_Nigeria

2. Developmental Social Engineering: Platform: Sage Journals, Link-
<https://journals.sagepub.com/doi/abs/10.1177/1464993414565533?journalCode=pdja>
3. Social Marketing : Concept and Domain, Link-
https://venturewell.org/wp-content/uploads/Social-marketing_Andreasen.pdf
4. NGO Management: An Introduction Platform: MIT Education, Link
<http://web.mit.edu/isg/NGOManagement.pdf>

Methods of Social Work - II: Working with Groups

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes: After the completion of this course students will be able to

- Proficiently apply Social Group Work method in field work intervention.
- Understand group work process, tools and techniques, skills as well as various roles of a social group worker.
- Understand the applicability of group work theories in working proficiently with different groups namely children, youth, elderly.

Section – A

Concept of Group:

Importance of groups in society, Types of group, Group work as a method of social work, Scope of group work, Objective, Assumption and Principles of group work.

Section – B

Models of group work :

Social group work process and Role of group workers, Group dynamics and Leadership, Team Work and Mentoring. Supervision, Training groups (T. Groups).

Techniques of group work: Group discussion and Recording. Monitoring and evaluation.

Section – C

Theoretical Approaches:

Gestalt therapy, Transactional analysis, Group therapy, Comparison between group work and group therapy.

Group Work with Different Groups : Children, Person with Disability (P.W.D.), Youth, Older.

Recommended Books:

1. Hartman, A. & Laird, J. (1983). *Family – Centered social work practice*. Michigan : Free Press
2. Kanopka, G. (1971). *Social group work – A helping process*. Englewood Cliffs : Prentice-Hall.
3. Trecker, H.B. (1955). *Social group work – Principles & practice*. New York : Association Press.
4. Wilson, G. & Ryland, G. (1949). *Social group work practice: The creative use of social process*. Boston : Houghton Mifflin.
5. Bernard, D. (1975). *The use of group in social work practice*. London : Routledge & Kegan Paul.
6. Pallassana, R. B. & Thomas V. Vassil (1983). *Groups in social work: An ecological perspective*. Canada : Macmillan Publishing Company, Incorporated,
7. Allen, Pincus Anne (1975). *Social work practice: Model and method*. (Itasca) Illinois : FE Minahan Peacock Publishers, Inc.
8. Compton, B. & Galaway, B. (1984). *Social work process*. (3rd ed.). Homewood Illinois : The Dorsey Press.

Suggested E- resources:

1. Principles, skills and models of group work practice
Platform: IGNOU.
Link: <http://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf>
2. The social group worker's role in group work process
Platform: IGNOU.
Link: <http://www.ignou.ac.in/upload/bswe-02-block1-unit-11-small%20size.pdf>
3. Group work

Platform: Technical University of Denmark.

Link: <http://www.imm.dtu.dk/~rvvv/CPPS/4Chapter4groupwork.pdf>

4. Group dynamics

Platform: University of North Florida.

Link: <http://www.unf.edu/~gbaker/Man4240/Chap010a-Group%20Dynamics.pdf>

Methods of Social Work - I: Working with Individuals

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes: After the completion of this course students will be able to

- Develop theoretical knowledge for practical implications.
- Application of Social Case Work process, its tools and techniques and skills as well as its theories.
- Play an effective role as trainee social worker in different settings.

Section –A

Introduction to Case Work:

Introduction of the Individuals and family in Society.

Case Work as a method of social work: Historical development of Social Case Work, Scope, Nature, Assumptions, Objectives, Principle of case work. Counselling: Meaning and Nature

Section-B

Case Work in Practice:

Components of Case Work- Person, Place, Problem and Process

Phases of Social case work and Counseling Process. Termination of Counselling

Role of Social case worker and Counsellor in each phase.

Difference and similarities in case work and counseling

Client worker's relationship, use of authority, transference and counter transference.

Tools of Case work Techniques: Interview, Home visit, Recording and Observation relationship & Technique of Case Work Counselling, Supportive, Helping, resource Mobilization, Evaluation, and Exploring Skills of case work.

Section-C

Theoretical approaches to Case work and Counselling:

Behaviour-Modification, Crisis Intervention, Counseling Theories Person-Centered, Rational-Emotive, Cognitive Behavioral Theory .

Social Case Work Practice in different Settings: Family & Child welfare, Correctional, Medical & Psychiatric, School and Occupation.

Recommended Books:

1. Perlman, H. H. (1973). *Social Case Work-A problem solving process*. Chicago; IL, U.S.A. : University of Chicago Press.
2. Benerje, G.R. (1973). *Papers on social work-An Indian perspective*. Bombay : Tata Institute of Social Sciences.
3. Garrett, A. (1972). *Interviewing – Its principles and methods*, New York : Family Service Association of America.
4. Meyer, C. H. (1924). *Assessment in social work practice*. New York: Columbia University Press.
5. Hepworth, D. H. (ed.). *Direct social work practice: Theory & Skills*. 8th (ed.). Belmont : Brooks /Cole Carnage Learning.
6. Kadushin, A. (1997). *The social work interview*. (5th ed.). Australia : Columbia University Press.
7. Zastrow, C. (1995). *The practice of social work*. (5th ed.). Australia : Brooks/Cole Pub. Co.
8. Robert & Nee (1970). *Theories of social case work*. Chicago : University of Chicago Press

Suggested E- resources:

1. What is Social Case Work?

Platform: Social Work Series, The Russell Sage Foundation.

Link: https://www.russellsage.org/sites/default/files/Richmond_What%20is%20Social_0.pdf

2. Practice of Social Work

Platform: IGNOU.

Link: <http://www.ignou.ac.in/upload/bswe-02-block1-unit-3-small-size.pdf>

3. The casework techniques used by the social worker in a medical setting, Gordon Nancy

Platform: Boston University. Link: <https://open.bu.edu>

4. The theoretical foundation of social case work

Platform: Researchgate.

Link: [https://www.researchgate.net/publication/280737672_The_Theoretical_Foundation_of_Social_Case_Wor
k](https://www.researchgate.net/publication/280737672_The_Theoretical_Foundation_of_Social_Case_Work)

उपनिषद् साहित्य का सामान्य अध्ययन

Max. Marks : 100

L	T	P	C
0	0	0	2

निर्गम – पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- आध्यात्मिक व व्यावहारिक समझ विकास ।
- जीवन मूल्यों का ज्ञान ।
- ईशावास्योपनिषद्
- केनोपनिषद्
- मुण्डकोपनिषद्
- माण्डूक्योपनिषद्
- तैत्तिरीयोपनिषद्
- प्रश्नोपनिषद्
- छान्दोग्योपनिषद्
- ऐतरेयोपनिषद्
- वृहदारण्यकोपनिषद्
- श्वेताश्वतरोपनिषद्

संस्तुत पुस्तकें—

1. ईशादि नौ उपनिषद् (2013), गोरखपुर, गीता प्रेस ।
2. शंकराचार्य ईशादिनौपनिषद्शांकरभाष्य (2007), गोरखपुर ,गीता प्रेस ।
3. कल्याण उपनिषद् अंक (2015), गोरखपुर, गीता प्रेस ।
4. शर्मा, रघुनन्दन (2004) वैदिकसम्पत्ति, हिन्डौनसिटी, घूड़मल आर्य, प्रहलाद कुमार धर्मार्थ ट्रस्ट
5. पाण्डेय, गोविन्द्र चन्द्र (2008) वैदिकसंस्कृति, इलाहाबाद, लोकभारती प्रकाशन ।
6. श्री अरविन्द, (2015) वेदरहस्य, पॉण्डिचेरी, श्री अरविन्दाश्रम ।
7. Das Gupta, Surendranath (1961) *History of Indian Philosophy*, London, Combridge University Press
8. Radhakrishnan, S. (1997) *The Principles Upnishads* , Newyork, Harper
9. भगवद्दत्त (1931) वैदिक वाङ्मय का इतिहास, नई दिल्ली, प्रणय प्रकाशन ।

E-Resources-

- राम शर्मा आचार्य, 108 उपनिषद्

<https://archive.org/details/HindiBook108UpanishadsPart1brahmaVidyaKhanadaPt.ShriramSharmaAcharya>

- ईशावास्योपनिषद्, गीता प्रेस गोरखपुर
<https://archive.org/details/in.ernet.dli.2015.343456/page/n1>
- रामरंग शर्मा, कठोपनिषद्
<https://archive.org/details/in.ernet.dli.2015.487479>
- केनोपनिषद्, गीता प्रेस गोरखपुर
<https://archive.org/details/in.ernet.dli.2015.320432/page/n1>
- बद्धीदत्त शर्मा, प्रश्नोपनिषद्
<https://archive.org/details/in.ernet.dli.2015.345429>
- राजवीर शास्त्री, उपनिषद् भाष्य
<https://archive.org/details/UpanishadBhasya>

Organizational Behavior at Work

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes: After the completion of this course students will be able to

- Competent in organizational Behaviour and Human Relation in an Organization.
- Understand and manage behavioural pattern in an organization.
- Proficient in solving and managing malfunctions in Organization.

Section- A

Conceptual Understanding of Organizational Behaviour.

Human Behavior and Relation within Organization, Historical Background of Organization Behavior.

Model of Organization Development:

OCTAPACE Model Understanding and Managing Individual Differences, Personality, Values, Attitudes, Abilities and Skills.

Section- B

Concept of Perception and Emotional Intelligence:

Motivation: Concept and Theories- Maslow, McGregor, McClelland, Vroom's and Locus of Control Theory, Concept of Stress, Conflict and Change Management in Organization.

Managing Misbehavior at Work: Sexual Abuse, Cyber Stalking, Aggression and Violence.

