

**Program Project Report (PPR)**  
**of**  
**Bachelor of Art Hons (Political Science)**



Accredited with NAAC **A** Grade

12-B Status from UGC

**Centre for Distance and Online  
Education**

**TEERTHANKER MAHAVEER UNIVERSITY**  
**N.H.-9, Delhi Road, Moradabad, Uttar Pradesh**

**244001**

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**PROGRAMME PROJECT REPORT (PPR) – Distance Mode****1. Introduction:**

In today's dynamic competitive environment, being only acquainted with concepts is not enough. It is essential to acquire and constantly upgrade knowledge about various dimensions of art and humanities subjects and administration. The **Teerthanker Mahaveer University, Moradabad** Distance Mode Programme imparts knowledge and skill sets to students to achieve this and face real world challenges. It teaches application of innovative practices to current competitive situations. It incorporates analysis of contemporary issues besides providing a strong theoretical foundation. It provides a collaborative learning environment with dedicated faculty to ensure BA students achieve their full potential.

B.A. Hons (Political Science) Programme teaches one to work smartly, take the lead in critical situations, and influence quick decisions more effectively. It teaches one to not only work efficiently, but also shape the present environment and create opportunities for further growth.

The **Teerthanker Mahaveer University, Moradabad** aims to provide the students with a wide range of skills and competence in the area of knowledge. Bachelor of Arts Hons (Political Science) is an undergraduate degree course usually of three years duration. It is one of the highly demanded and esteem degree course carry out at the graduate level. Students those who are enrolling with Bachelor of Arts use to learn the basic knowledge about the art of theoretical knowledge on certain subject. This course of B.A. Hons (Political Science) includes respective modules of theory & practical in relative field of Arts. This course is considered as a foundation course for students who wants make their career in the field of Teachers and Administration This programme maintains a balance between theory and practice, and coherence and integration among its various components , representing a wide knowledge in relative field of Arts. Learning of arts develops the power of to think critically, to express themselves clearly, and to analyze new information. These qualities lead to a high degree of professional flexibility and adaptability. It prepares the candidates for increasingly inter and multi-disciplinary careers in the field of Arts. The curriculum is designed so as to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of political environment.

We lay emphasis on the following courses balanced with core and elective courses: The curriculum of B.A. Hons (Political Science) program emphasizes an intensive, flexible education with 160 credits. The programme structure and credits for B.A. Hons (Political Science) are finalized based on the stakeholders' needs and general structure of the programme.

The Bachelor of Art Hons (Political Science) Programme aims at developing focused with a strong understanding of their subjects area of specialization, even as the core subjects equip the students with fundamental knowledge, theories and concepts along with less tangible, but equally important soft skills.

### **1.1 Programme Mission and Objective:**

The BA Hons (Political Science) program aims to provide a comprehensive education in the arts and humanities, fostering critical thinking, cultural appreciation, and effective communication skills. It seeks to cultivate intellectual curiosity, personal growth, and a commitment to lifelong learning. The program aims to equip students with broad-based knowledge, interdisciplinary perspectives, and research proficiency. It emphasizes critical thinking, effective communication, cultural competence, and ethical awareness. Ultimately, the B.A. Hons (Political Science) program prepares students for diverse career paths and further study by providing them with transferable skills, specialized knowledge, and the ability to navigate complex issues in today's society.

### **2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:**

In order to align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Distance Mode B.A. Hons (Political Science) Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this program offers the students great career opportunities in the teaching and Administration sector.

#### **2.1 Vision:**

To be recognized as a premier institution of excellence providing high quality of education, research and consultancy services to the society.

#### **2.2 Mission:**

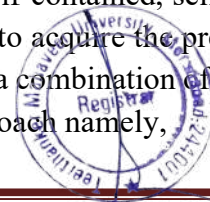
Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in arts and humanities stream with premier institutions in India and abroad.

### **3. Nature of Prospective Target Group of Learners:**

The programme is specially designed to cater the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

### **4. Appropriateness of programme to be conducted in Distance Mode to acquire specific skills and competence:**

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,



(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner’s engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by Distance and Distance and other platforms without much loss of fidelity. Hence the B.A. Hons (Political Science) is suited for Distance and Distance mode of learning.

## 5. Instructional Design:

### 5.1 Curriculum Design:

Curriculum has been designed by experts in the area of accounting and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

### 5.2 Programme structure and detailed syllabus:

#### Study & Evaluation Scheme

#### Programme: BA

#### Semester I

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	AECC-1	OTGE101	English Communication-I	5	0	2	6	30	70	100
2	AECC-2	OBAC102	General Hindi	4	0	0	4	30	70	100
3	CC-1	OBAP103	Political Theory	6	0	0	6	30	70	100
4	CC-2	OBAP104	Constitutional Development in India	6	0	0	6	30	70	100
5	CC-3	OBAP105	Political Process in India	6	0	0	6	30	70	100
<b>Total</b>				<b>27</b>	<b>0</b>	<b>2</b>	<b>28</b>	<b>150</b>	<b>350</b>	<b>500</b>



**Semester II**

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	AECC-3	OTGE201	English Communication-II	3	0	2	4	30	70	100
2	AECC-4	OBAC202	Environmental Studies	4	0	0	4	30	70	100
3	CC-4	OBAP203	Western Political Thought-I (Plato To Jean Bodin)	6	0	0	6	30	70	100
4	CC-5	OBAP204	Constitutional Government and Democracy	6	0	0	6	30	70	100
5	CC-6	OBAP205	International Relation	6	0	0	6	30	70	100
<b>Total</b>				<b>25</b>	<b>0</b>	<b>2</b>	<b>26</b>	<b>150</b>	<b>350</b>	<b>500</b>