Section- C

Communication: Concept, Theories and Barriers

Leadership: Understanding Leadership, Concept, Theories and Types, Group and Group Dynamics, Team Work, Corporate Values, Ethics and Social Responsibility.

Recommended Books:

1. Bratton, J., Callinan M., Forshaw C. & Sawchuk, P. (2007). *Work and organisational behavior*. New York : Palgrave Macmillan.
2. Buelens, M., Broeck, H.V.D., Vanderheyden, K., Kreitner, R. & Kinicki, A. (2006) *Organisational behavior*. (3rd ed.). Berkshire : McGraw-Hill Education.
3. Champoux, J. E. (2001). *Organizational behavior: essential tenets for a new millennium south western thomson learning* Ahmedabad, Team Spirit (India) Pvt. Ltd.
4. Chandan, J. S. (1996). *Organizational behavior*. New Delhi : Vikas Publishing House Pvt. Ltd.
5. Daft, R. L. & Raymond, N. A. (2001). *Organizational behavior*. USA : Harcourt College Publishers.
6. Gannon, M., J. (1989). *Organizational behavior-A managerial and organizational perspective*. Little Boston/Toronto : Brown and Company.
7. Hershey, P. and Blanchard, H. K. (1988). *Management of organisational behaviour: Utilizing Human Resources*. New Delhi : Prentice Hall of India Private Limited.
8. Hersey, P. and H. Kenneth Blanchard, Johnson, E. D. (2006). *Management of organizational behavior: Leading human resources*. (8th ed.). India : Pearson Education Asia.

9. Hitt, M. A., Miller, C. C. & Colella, A. (2006). *Organizational behavior: A strategic approach*. USA : John Wiley & Sons. Inc.
10. Luthans, F. (2008). *Organisational behaviour*. New York : McGraw-Hill Higher Education.
11. Mullins, L. J. (2013). *Management and organizational behaviour*. Harlow, United Kingdom : Essex. Pearson Education Limited.
12. Newstrom, J. W. & Davis, K. (2007) *Organizational behavior- human behavior at work*. New Delhi : Tata McGraw-Hill Publishing Company Limited.
13. Pestonjee, D. M., & Pareek, U. (Eds.). (1997) *Organizational role stress & coping*. Jaipur : Rawat Publications.
14. Robbins, S. P. (1996). *Organizational behaviour*. Delhi : Pearson Education Pvt. Ltd.
15. Robbins, S. P. &, Judge T. A. (2007). *Organizational behavior*. (12th ed.). New Delhi : Prentice Hall of India.

Suggested E - resources:

1. Organisational Behaviour An Introduction
Platform: Macmillan Education.
Link: https://www.macmillanihe.com/resources/sample-chapters/9781137429445_sample.pdf
2. A study of Organizational Culture: Octopace Profile
Platform: IOSR Journal of Business and Management (IOSR - JBM).
Link: <http://www.iosrjournals.org/iosr-jbm/papers/Vol19-issue2/Version-3/N1902038792.pdf>
3. Maslow's Need Hierarchy Theory: Applications and Criticisms
Platform: Global Journal of Management and Business Studies. Research India Publications.
Link: https://www.ripublication.com/gjmbs_spl/gjmbsv3n10_03.pdf
4. Understanding and managing misbehavior in organizations
Platform: ResearchGate.
Link: https://www.ResearchGate.net/publication/291158812_Understanding_and_managing_misbehavior_in_organizations

Organizational Behaviour

L	T	P	C
0	0	0	2

Brief description

Learning Outcomes:

On successful completion of the course students will be able to

- Understand and apply principles of organizational dynamics relating to systems, culture, structure and change processes
- Develop critical analytical skills that will help them diagnose situations pertaining to human behaviour and generate effective solutions for the same.
- Understand performance behaviour at individual and group levels.
- Develop the ability to lead and motivate others to succeed.

Brief Course Outline

- Introduction to Organizational Behaviour: Concept of Organizational Behaviour (OB), History, Nature and scope of OB, Key elements in OB, Inter-disciplinary contribution to OB, Managerial Roles Individual Behaviour,
- Values & Personality: Concept of Individual Differences, Values commonly studied across culture, Fundamentals and Determinants of Personality, Big Five Dimensions, Personality Theory, Personality Traits
- Learning & Perception : Fundamentals of Learning, Learning Theories - Classical Conditioning Theory, Operant Conditioning Theory, Social Learning Theory, Behaviour Modification, Definition of Perception, Perceptual Process, Common Perceptual Errors
- Motivation : Basic concept of Motivation, Theories of Motivation – Maslow, Herzberg’s Two Factor Theory, ERG, McClelland, Equity and Vroom’s Expectancy Theory
- Leadership: Introduction, Leadership Theories - Trait Theories, Behavioural Theories and Situational Theories
- Group Dynamics : Defining and classifying groups, Stages of group development, Group Properties – Roles, Norms, Status, Size and Cohesiveness, Group Decision making
- Managing Change in Organization: Definition, Forces of Change, Causes for Resistance to Change, Overcoming Resistance to change, Force Field Analysis and Kotter's Model for Change
- Organizational Culture: Meaning, Strong Culture vs. Weak Culture, Creating & sustaining Culture, Socialization.

References:

- Robbins, S.P. Judge, T.A. & Sanghi, Seema. Organizational Behavior, Pearson.
- Pareek, U, Understanding Organizational Behavior, Oxford University Press.
- Luthans, F. .Organizational Behaviour, Tata McGraw Hill.
- Sekaran, U. Organizational Behaviour: Text and Cases, Tata McGraw Hill

Suggested E-Resources:

- <https://swayam.gov.in/courses/5148-organizational-behaviour>
- <https://www.mooc-list.com/course/organizational-behavior-managing-people-coursera>

Parenthood and Family Relation

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Learning Outcomes:

Upon completion of the course students will be able to:

- Observe children at different age levels in different situations and record them
- Prepare age related teaching aids
- Evaluate ,modify and compose age related printed materials / songs /and stories
- Plan and organize play activities / games, role plays, parties/ get together for children of different age groups

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content

- Preparing for parenthood:
 - Personal readiness and understanding the responsibilities of becoming a parent
 - Pre and post parenthood health issues and concerns - Management of reproductive health issues
- Antenatal, natal and postnatal care: Health, nutritional and emotional
- Infant care practices: feeding, weaning, toilet training, hygiene, sleep and rest
- Milestones of developments and role of parents as facilitators
- Effective parenting skills:
 - Disciplinary techniques and their impact
 - Strategies for positive parenting
 - Handling behavioural problems such as sibling rivalry and aggression
- Significance of family harmony in changing society:
 - fostering positive inter personal relationships family conflict and resolution

Learning Experiences :

1. Observing children at different age levels in different situations through Field Visit
2. Recording observations, including Anecdotal records on Individual differences in difference aspects of behaviour
3. Preparing age related teaching aid
4. Viewing educational films followed by group discussion
5. Case Studies
6. Evaluating printed materials – (Magazines, news papers, articles from the books)
7. Collecting, composing and modifying age related songs and stories
8. Introspecting one's own past childhood experiences, with parents, siblings, friends neighbours etc.
9. Planning and organizing play activities and games for children of different age groups
10. Group discussions/Buzz sessions
11. Role playing
12. Planning for celebrating festivals, parties, get together.

References :

1. Kulkarni, S. & Kulkarni, S. (1995). *Responsible Parenthood and Harmonious Families*. Jaipur: Classis Pub. House.
2. Minett, P.M. (2001). *Child Care and Development* (4th ed.). London, United Kingdom, UK: John Murray.

3. Santrock, J.W. (2008). *Life Span Development*. New York, NY: Tata McGraw Hill Companies, Inc.
4. Sharma, K. (1993). *Bal Vikas*. Agra: Star Publications.
5. Sharma, K. & Sharma, L. (1993). *Matrkala Evam Bal Vikas* (pancham sanskarn). Agra: Star Publications.
6. Sharma, N. (1999). *Understanding Adolescence*. New Delhi: National Book Trust.
7. Singh, V. (2012). *Matrkala Evam Shishu Kalyan* (5th ed.). Jaipur: Panchsheel Prakashan.
8. Hurlock, E.B. (1988). *Child Development* (6th ed.). New York, NY: Tata McGraw Hill Publishing Co. Ltd.

Suggested E-Learning materials

1. Childhood and Growing Up 1MB
<https://drive.google.com/open?id=0Bwk5FIsI0ctxTUNrazYzRFpSdms>
2. Guidance and Counseling 14MB
[https://drive.google.com/open?id=Bwk5FIsI0ctxSm5ERUNtTG1 KalU](https://drive.google.com/open?id=Bwk5FIsI0ctxSm5ERUNtTG1KalU)

Peace Education

Max. Marks : 100
(ESA:100)

L	T	P	C
0	0	0	2

Learning Outcomes:

The Students will be able to:

- Clarify the concept of Peace education
- Assess need for peace education
- Appraise the peace initiatives and movements for peace
- Organize curricular and co-curricular activities for promotion of peace in school

Course Outline:

- Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario, Strategies for peace education
- Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996 , UNESCO's Conference for peace and International Understanding, Tokyo, 1999 , Creation of UNO, UNESCO, UNICEF
- Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games

References:

- Harris, I. & Morrison, M. (2003). *Peace Education*. New York: McFarland & Co. Chapter 3.
- Montessori, M. (1972). *Education and peace*. Chicago: Henry Regnery. .
- NCERT. (2004). *Peace Education: Self Instructional Package for Teacher Education*. New Delhi: NCERT.
- NCERT. (2006). *NCF 2005 Position Paper, National Focus Groups on Education for Peace*. New Delhi.

Web Resources:

- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf>,
- <https://www.scribd.com/.../INTEGRATING-PEACE-EDUCATION-IN-THE-PRESEN...>
- <https://minds.wisconsin.edu/bitstream/handle/1793/.../MarkellLockwood.pdf?...1...y>
- <https://www.isesco.org.ma/wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf>
- <https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence>
- https://en.unesco.org/70years/building_peace
- www.un.org/documents/ga/docs/51/plenary/a51-395.htm

Political Sociology

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcomes:

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

- Understand political system and processes.
- Describe the process of political socialization and its agencies.
- Critically analyze voting behaviour and political participation

This interdisciplinary course discusses the understanding of structure and distribution of power, the relationship between states, societies and political conflict. It explains the interrelationship among politics, social structures, ideologies and culture. It explores the way of the capacity of an individual to influence the conduct (behavior) of others. Therefore, it also provides the understanding of Approaches of Political Sociology, processes, and Formation of Political culture. In order to influence political behaviour of the masses, Political Socialization is essential. Political Elite and other such pressure groups influences the system and voting behavior of the masses. Public opinion affects the Political Participation of people. Therefore, it is necessary to understand their interplay. Thus, the course is concerned with the sociological analysis of political phenomena as social phenomena and students could indulge to make better society as a whole.

Recommended Books:

1. Almond, G. A., & Coleman, J. S. (2015). *The politics of the developing areas*. London: Princeton University Press.
2. Almond, G. A. (2000). *Comparative politics today, 9/e*. New Delhi: Pearson Education India.
3. Aron, R. (1950). Social structure and the ruling class.. *The British Journal of Sociology, 1*(1), 1-16.
4. Bendix, R., & Lipset, S. M. (1957). Political sociology: An essay with special reference to the development of research in the United States of America and Western Europe. *Current sociology, 6*(2), 79-99.
5. Dahl, R. A., & Stinebrickner, B. (1963). *Modern political analysis*. Englewood Cliffs, NJ: Prentice-Hall.
6. Effrat, A. (Ed.). (1973). *Perspectives in political sociology*. Chicago: Ardent Media.
7. Goyal, O. P. (1965). Caste and Politics: A Conceptual framework. *Asian Survey, 5*22-525.
8. Kothari, R. (1971). The political change of 1967. *Economic and Political Weekly, 231-250*.
9. Riggs, F. W. (1963). The theory of developing polities. *World Politics, 16*(1), 147-172.
10. Sartori, G. (1969). From the sociology of politics to political sociology. *Government and Opposition, 4*(2), 195-214.
11. Weber, M. (2018). Class, status, party. In *The Inequality Reader*. 56-67. New York: Routledge.

Suggested E-Resources:

- classical Sociology and Social movements. Platform: Annual review of Sociology. Link- <https://www.annualreviews.org/doi/abs/10.1146/annurev-soc-070308-120035>
- Political Culture. Platform: Sparknotes. Link- <https://www.sparknotes.com/us-government-and-politics/political-science/political-culture-and-public-opinion/section1/>

- The concept of Political Elite. Platform: Jstor. Link: <https://www.jstor.org/stable/2130054?read-now=1&refreqid=excelsior%3A178e1db4ca541bfbf715c0171fddaaa1&seq=1> - page_scan_tab_contents
- Theoretical models of voting behavior. Platform: Researchgate. Link: https://www.researchgate.net/publication/242653736_Theoretical_models_of_voting_behaviour

Principles of Public Administration - I

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Unit 1 Meaning, Nature and Scope of public Administration, Importance of Public Administration in Modern Society.

Unit 2 Evolution of the study of Public Administration. New Public Management and Good Governance.

Unit 3 Public Administration as a Social Science; Its relationship with other social sciences: Political Science, Economics, Sociology, Law and Psychology.

Unit 4 Approaches to the Study of Public Administration: Classical, Humanistic, Behavioral and Systems.

Unit 5 Public and Private Administration, Formal and Informal Organization, Modern Techniques of Administration: PERT and CPM

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

- Understand the foundation of subject in proper fashion.
- Comprehend the concept and application of good governance.
- Develop interdisciplinary insight about the subject.

Recommended Books:

1. Arora, Ramesh K. (2012), *Public Administration: Fresh Perspectives*, Jaipur, Aalekh Publishers.
2. Bhambri, Chandra Praksh. (1976), *LokPrashasan*, Agra, Lakshmi Narayan (Hindi, English)
3. Chakrabarty, B. & Chand, Prakash (2017), *Public administration from government to governance*, Jaipur, orient Black Swan
4. Fadia, B.L., (2010), *Public Administration (Administrative Theory & Concepts)*, SahityaBhawan Publication, Agra (Hindi & English)
5. Goel, S.L. (2005). *Public Administration (Administrative Theory & Practice)*, New Delhi, Deep & Deep Publication.
6. Goel, S.L. & Rajneesh Shalini (2002). *Public Personal Administration Theory & Practice*, New Delhi, Deep & Deep Publication.
7. Kataria, Surendra (2000). *Element of public Administration*, Jaipur, RBSA publisher (Hindi).
8. Sapru, R.K. (2016). *Administrative Theories & Management Thought*, Delhi, PHI Learning private limited.
9. Sharma, M.P., *Lok Prashsan Sidhantaom Bavehar*, Illahabad, kitabmahal (Hindi & English).
10. Singh, Hoshiar & Singh, Mohinder (1989). *Public Administration In India: Theory and Practice*, New Delhi, Sterling Publishers Private Limited.

Suggested E- Resources

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Indian journal of public administration <https://us.sagepub.com/en-us/nam/indian-journal-of-public-administration/journal202581#description>
- Journal of Public Administration Research and Theory: J-PART <http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>

साहित्य और भारतीय संस्कृति

Max. Marks : 100

L	T	P	C
0	0	0	2

अपेक्षित परिणाम –

- भारतीय संस्कृति की व्यापक परम्परा का ज्ञान हो सकेगा।
- साहित्य व संस्कृति के अन्तःसम्बन्धों को समझ सकेंगी।
- संस्कृति से जुड़े विषयों से अध्ययन विशद् व व्यापक हो सकेगा।
- मानवीय मूल्यों के विकास में सहायक हो सकेगा।

भारतीय संस्कृति विश्व की सबसे प्राचीन संस्कृति है। विश्व की पहली और महान संस्कृति के रूप में भारतीय संस्कृति को माना जाता है। "विविधता में एकता" का कथन यहाँ पर आम है अर्थात् भारत एक विविधतापूर्ण देश है जहाँ विभिन्न धर्मों के लोग अपनी संस्कृति और परंपरा के साथ शांतिपूर्ण तरीके से एक साथ रहते हैं। वर्तमान के संकटग्रस्त समय में विद्यार्थियों को भारतीय साहित्य के माध्यम से संस्कृति का ज्ञान होना अत्यंत आवश्यक है। इसी उद्देश्य हेतु इस पाठ्यक्रम में भारतीय संस्कृति विषयक साहित्य को सम्मिलित किया गया है।

- **भारतीय संस्कृति**

भारतीय जनता की रचना और हिन्दू संस्कृति का आविर्भाव, प्राचीन हिंदुत्व से विद्रोह, हिन्दू संस्कृति और इस्लाम संस्कृति के चार अध्याय— रामधारी सिंह दिनकर, लोकभारती प्रकाशन, इलाहबाद, 2009

- **(क) हिंदी निबंध और भारतीय संस्कृति**

- मेले का ऊंट— बालमुकुंद गुप्त,
- अशोक के फूल— आचार्य हजारी प्रसाद द्विवेदी,
- सौंदर्य की उपयोगिता – रामविलास शर्मा

श्रेष्ठ हिंदी निबंध— डॉ. अचला शर्मा, राजकमल प्रकाशन, नई दिल्ली, 1989

- **(ख) हिंदी निबंध और भारतीय संस्कृति**

दीपावली पर्व पर—विद्यानिवास मिश्र,

रस आखेटक—कुबेरनाथ राय

श्रेष्ठ हिंदी निबंध— डॉ. अचला शर्मा, राजकमल प्रकाशन, नई दिल्ली, 1989

सहायक पुस्तकें –

1. शर्मा, डॉ. राधेश्याम, (सं), (2004), साहित्य और संस्कृति चिंतन, जयपुर बुक एन्क्लेव
2. सिंह, मुरली मनोहर व अन्य, (सं), (2009), हिंदी-उर्दू साझा-संस्कृति, नई दिल्ली, नेशनल बुक ट्रस्ट
3. मुक्तिबोध, गजानन माधव, (2017), भारत : इतिहास और संस्कृति, नई दिल्ली, राजकमल प्रकाशन
4. राजकुमार, (2017), हिंदी की साहित्यिक संस्कृति और भारतीय आधुनिकता, नई दिल्ली, राजकमल प्रकाशन
5. राठी, डॉ. वेदवती, (2013), हिंदी ललित निबंध— स्वरूप विवेचन, नई दिल्ली, लोकभारती प्रकाशन
6. तिवारी, डॉ. रामचंद्र, (2007), हिंदी निबंध और निबंधकार, वाराणसी, विश्वविद्यालय प्रकाशन
7. द्विवेदी, डॉ. कैलाश नाथ, (2003), साहित्य संस्कृति चिंतन, जयपुर, राज पब्लिशिंग हाउस
8. शम्भुनाथ, (2008), सभ्यता से संवाद, नई दिल्ली, वाणी प्रकाशन
9. मिश्र, विद्यानिवास (सं), (2015), इतिहास, परंपरा और आधुनिकता, नई दिल्ली, वाणी प्रकाशन
10. सिंघल, डॉ. विमला, (1998), समकालीन लालित्य चिंतन, जयपुर, श्याम प्रकाशन

साहित्य और सिनेमा

Max. Marks : 100

L T P C
0 0 0 2

अपेक्षित परिणाम –

- सिनेमा के जनोपयोगी पक्ष से परिचित होंगी।
- सिनेमा में साहित्य की प्रभावी भूमिका को समझ सकेंगी।
- हिन्दी साहित्य की प्रमुख रचनाओं पर आधारित फिल्मों के माध्यम से पाठक और दर्शक के रूप में पढ़ने वाले दोहरे प्रभाव के विश्लेषण में सक्षम होंगी।
- प्रमुख साहित्यकारों और निर्देशकों के सृजन और निर्माण की प्रक्रिया का अध्ययन कर सकेंगी।
साहित्य और सिनेमा विषयक अध्ययन आधुनिक हिंदी साहित्य के लिए अत्यंत आवश्यक है। सिनेमा और साहित्य का धरातल अलग-अलग है। सिनेमा शुद्ध मनोरंजन प्रधान होता है, जिसमें दर्शकों की मांग का ख्याल रखा जाता है, जबकि साहित्य संवेदना और अनुभूति प्रधान होता है। साहित्यकार अपनी निजी संवेदना और अनुभूति को केंद्र में रखकर समाज के यथार्थ रूप को सामने लाने का प्रयास करता है। इस पाठ्यक्रम के माध्यम से छात्राएँ साहित्य व सिनेमा के आपसी सम्बन्ध की समझ विकसित कर पाने में समर्थ होंगी।
- **हिन्दी साहित्यकार और सिनेमा**
सिनेमा और जीवन—प्रेमचंद
सिनेमा को काली मैया उठा ले जाएँ—वृन्दावनलाल वर्मा
फिल्म की सार्वजनीन सम्भावनाएँ—जैनेन्द्र कुमार
(मृत्युंजय (सं.), (1997), हिंदी सिनेमा का सच, कलकत्ता, समकालीन सृजन, अंक-17 नई दिल्ली)
- **प्रमुख निर्देशक और हिन्दी सिनेमा**
सामाजिक यथार्थ का बदलता हुआ सन्दर्भ—ख्वाजा अहमद अब्बास
जरूरी है फिल्म को गंभीरता से देखना—सत्यजीत राय सिनेमा और साहित्य—गुलज़ार
मृत्युंजय (सं.), (1997), हिंदी सिनेमा का सच, कलकत्ता, समकालीन सृजन, अंक-17 नई दिल्ली)
- **साहित्य और सिनेमा का अन्तर्सम्बन्ध**
 1. चट्टोपाध्याय, शरतचंद्र (2002)—देवदास : नई दिल्ली, वाणी प्रकाशन(लेखक और फिल्म जगत, साहित्य और सिनेमा—तुलनात्मक अध्ययन)
 2. प्रेमचंद, (2007), गोदान : नई दिल्ली, राजपाल एंड सन्स
(लेखक और फिल्म जगत, साहित्य और सिनेमा—तुलनात्मक अध्ययन)
 3. कमलेश्वर, (2007), काली आंधी : नई दिल्ली, राजपाल एंड सन्स(लेखक और फिल्म जगत, साहित्य और सिनेमा—तुलनात्मक अध्ययन)

सहायक पुस्तकें –

1. पारख, जबरीमल्ल (2007), लोकप्रिय सिनेमा और सामाजिक यथार्थ, नई दिल्ली, अनामिका पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, प्राइवेट लिमिटेड,
2. पारख, जबरीमल्ल (2007), हिंदी सिनेमा का समाजशास्त्र, नई दिल्ली, ग्रंथ शिल्पी
3. मृत्युंजय (सं.), (1997), हिंदी सिनेमा का सच, कलकत्ता, समकालीन सृजन, अंक-17, नई दिल्ली
4. रजा, राही मासूम, (2003), सिनेमा और संस्कृति, नई दिल्ली, वाणी प्रकाशन
5. प्रियदर्शन, (2015), नए दौर का नया सिनेमा, नई दिल्ली, वाणी प्रकाशन
6. कुन्दे, पुरुषोत्तम (सं.), (2014), साहित्य और सिनेमा, गाज़ियाबाद, साहित्य संस्थान
7. अग्रवाल, उज्ज्वल (2017), कथाकार कमलेश्वर और भारतीय सिनेमा, नई दिल्ली, राजकमल प्रकाशन

8. अख्तर, जावेद व नसरीन मुन्नी ,कबीर (2017), *सिनेमा के बारे में*, नई दिल्ली, राजकमल प्रकाशन
9. ब्रह्मात्मज, अजय व शेखर, मयंक, (2017), *टॉकीज : सिनेमा का सफर*, नई दिल्ली, राजकमल प्रकाशन
10. मिश्र, महेंद्र, (2017), *सत्यजीत राय : पाथेर पांचाली और फिल्म जगत*, नई दिल्ली, राजकमल प्रकाशन

Science and Liberal Arts

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Theory:

Section A

Environment & you: Ecosystem and ecological balance; Global environmental issues,

Section B

Society & you: A retrospective view on the values in Indian ethos and tradition, Indian concept of aesthetics (visual, literary or performing art),

Section C

Advancement in science & technology

Learning Outcome:

Upon successful completion of the course, students will be able to,

- Demonstrate understanding of different types of writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing the subject and as a process that involves composing, editing, and revising.
- Demonstrate research skills, integrate their own ideas with those of others, and apply the conventions of attribution and citation correctly
- Use Standard Written English and edit and revise their own writing for appropriateness.
- Clearly express ideas orally and in writing
- Demonstrate an understanding of the methods of inquiry and analysis both within and among traditional liberal arts and science disciplines (Humanities, Natural Sciences, Social Sciences)
- Understand and articulate how culture, society, and diversity shape the role of the individual within society and human relations across cultures
- Demonstrate knowledge of how social science can be employed to: (a) analyze social change, (b) analyze social problems, and (c) analyze and develop social policies.

Suggested Reading:

- Joseph, M. (2002). *The trivium: the liberal arts of logic, grammar and rhetoric*. London: Paul Dry Books.
- King, S. (2012). *On writing: A memoir of the craft*. London: Hodder.
- Adler, M. J., & Lincoln, V. D. (1972). *How to read a book*. New York: Touchstone publ. by Simon & Schuster.
- Hoagland, T., & Cosgrove, K. (2019). *The art of voice: Poetic principles and practice*. New York: W.W. Norton & Company.

Science of Happiness

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

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

- Develop ability to cope up with stressful situation positively.
- Consciously try to remain happy more often.
- Spread happiness

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content:

- Happiness: Positive emotions, pleasure, satisfaction and meaning of life.
- Indicators and measurement of happiness
- Importance, development and application of :
 - Helping others
 - Gratitude and forgiveness
 - Resilience
 - Optimism
 - Hope
 - Mindfulness
 - Interpersonal Relationships
 - Sense of humor
- Barriers of happiness: Habits, life style, life preferences, their practices and behavior.
- Happiness, well-being and quality of life.

Pedagogy:

The course would be more in a workshop mode wherein teachers will act as facilitators and mentors. Moreover, this course will make the students internalize all the curriculum contents followed by activities as per requirement – Role play, Gratitude journal, Happy to help projects, Laughter therapy, etc.

Recommended Books:

- Seligman, M. E. (2004). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Simon and Schuster.
- Lama, D. (2009). *The Art of Happiness: The Handbook of Living*. Riverhead Books, USA.

Suggested E-Learning Material:

- **Authentic Happiness by Martin Seligman**
<https://positivepsychologyprogram.com/authentic-happiness/>
- **Authentic Happiness** <https://s3.amazonaws.com/media.wakinguptheworkplace.com/Authentic-Happiness.pdf>
- **The Art of Happiness**
<http://www.e4thai.com/e4e/images/pdf/The%20Art%20of%20Happiness.pdf>

Administrative Institutions in India- I

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

- Unit 1** Administrative Institutions in a Democratic and Socialist Society. The Concept of Laissez faire state. Welfare state and Administrative state.
- Unit 2** Organization of Government: Legislature its role and Decline in Modern times, Executive Types and Relationship with Legislature.
- Unit 3** Organization of Government: Judiciary its Functions and roles with special Reference to the power of Judicial Review and Judicial Activism.
- Unit 4** Democracy and Administration: features of a Democratic Administration. Role of Bureaucracy in a Democratic Country.
- Unit 5** Political Parties and Pressure groups and their interaction with each other.

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

- Develop an understanding of constitutional and extra constitutional bodies will be developed.
- Enhances the vision about Indian Administration.
- Learn about the functions of political parties and pressure groups and their interactions with each other.
- Develop understanding about administrative institutions will developed.

Recommended Books:

1. Arora, Ramesh. K. (1995). *Indian Public Administration: Institutions and Issues*. Delhi: New Age International.
2. Fadia, B.L. (2010). *Prashasnik Sanstheyen*. Agra: Sahitya Bhawan. (Hindi)
3. Field, G. Lowell (1951). *Government in Modern Society*. New York: McGraw Hill.
4. Jayapalan, N. (1999). *Modern Government*. New Delhi: Atlantic .
5. Johri ,J.C. (2012). *Indian Government and Politics* (I & II). Jalandhar: shoban Lal & Co. (Hindi)
6. Sharma, Ashok (1992). *Prashasnik Sanstheyen*. Jaipur: RBSA. (Hindi)
7. Sodhi, Singh Inderjeet (2005). *Administrative institutions in India*. Jaipur: University Book House.
8. Waldo, Dwight (1948). *The Administrative State*. New York: the Ronald Press Company.

Suggested E- Resources

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Indian journal of public administration- <https://us.sagepub.com/en-us/nam/indian-journal-of-public-administration/journal202581#description>
- Journal of Public Administration Research and Theory: J-PART
<http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>
- Journal of Elections, Public Opinion & Parties - <http://www.tandfonline.com/loi/fbep20>

Administrative Thinkers

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

1 Administrative Ideas of Henri Fayol and F.W.Taylor with particular reference to:

- a. Henri Fayol:
 - i. Managerial Activities
 - ii. Principles of Organization
- b. F.W. Taylor:
 - i. The scientific management movement
 - ii. Impact of Taylorism on Organization Theory

Unit 2 Administrative Ideas of Max Weber, Elton Mayo with special reference to:

- a. Max Weber:
 - i. Authority and Legitimacy
 - ii. Ideal Type Model of Bureaucracy
- b. Elton Mayo:
 - i. Hawthorne Experiments
 - ii. Human Relation Approach

Unit 3 Administrative Ideas of Chester I. Barnard and Herbert Simon with special reference to:

- a. Chester I. Barnard:
 - i. Organization as a consciously coordinated cooperative system
 - ii. Authority and Responsibility
- b. Herbert Simon:
 - i. Decision making as heart of administration
 - ii. Stages in decision making process
 - iii. Rationality in decision making

Unit 4 Administrative Ideas of Abraham Maslow and Frederick Herzberg with special reference to:

- a. Abraham Maslow:
 - i. Need- Hierarchy Theory
- b. Frederick Herzberg:
 - i. Two factor theory
 - ii. Job Enrichment

Unit 5 Administrative Ideas of RensisLikert, Fred.W.Riggs,:

- a. RensisLikert:
 - i. Management System 1-4
- b. F.W. Riggs:
 - i. Sala Model in Prismatic Society
 - ii. Concept of Development

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

- Learn about the contribution of eminent scholars like Henri Fayol, F W Taylor, Weber, Mayo, Bernard, Simon, Maslow, Frederick Herzberg, Likert and Riggs.
- To understand the theory of development properly.

- Conceived the knowledge of Motivational theories and leadership styles.

Recommended Books:

1. Barnard, Chester (1938). *The Functions of the Executive*. Cambridge M. A: Harvard University Press.
2. Fayol, Henri (1949). *General & Industrial Management*. London: pitman.
3. Luthans, Fred (2010). *Orgonation Behaviour*. Cornell University: McGraw Hill.
4. March & Simon (1958). *Organisation*. New York: John Wiley & Sons.
5. Prasad, Prasad & Satyanarayana (1993). *Administrative Thinkers*. New Delhi: Jawahar Publishers and Distributors. (English & Hindi)
6. Sapru, R.K. (2016). *Administrative Theories and Management Thought*. New Delhi: PHI Learning Private Limited.
7. Sharma, J.D. & Surana, J.S. (1992). *History of Management Thought*. Jaipur: Ramesh Book Dipo.
8. Sharma, P. D. (2000). *Management Thought and Thinkers*. Delhi: Research Publishers.
9. Simon, Herbert (1947). *Administrative Behaviour*. United States America: Macmillan.
10. Taylor, F.W.(1919). *The Principles of Scientific management*. Harvard University: Haper& Brothers.
11. Thori, Narendra & chaudhary, Nilam (2002). *Administrative Thinkers*. Jaipur: RBSA.

Suggested E- Resources

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>

Journal of Public Administration Research and Theory: J-PART-

<http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>

Social Geography

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After the completion of this course, students should be able to:

- Develop an approach to study social geography.
- Describe social processes, social strata's and organizations.
- Relate society and culture, understand cultural realms and regions.
- Analyze the current status of women in India and suggest measures for improvement.

Course Content:

Section A

Introduction to Social Geography

Meaning, Scope and Aims of Social Geography; Approaches to the study of social geography: Ecological approach, Regional approach, Historical approach, Welfare approach, System approach and Behavioral approach; Society: Definition, Origin and Classification of Society; Social Process: Forms of Social Interaction (Cooperation, Accommodation, Assimilation, Competition and Conflict); Social Stratification, Caste and Class; Social Organization and Groups.

Section B

Society and Culture

Society and Culture; Cultural Hearths; Cultural Diffusion: Definition, Elements and causes of diffusion. Barriers of diffusion, Effects and Types of diffusion. Hagerstand model of diffusion; Cultural Realms: Meaning of Cultural Realms, Basis of delimitation of cultural realms, Modern classification of the cultural realms; Cultural Regions of the world: Meaning and Bases of delimitation of cultural regions, Cultural Regions United States, U.K., Mesopotamia and Indian.

Section C

Social Geography in India

Social Geography of India: Indian Society in Historical Perspective; Status of Women in India; Social Change in India; Human Development in India; Social Planning in India: Meaning, Importance and Major Aspects of social planning; Social Welfare Programmes in Planned Period (Child Welfare Programme, Women Welfare Programme, Labour Welfare Programme, Family Planning and Family Welfare Programme, Adult Education Programme).

Stencils are to be permitted during the examination.

Recommended Books :

1. Ahmad, A. (2006). *Social Geography* (Reprint). Jaipur, India: Rawat.
2. Hamnett, C. (Ed.). (1996). *Social Geography : A Reader*. New York, NY: John Wiley & Sons.
3. Majid, H. (2006). *Human Geography* (3rded.). Jaipur, India: Rawat.

4. Mehtani, S. & Sinha, A. (2010). *Social Geography*. New Delhi, India: Commonwealth.
5. Mohanty, G. S. (Ed.). (2005). *Social & Cultural Geography*. Delhi, India: Isha Books.
6. दीक्षित, एस. एवं त्रिपाठी, आर. (2008). *सांस्कृतिक भूगोल*. गोरखपुर, भारत: वसुन्धरा.
7. मौर्य, एस. डी. (2010). *समाजिक भूगोल*. इलाहाबाद, भारत: शारदा पुस्तक भवन.

Suggested e-learning materials:

1. Society: Definition, origin and Classification, Society and Culture
<http://egyankosh.ac.in/bitstream/123456789/41246/1/Unit-1.pdf>
2. Family welfare programmes
<https://humdo.nhp.gov.in/about/national-fp-programme/>

Social Work Practice Skills

LT PC

5 0 0 5

Max. Marks : 100
(CA: 40 + ESA: 60)

Rationale:

Through this paper, students are expected to develop their practice skills like interpersonal communication, documentation, supervision, there by make them able to do social work research effectively.

Section – A

Introduction to Social Work Practice Skills, Skills used in Micro, Mezzo and Macro Level Practice,
Inclusive Skills: Skills Used With Diverse Population Such as Women and Disabled

Section – B

Communication: Concept, Definition and Process, Verbal and Non Verbal Communication, Self Awareness and Interpersonal Communication, Barriers to Communication

Section – C

Team Work and Mentoring, Documentation, Supervision, Training groups (T. Groups).

Reference:

1. Cluuterbuck, D., (1984) : Every needs a mentor, 2nd Edition, London: Institute of Personnel Management.
2. Cournoyer, B., (2000) : The Social Work Skills Workbook, Belmont: Thompson Brooks/Cole
3. Kadushin, A. & Harknass, D., (1985): Supervision in Social Work,4th Edition, New York: Columbia University Press.
4. Kim, Strom Gottfried, (1999) : Social Work Practice: Cases Activities and Exercises, London: Pine Forge Press.
5. Morales, A.T. & Sheafor, B.W., (1995): Social Work: A Profession of Many Faces, Boston: Allyn and Bacon
6. Robert, R.W. & Nee, R.H., (1970) : Theories of Social Casework, Chicago: The University of Chicago Press.
7. Sevel, J., Cummins L. & Madrigal, C., (1999) : Social Work Skills Demonstrated: Beginning Direct Practice, Boston: Allyn and Bacon

South Indian History and Culture
(Earliest times to 1565 AD)

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Section-I Sources: Archaeological and Literary Sources; Megalithic societies; Percolation of Aryan culture southwards; Sangam Age: reflection of society and culture; Achievements of Satavahan dynasty.

Section-II State formation and economy under the Chalukyas, Pallavas and Pandyas; Contribution of the Chalukyas and Pallavas towards evolution of temple architecture; Emergence of temple as a centre of power in South India

Section-III Nature of State and Village administration under the Cholas; Emergence of the Vijayanagar state; Society and economy during Vijayanagar empire.

Learning Outcomes:

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

- Understand the contribution of south India towards Indian History.
- Contextualize the state formation process in south India.
- Analyze dynamics of the socio-economic and cultural life of south Indian History.

Recommended Readings:

1. Champakalakshmi, R (1999). Trade, Ideology, and Urbanization: South India 300 BC to AD 1300, Part 1300 Oxford University Press, 1999.
2. Goyal, S.R., (1995) Dakshin Ka Itihas, Jodhpur : Kusumaanjali Prakashan.
3. Karashima, Noboru (2009). Ancient to Medieval: South Indian Society in Transition, Oxford University Press.
4. Sastri, K.A.N., (1955). History of South India. London Oxford University Press.
5. Stein, Burton. (1989). The New Cambridge History of India: Vijayanagara, Cambridge University Press.
6. Veluthat, Kesvan (2010). The Early Medieval in South India. Oxford University Press.
7. Yajdani,G. (1997) : Dakkan ka Prachin Itihas, Delhi Macmillan.

Suggested E- Resources:

- Champakalakshmi, R., Urbanisation in South India: The Role of Ideology and Polity, Social Scientist, Vol. 15, No. 8/9 (Aug.-Sep., 1987), pp. 67-117.<https://www.jstor.org/stable/pdf/3520287.pdf>
- Maloney, Clarence, The Beginnings of Civilization in South India, *The Journal of Asian Studies*, Vol. 29, No. 3 (May, 1970), pp. 603-616.
https://www.jstor.org/stable/2943246?seq=1#metadata_info_tab_contents
- Subbarayalu, Y., General President's Address: Historical Geography of Ancient And Medieval India: A Comparative Study of Nadu And Vishaya, *Proceedings of the Indian History Congress*, Vol. 73 (2012), pp. 1-17.https://www.jstor.org/stable/44156185?seq=1#metadata_info_tab_contents

Theories of Human Development

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

On successful completion of the course students will be able to:

- Describe a theory, need for theory, different perspectives and approaches
- Equipped with knowledge regarding general issues of different theories and their classification
- Design practical applications of different theories
- Critically analyze theories in relation to various aspects of human development

Syllabus :

Section A

1. Theory : Meaning, Definition, Importance of theory.
2. Brief Introduction to different perspectives and approaches of personality
3. Psychoanalytic theory of Sigmund Freud
4. Psychoanalysis and Neo Freudians
 - (a) Carl Gustav Jung – Analytical Psychology
 - (b) Alfred Adler – Individual Psychology
 - (c) Psycho – Social theory of Erick H. Erickson

Section B

1. Research Oriented theory of personality –
 - (a) Gordon W. Allport - Trait theory
 - (b) Henry H. Murray – Need theory
2. Humanistic and Existential psychology
 - (a) Carl R. Rogers – self actualization theory
 - (b) Abraham Maslow - self actualization theory
 - (c) Curt Lewin - Field theory

Section C

1. Learning theories -
 - (a) Pavlov - Classical conditioning
 - (b) B.F. Skinner - Operant Conditioning
 - (c) Bandura – Observation Learning
2. Cognitive and Moral development
 - (a) Jean Piaget – Theory of cognitive development
 - (b) Vygotsky - Socio cultural perspective
 - (c) Bruner – Cognitive psychology, Kohlberg -theory of moral development

References :

1. Allen, B.P. (2000). *Personality Theories Development Growth and Diversity* (3rd ed.). Boston: Ally & Bacon.
2. Baldwin, A.L. (1967). *Theories of Child Development*. New York: Willey & Sons.

3. Bigge M.L. (2003). *Learning Theories for Teachers*. New York: Harper & Row Publishers.
4. Bischof, L.J. (1970). *Interpreting Personality Theories*. New York: Harper and Row Publishers.
5. Ewen, R. & Ewen, R.B. (2014). *An Introduction to Theories of Personality (4th ed.)*. New Jersey: Lawrence Erlbaum Associates Publishers.
6. Hjelle, L.A. & Ziegler D.J. (1992). *Personality Theories: Basic Assumptions, Research and Application*. Auckland: McGraw Hill, International Book Company.
7. Hilgard, E. R. & Bower, G. H. (1966). *Theories of learning*. NJ: Englewood Cliffs.
8. Phares, E.J. (2009). *Introduction to Personality*, Boston: *Scott Foresman and Company*.
9. Tarpy, R.M. (1997). *Contemporary Learning Theories and Research (vol.1)*, New York: Mc Graw Hill.

Traditional Knowledge, Traditional Cultural Expressions and Genetic Resources

Max. Marks : 100
(ESA: 100)

L	T	P	C
0	0	0	2

Learning Outcomes:

After the completion of the course student will be able to

- Understand the nature and characteristics of Traditional Knowledge.
- Get the knowledge of the interface between IPRs & Traditional Knowledge that can be used in practical way.

Note: Question paper will contain five questions and candidate will be required to attempt any three.

Course Content

1. Meaning, Nature and Characteristics of Traditional Knowledge.
2. Need for the Protection of Traditional Knowledge, Traditional Cultural Expressions, and Genetic Resources.
3. Interface between IPRs & Traditional Knowledge
 - Issues Concerning Traditional Knowledge
 - Bio-Prospecting & Bio-Piracy
 - Need for A Sui Generis Regime
 - Traditional Knowledge Digital Library.
4. International Initiatives on Traditional Knowledge Protection
 - The Convention on Biological Diversity, 1992
 - Bonn Guidelines on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising out of their Utilization, 2002
 - UN Declaration on the Rights of Indigenous Peoples, 2007
 - Nagoya Protocol on access to Genetic Resources and Equitable Sharing of Benefits, 2010

Suggested Readings:

1. Antons, C. (2009). *Traditional Knowledge, Traditional Cultural Expressions and Intellectual Property Law in the Asia Pacific Region*. Kluwer Max Planck Series.
2. Antons, C. (2008). *Indigenous Heritage and Intellectual Property: Genetic Resources, Traditional Knowledge and Folklore (2nd ed.)*. Kluwer Law International.
3. Verkey, E. (2007). *Law of Plant Varieties Protection (2007 e.d)*. Eastern Book Company.
4. Cooper, I.P. (2014). *Biotechnology and the Law*. Thomson Reuters South Asia Private Limited.
5. Brush. S.B, & Stabinsky, D. (1996). *Valuing Local Knowledge- Indigenous people and Intellectual Property Rights (1st e.d.)*. Island Press, Covelo, California.

6. Correa, C.M. (2001). *Traditional knowledge and Intellectual Property, Issues and Options Surrounding the Protection of Traditional Knowledge*. Quaker United Nations Office, Geneva.
7. Downes, D. (1997). *Using Intellectual Property as a Tool to Protect Traditional Knowledge: Recommendations for Next Steps*. Center for International Environmental Law, Washington, DC.
8. Lewinski, S.V. (2008). *Indigenous Heritage and Intellectual Property, Genetic Resources, Traditional Knowledge and Folklore*. Kluwer Law International.
9. Watal, J. (2001). *Intellectual Property Rights in the WTO and Developing Countries*. Oxford University Press.
10. Cullet, P. (2005). *Intellectual Property Protection and Sustainable Development*. LexisNexis.

Suggested E-Learning Material:

1. C. Madegowda. (2009). Traditional Knowledge and Conservation. *Economic and Political Weekly*. Retrieved from <https://www.jstor.org/stable/40279037>
 2. Morgera, E., Tsioumani, E., & Buck, M. (2015). Traditional Knowledge Associated with Genetic Resources. *Unraveling the Nagoya Protocol Brill*. Retrieved from <https://www.jstor.org/stable/10.1163/j.ctt1w76vvq.19>
 3. Reid, J. (2009-2010). Biopiracy: The Struggle for Traditional Knowledge Rights. *American Indian Law Review, University of Oklahoma College of Law*. Retrieved from <https://www.jstor.org/stable/25684263>
 4. Bowman, M.J.S. (1996). Biodiversity and Savanna Ecosystem Processes: A Global Perspective. *Journal of Tropical Ecology*. Retrieved from <https://www.jstor.org/stable/2560255>
 5. Shiva, V. (2007). Bio prospecting as Sophisticated Bio piracy. *The University of Chicago Press*. Vol. 32, No. 2 (Winter 2007), pp. 307-313. Retrieved from <https://www.jstor.org/stable/10.1086/508502>
 6. Hanson, M.J. (1997). Special Supplement: Religious Voices in Biotechnology: The Case of Gene Patenting. *The Hastings Center*. Retrieved from <https://www.jstor.org/stable/3527723>
- Lotz, M. (2002). Colliding Worlds: Indigenous Rights, Traditional Knowledge, and Plant Intellectual Property. *Philosophy Documentation Center*. Retrieved from <https://www.jstor.org/stable/27801290>

आधुनिक कविता (छायावाद तक)

Max. Marks : 100
(CA: 40 + ESA: 60)

L T P C
5 0 0 5

अपेक्षित परिणाम –

- आधुनिक कविता के अध्ययन से भारतीय काव्यधारा की संपूर्ण विवेचना में सक्षम हो सकेंगी।
- छायावादी काव्य में स्थापित नवीन भावबोध एवं नई काव्यशैलियों से परिचित हो सकेंगी।
- हिन्दी काव्यधारा में युगीन परिस्थितियों यथा राजनीतिक, सामाजिक, आर्थिक, सांस्कृतिक कारणों के विश्लेषण क्षमता की वृद्धि हो सकेगी।
- राष्ट्रीय स्वाधीनता संग्राम में साहित्य की भूमिका को सूक्ष्म रूप से विवेचित करने के दृष्टिकोण को विकसित कर सकेंगी।
- भारतीय दर्शन और चिंतन की वर्तमान संदर्भों में प्रासंगिकता को समझ सकेंगी।
- अध्यापकीय एवं प्रशासकीय सेवा की तैयारियों के लिए ज्ञान अर्जित कर सकेंगी।

खण्ड-1 मैथिलीशरण गुप्त – साकेत, साहित्य सदन, चिरगाँव, 2008
(नवम सर्ग)

खण्ड-2 जयशंकर प्रसाद – कामायनी, हिन्द पॉकेट बुक्स, दिल्ली, 2004
(चिंता और श्रद्धा सर्ग)

खण्ड-3 (क) सूर्यकान्त त्रिपाठी 'निराला' – (राग-विराग – डॉ. राम विलास शर्मा, राजकमल प्रकाशन, 2000
(राम की शक्ति पूजा, सरोज स्मृति, वह तोड़ती पत्थर)
(ख) सुमित्रानंदन पंत – आज के लोकप्रिय हिन्दी कवि – सुमित्रानंदन पंत – सं. डॉ. हरिवंशराय बच्चन, राजपाल एण्ड सन्स, कश्मीरी गेट, दिल्ली, 2008
(तेरा कैसा गान, फूलों का हास, ताज, ग्राम युवती, स्त्री, भारतगीत)
(ग) महादेवी वर्मा – परिक्रमा, साहित्य भवन, इलाहाबाद, 1974
(धूप-सा तन, विरह का जलजात जीवन, रश्मियों की छाया में, दीप मेरे जल अकंपित, चुभते ही तेरा अरुण बाण)

सहायक पुस्तकें –

1. डॉ. नगेन्द्र, (1999), साकेत : एक अध्ययन, नई दिल्ली, नेशनल पब्लिशिंग हाउस
2. शर्मा, डॉ. रामविलास, (1977), महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण, नई दिल्ली, राजकमल प्रकाशन
3. श्रोत्रिय प्रभाकर, अतीत के हंस, मैथिलीशरण गुप्त, नई दिल्ली, राजकमल प्रकाशन
4. बाजपेयी, नन्द दुलारे, जयशंकर प्रसाद, (1997), रांची, भारतीय भण्डार
5. डॉ. नगेन्द्र (1987), कामायनी के अध्ययन की समस्याएँ, नई दिल्ली, नेशनल पब्लिशिंग हाउस
6. मुक्तिबोध, गजानन माधव, (1991), कामायनी : एक पुनर्विचार, नई दिल्ली, राजकमल प्रकाशन
7. बाली, डॉ. तारकनाथ, छायावाद और कामायनी, नई दिल्ली, सार्थक प्रकाशन
8. सहल, कन्हैयालाल, (1955), कामायनी दर्शन, विजयेन्द्र स्नातक, दिल्ली, आत्माराम एण्ड सन्स
9. शर्मा, राम विलास, (1969), निराला की साहित्य साधना, नई दिल्ली, राजकमल प्रकाशन
10. सिंह, बच्चन, (1961), क्रांतिकारी कवि निराला, वाराणसी, नन्द किशोर प्रकाशन
11. पाण्डेय, गंगा प्रसाद, (2018), महाप्राण निराला, नई दिल्ली, राजकमल प्रकाशन
12. शर्मा, रामविलास, (1991), निराला, नई दिल्ली, राधाकृष्ण प्रकाशन

13. सिंह, डॉ. राधिका, (1979), *महादेवी के काव्य में लालित्य योजना*, नई दिल्ली, नेशनल पब्लिशिंग हाउस
14. मदान, इन्द्रनाथ, (2009), *महादेवी*, नई दिल्ली, राधाकृष्ण प्रकाशन
15. सिंह, नामवर, (2006), *छायावाद*, दिल्ली, राजकमल प्रकाशन
16. पाण्डेय, गंगा प्रसाद, (2001), *छायावाद के आधार स्तम्भ*, जयपुर, राजस्थान प्रकाशन
17. डॉ. प्रेमशंकर, *हिन्दी स्वच्छंदतावादी काव्य*, भोपाल, मध्यप्रदेश ग्रन्थ अकादमी
18. डॉ. देवराज, (1975), *छायावाद उत्थान और पतन*, लखनऊ, कल्पकार प्रकाशन
19. सिंह, दूधनाथ, (1993), *निराला – आत्महन्ता आस्था*, इलाहाबाद, लोकभारती प्रकाशन
20. नवल, चंदकिशोर, (2000), *चार लम्बी कविताओं का रचना विधान*, नई दिल्ली, राधाकृष्ण प्रकाशन

ॠॢ •&M, X&E&M ॠ&♦□ ॢ

<https://epgp.inflibnet.ac.in/>,

vle.du.ac.in,

<http://egyankosh.ac.in/>

Behavioural Economics

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcome:

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

- Understand main areas of Behavioural Economics.
- Analyse difference between nature of Humans in real life and Econs mentioned in Neoclassical Economics.
- Discuss the concept of Judgments
- Analyse Cognitive Biases in Judgement

Behavioural economics predominantly deals with human behaviour's deviations from the model of the homo economics or rational man. These deviations from rational calculation are introduced as non-standard or reflections of biases which leads towards non-standard preferences, non-standard beliefs, non standard decision making. Students are exposed to concepts of Behavioural Economics to explain human behavior through the lens of social preferences, heuristics and norms, from which new economic models are constructed. Central concepts particularly refer to humans and their decisions. Thereby; humans are described as behaving in accordance with bounded rationality. Students are encouraged to understand different research areas of Behavioural economics described by analysis of heuristics, discounting and time preferences and Emotions. The aim of behavioural economic study is to gain more knowledge about human decision making behaviour and also to better inform and politically shape social phenomena such as investment in private pensions, health care, decisions on finance and education, mostly in accordance with the normative ideal of rational choice. This means that behavior which is considered not to be economically rational should be incrementally reduced. Nudges are seen as appropriate instruments to lead humans to decide as if there was no bounded rationality e.g. due to lack of self-control. It is assumed that humans themselves prefer these devices and these decisions in comparison to those driven by bounded rationality.

Recommended Books:

1. Airley D.(2010). Predictably Irrational: The Hidden Forces That Shape Our Decisions, *Harper Collins Publishers*.
2. Kahneman, D., & Egan, P. (2011). *Thinking, fast and slow* (Vol. 1). New York: Farrar, Straus and Giroux.
3. Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Penguin.
4. Thaler, R. (2015). *Misbehaving: The Making of Behavioural Economics* London. *Allen Lane*.
5. World Development Report (2015). *Mind, Society and Behaviour*, *International Bank for Reconstruction and Development / The World Bank*.

E- Learning Material:

1. <http://www.behavioraleconomics.com/BEGuide2015.pdf>
2. <http://www.behavioraleconomics.com/BEGuide2016.pdf>
3. <http://www.behavioraleconomics.com/BEGuide2017.pdf>

4. <https://behavioralpolicy.org/>
5. <http://www.worldbank.org/en/programs/embed>

विशिष्ट रचनाकार : प्रेमचन्द

Max. Marks : 100
(CA: 40 + ESA: 60)

L T P C
5 0 0 5

अपेक्षित परिणाम

- कथाकार प्रेमचन्द के निबन्धकार व पत्रकार रूप से परिचित हो सकेंगी ।
- सृजनात्मक लेखन व पत्रकारिता में रुचि रखने वाली छात्राएँ पाठ्यक्रम से लाभान्वित हो सकेंगी ।
- कोई भी साहित्यकार कालजयी किन् अर्थों में बनता है, प्रेमचन्द साहित्य के अध्ययन से इसे समझ सकेंगी ।
- प्रेमचन्द ने सत्ता व सामंतों की मिली भगत को पहचाना तथा जनता की तकलीफों को भी वाणी दी, इस अर्थ में भी वे साहित्यकार के दायित्व को समझ सकेंगी ।

खण्ड-1

1. प्रेमचन्द की प्रतिनिधि कहानियाँ – संपादक भीष्म साहनी – व्याख्या एवं आलोचना निर्धारित कहानियाँ (बड़े घर की बेटी, नमक का दरोगा, बूढ़ी काकी, शतरंज के खिलाड़ी, सवा सेर गेहूँ, पूस की रात, ईदगाह, नशा, बड़े भाई साहब, कफन)

खण्ड-2

1. सेवा सदन – प्रेमचन्द, नेशनल बुक ट्रस्ट, इंडिया, 2005, (व्याख्या एवं आलोचनात्मक अध्ययन)
2. रंगभूमि – प्रेमचन्द, नेशनल बुक ट्रस्ट, इंडिया, 2005, (व्याख्या एवं आलोचनात्मक अध्ययन)

खण्ड-3

1. निबन्ध – हिन्दू सभ्यता और लोकहित, भारतेन्दु बाबू हरिश्चंद्र, कालिदास की कविता, पुराना जमाना : नया जमाना, स्वराज से किसका अहित होगा, मनुष्यता का अकाल। (प्रेमचंद के विचार, भाग-3, संस्थान प्रकाशन, नई दिल्ली, 2003, (व्याख्या एवं आलोचनात्मक अध्ययन)
2. पत्रकारिता – देश की वर्तमान स्थिति, नये-नये सूबों की सनक, भारत में अंग्रेजी बैंकों के अन्धा-धुन्ध नफे, सुदिन अथवा कुदिन, आने वाला विधान और मिनिस्टर, मेरठ के मुकदमे का फैसला, भारत 1983 में, कांग्रेस और सोशलिज्म, पण्डित नेहरू की आर्थिक व्यवस्था, हिन्दू सोशल लीग का फतवा, स्वराज्य के फायदे, देशी चीजों का प्रचार कैसे बढ़ सकता है। (प्रेमचंद के विचार, भाग-1, संस्थान प्रकाशन, नई दिल्ली, 2003, (व्याख्या एवं आलोचनात्मक अध्ययन)

सहायक पुस्तकें –

1. अमृतराय, (1992) कलम का सिपाही इलाहाबाद, हंस प्रकाशन।
2. शर्मा, रामविलास, (1981), प्रेमचन्द और उनका युग, नई दिल्ली, राजकमल प्रकाशन।
3. गुप्त, रामदीन, (1961), प्रेमचन्द और गाँधीवाद, दिल्ली, हिन्दी साहित्य संसार।
4. देवी, शिवरानी, (2005), प्रेमचन्द घर में, पश्चिम बंगाल, रोशनाई प्रकाशन।
5. शंभूनाथ, (1988), प्रेमचन्द, पुनर्मूल्यांकन, नई दिल्ली, नेशनल पब्लिशिंग हाउस।
6. जैदी, डॉ. शैलेश, (1978), प्रेमचन्द की नवमूल्यांकन उपन्यास यात्रा, अलीगढ़ यूनीवर्सिटी पब्लिशिंग हाउस।
7. सिंह, कुंवरपाल, (1990), प्रेमचन्द और जनवादी साहित्य की परम्परा, दिल्ली, भाषा प्रकाशन।
8. मदान, इन्द्रनाथ, (1989), प्रेमचन्द प्रतिभा, नई दिल्ली, राधाकृष्ण प्रकाशन।
9. सं., अमृतराय, (1962), विविध प्रसंग भाग-1, 2, 3 इलाहाबाद, हंस प्रकाशन
10. डॉ. सत्येन्द्र, (1980), प्रेमचन्द और उनकी कहानी कला, आगरा, भारत रत्न भण्डार।



<http://egvankosh.ac.in/>

Social Psychology

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
6	0	0	6

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

- Explain the major theories, concepts, empirical findings, methods and techniques used in social psychology.
- Evaluate major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior.
- Explain group dynamics and attitude formation in term of human behavior.
- Discuss how individual differences influence beliefs, values, and interactions with others.

Unit 1: Introduction

Nature, Goals and Scope of Social Psychology; Social Psychology and its relation with other sciences, Methods of Study in Social Psychology– Experimental Methods, Non-Experimental methods, Correlation approach & Cross-Cultural research.

Unit 2: Social Perception and Cognition

Perceiving Ourselves: Self-Concept, Self-Esteem, Self-Presentation, and Self-expression.

Perceiving others – Forming Impressions, Verbal and Non-verbal cues, Central traits, Models of information integration, Primacy & Recency effects, Prejudices-nature and Components, Acquisition and Reduction of Prejudices. Stereotypes, Attribution of Causality – Theories and Biases.

Unit 3 Leadership and Communication

Leadership- Definition, Types and Functions. Trait, Situational and Inter-actional approaches to Leadership, Leadership Effectiveness. Interpersonal Attraction and its determinants. Theories of Interpersonal attraction (Heider's Balance Theory, Social Exchange Theory and Cognitive Dissonance Theory).

Unit 4: Group and Attitudes

Group structure and Functions, Task performance and Social facilitation and Loafing, De-Individuation and Conformity, Obedience and Social Modelling. Norms and Decision-making.

Nature and Functions of Attitude, Measurement of Attitudes, Attitude and behaviour, Theories of reasoned and planned behaviour, Formation and Change of attitude (Balance and Cognitive Dissonance theories).

Unit 5: Pro-Social Behaviour and Aggression

Pro-social behaviour- Theoretical explanation, Co-operation and Helping behaviour, Personal, Situational and Socio-cultural determinants, Bystander effects. Aggression- Theoretical Perspective, Trait, Situational and Social Learning approaches, Personal and social Determinants of Aggression, Control and Prevention of Aggression.

Recommended Books:

1. Alcock, J. E., Carment, D.W., Sadava, S. W., Collins, J. E. & Green, J. M. (1997). *A textbook of social psychology*. Scarborough, Ontario: Prentice Hall/Allyn & Bacon.
2. Baron, R. A. & Byrne, D. (1998). *Social Psychology*. New Delhi: Prentice Hall.
3. Feldman, R. S. (1985). *Social Psychology: Theories, research and application*. New York: McGraw Hill.
4. Hogg, M. A. & Vaughan, G. M. (2002). *Social Psychology* (3rd ed). New York. Prentice Hall.

5. Lindgren (1974). *Introduction to Social Psychology*. Willey, New Delhi.
6. Mishra, G. (1990). *Applied Social Psychology in India*. Sage, New Delhi.
7. Myers D. G. (2006). *Social Psychology*. Tata Mcgraw-Hill, New Delhi.
8. Paliwal, S. (2002). *Social Psychology*. RBSA publishers, Jaipur.
9. Semin, G. R. & Fiedler, K. (1996). *Applied Social Psychology*. London: Sage.

Suggested e-learning material:

1. **Social Psychology**
<https://fpsiuht2012.files.wordpress.com/2013/10/social-psychology-baron.pdf>
2. **Social Psychology**
<https://epdf.tips/download/social-psychology-10th-edition.html>
3. **Psychology as a Social Science**
<https://open.umn.edu/opentextbooks/textbooks/psychology-as-a-social-science>
4. **Journal of Applied Social Psychology**
<https://onlinelibrary.wiley.com/loi/15591816>

Discourse Analysis

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcomes:

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

- analyse discourse on different linguistic levels.
- understand phenomenon of grammatical, rhetorical textualities.

Course Content:

India is known for and by its two eternal treasures; *Sanskrit* and *Sanskriti*. The *Sanskriti* or culture of India is known by the rich and profound stream of intellect and thoughts which have eternally been flowing in India. Those streams of thoughts, ideas or intellect are; Philosophy, Literature and Literary Theory, Art and Aesthetics, Social Sciences, Science and Technology. The course intends to encourage scholars to explore the schools of *Rasa*, *Alamkara*, *Riti*, *Guna/Dosa*, *Vakrokti*, *Auchitya* and *Dhvani* of Sanskrit Poetics which may allow the scholars to apply their philosophical ideas for the analysis of a literary text.

Recommended Readings:

1. Kushwaha, M.S. (1988). *Indian Poetics and Western Thought*. Lucknow: Argo Publications.
2. De, S.K. (1999). *Sanskrit Poetics as a Study of Aesthetics*. New Delhi: Eastern Publications.
3. Tiwari, R.S. (1978). *A Critical Approach to Classical Indian Poetics*. New Delhi: Eastern Publications.
4. Kane, P.V.(1994). *History of Sanskrit Poetics*. New Delhi: MLBD.

Suggested E-learning Material:

- **Stylistic Analysis of Literary Texts: Prose, Poetry, and Drama**
<http://epgp.inflibnet.ac.in/>
- **Concepts of *Rasa Alamkar*, *Vakrokti*, *Riti*, *Guna*, *Dhvani*, and *Auchitya***
<https://swayam.gov.in/>

Prose and Short Stories

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes: On successful completion of the course, students will be able to:

- exhibit a fair knowledge of the development of English essay/short story as literary genre(s);
- develop critical thinking by analysing texts;
- exhibit word power with use of idiomatic expressions and wide vocabulary;
- communicate effectively in all forms of social interaction;
- inculcate effective citizenship with a deep grounded sense of ethics and moral dimensions.

Course Content:

Unit I

1. **Bacon** : Of Studies, Of Travel
2. **Addison** : Meditations in Westminster Abbey, Sir Roger at Home

Unit II

3. **Oliver Goldsmith** : Beau Tibbs
4. **Charles Lamb** : Old China
5. **G. K. Chesterton** : On the Pleasures of Being No Longer Young

Unit III

6. **Aldous Huxley** : Selected Snobberies
7. **J.B. Priestley** : On Getting off to Sleep

Short Stories

Unit IV

1. **K. A. Abbas** : Sparrows
2. **Maxim Gorky** : The Mother of a Traitor
3. **W.S. Maugham** : The Verger

Unit V Background Topics

Montaigne's concept of essay, Essays in eighteenth century, Essays and the development of knowledge, Development of short stories

Note : The background topics are to be discussed in relation to the essayist(s) and the context

Recommended Readings:

- Arthur, E. Walzer (2003). *George Campbell: Rhetoric in the Age of Enlightenment*. State University of New
- Abrams, M. H. & Geoffrey, Galt Harpham, (2012). *A Glossary of Literary Terms*, 10th ed. Wadsworth
- Carl, H. Klaus, (1968). *Style in English Prose*,
- Carolyne Lee *Word Bytes: (2009. Writing in the Information Society*.
- Akmajian, et al, (2001). *Linguistics: An Introduction to Language and Communication*. MIT Press.

Suggested e-resources:

- Historical Development of Prose
https://www.jstor.org/stable/2919117?seq=1#metadata_info_tab_contents
- Philosophy of Short Stories
<https://archive.org/stream/philosophys/>

- Themes of Short Stories
<https://www.jstor.org/>

Group Behaviour

Max. Marks: 100
(CA: 40 + ESA: 60)

L T P C
4 0 0 4

Course Objectives:

1. To familiarize the students with the fundamentals of group and group dynamics.
2. To develop the understanding of students on how people as a group can be managed in teams for organizational effectiveness.
3. To help students to develop the competencies they will need to become successful employees, managers, and leaders.
4. To expose students to various group management activities for better understanding of team dynamics.

Note: The paper will contain ten questions having at least two questions from each unit. Candidates are required to attempt five questions in all taking at least one question from each unit.

Course Content:

Unit I Groups- Classification of groups, reasons for group formation, stages of group development, punctuated equilibrium model, group norms, status, cohesiveness and size, external conditions imposed on groups.

Unit II Teams- Meaning, difference between team and group, types of teams, creating effective teams, turning individuals into team players.

Unit III Organizational culture- Meaning, functions and dysfunctions of culture, creating and sustaining culture. Change process, individuals' response to change, overcoming resistance to change.

Unit IV Conflict- Concept, transition in conflict thought, process, functional and dysfunctional conflict, reasons for conflict, conflict management.

Unit V Stress- Meaning, sources, consequences, managing stress.

Power and authority- bases of power, difference between power and authority.

Learning Outcomes:

Upon completion of the course the student will be able to:

- Understand group dynamics and basics of teamwork.
- Understand organizational culture and change management within the organizations.
- Understand stress and reasons behind stress within organization.

Suggested Readings:

1. Robbins, S.P. & Sanghi, S. (2009). *Organizational Behavior*. (13 ed.), Delhi, Pearson Education.
2. Luthans, F. (2011). *Organizational Behavior*. (11 ed.), Delhi, Irwin: McGraw Hill Publication
3. Pareek, U. & Khanna, S. (2012). *Understanding Organizational Behavior*. (3 ed.), Delhi, Oxford University Press.
4. Prasad, L.M.(2011). *Organizational Behavior*. (5ed.). New Delhi: Sultan Chand and sons.

Suggested E-Learning Material:

1. MSG. (2014). Organization Culture-Introduction. Retrieved from Management Study Guide: <https://www.managementstudyguide.com/organization-culture-articles.htm>

2. Mean That. (2015). *Defining and Classifying Groups*. Retrieved from:
https://www.youtube.com/watch?v=6IXqnie_y0w

3. Vidya Mitra (2016). *Concept of Power and Authority* . Retrieved from :
<https://www.youtube.com/watch?v=h0sq7XgDDBI>

UNICOM (2016, Nov). *Conflict Management*. Retrieved from <https://www.youtube.com/watch?v=xEHQcxaLr2s>