**Semester III**

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	AECC-5	OTGE301	English Communication-III	3	0	2	4	30	70	100
2	AECC-6	OBAC302	Physical, Health & Yoga Education	4	0	0	4	30	70	100
3	CC-7	OBAP303	Western Political Thought-II (Hobbs To Marx)	6	0	0	6	30	70	100
4	CC-8	OBAP304	Indian Political Thought-I	6	0	0	6	30	70	100
5	CC-9	OBAP305	Indian Government and Politics	6	0	0	6	30	70	100
<b>Total</b>				<b>25</b>	<b>0</b>	<b>2</b>	<b>26</b>	<b>150</b>	<b>350</b>	<b>500</b>



**Semester IV**

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	AECC-7	OTGE401	English Communication-IV	3	0	2	4	30	70	100
2	AECC-8	OBAC402	Computer Fundamentals, Internet & MS-Office	4	0	0	4	30	70	100
3	CC-10	OBAP403	Comparative Government and Politics	6	0	0	6	30	70	100
4	CC-11	OBAP404	Indian Political Thought-II	6	0	0	6	30	70	100
5	CC-12	OBAP405	Public Administration	6	0	0	6	30	70	100
<b>Total</b>				<b>25</b>	<b>0</b>	<b>2</b>	<b>26</b>	<b>150</b>	<b>350</b>	<b>500</b>

**Semester V**

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	AECC-9	OBAC501	Human Values and Ethics	4	0	0	4	30	70	100
2	CC-13	OBAP502	Worlds Major Constitution	6	0	0	6	30	70	100
3	CC-14	OBAP503	Indian foreign Policy	6	0	0	6	30	70	100
4	CC-15	OBAP504	Human Rights	6	0	0	6	30	70	100
5	CC-16	OBAP505	State Politics in India	6	0	0	6	30	70	100
<b>Total</b>				<b>28</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>150</b>	<b>350</b>	<b>500</b>



## Semester VI

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	AECC-10	OBAC601	Information and Communication Technology	4	0	0	4	30	70	100
2	AECC-11	OBAC602	Life Skill	4	0	0	4	30	70	100
3	CC-17	OBAP603	International Politics	6	0	0	6	30	70	100
4	CC-18	OBAP604	Local Government in India	6	0	0	6	30	70	100
5	CC-19	OBAP605	Dissertation	6	0	0	6	30	70	100
<b>Total</b>				<b>26</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>150</b>	<b>350</b>	<b>500</b>

Note- A student who successfully qualifies four MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.

**Note:-**

**C-Credits**

1C = 1 Hour of Lecture /Tutorial

*1C = 2 Hour of Practical*





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## Core Course (CC)



<b>Course Code:</b> OBAP103	<b>Core Course -I</b> <b>B.A. Hons.- Semester-I</b>  <b>POLITICAL THEORY</b>		<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>		
<b>CO1.</b>	Understanding the concepts, frame work and theories of Political Science.		
<b>CO2.</b>	Explaining the concept of sovereignty, various rights and civic laws		
<b>CO3.</b>	Analyzing the theories of state, origin of state, organs of government and sovereignty		
<b>Course Content:</b>			
<b>Unit-1:</b>	Definition, nature and scope and Political Science with reference to traditional, behavioural and post behavioural development.	<b>10 Hours</b>	
<b>Unit-2:</b>	Theories of the origin of the state (Social contract, Historical, Evolutionary and Marxist)	<b>12 Hours</b>	
<b>Unit-3:</b>	Sovereignty: Evolution of the concept; Essential attributes; Austinian theory; Pluralist criticism,	<b>12 Hours</b>	
<b>Unit-4:</b>	Citizenship, Liberty, Equality, Law and Punishment	<b>10 Hours</b>	
<b>Unit-5:</b>	Democracy: Liberal; Pluralist; Elitist and Marxist views of Democracy,	<b>12 Hours</b>	
<b>Text Books:</b>	1. David Held, <i>Political Theory and Modern State</i> , London, Polity, 1994. 2. J.M. Barbalet, <i>Citizenship</i> , Mitton Keynes, Open University Press, 1988. 3. Sygmunt Baumann, <i>Freedom</i> , Mitton Keynes, Open University Press, 1988.		
<b>Reference Books:</b>	4. Jeremy Waldron, (Ed.) <i>Theories of Rights</i> , New Delhi, OUP, 1984. 5. Graeme Duncan, (Ed.) <i>Democratic Theory and Practice</i> , Cambridge, OUP, 1983. 6. David Held, (Ed.), <i>Political Theory Today</i> , London, Policy, 1991. 7. Stephan L. Wasly, <i>Political Science: The Discipline and its Dimensions</i> , Calcutta, 1970. 8. V.L. Lenin, <i>State and Revolution: (Selected Works)</i> , Moscow, Progress Publisher, 1971. 9. Sir E Barber, <i>Principles of Social and Political Theoy</i> , Calcutta, Oxford University Press, 10. F. Thakurdas, <i>Essays on Political Theory</i> , New Delhi, Gitanjali, 1982. 11. S.P. Verma, <i>Modern Political Theory</i> , New Delhi, Vikas, 1983.		



<b>Course Code:</b> OBAP104	<b>Core Course -II</b> <b>B.A.Hons.- Semester-I</b> <b>Constitutional Development in India</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be:</b>	
<b>CO1.</b>	Understanding the conditions of early political awakening in Indian National Movement and its impact on the constitution of India	
<b>CO2.</b>	Evaluate the impact of various forces on Indian Constituent Assembly like religion, language, caste, tribe, regionalism etc.	
<b>CO3.</b>	Analyzing the important Role of Constituent Assembly in constitution making.	
<b>Course Content:</b>		
<b>Unit-1:</b>	The Government of India Act. 1858 Indian Council Act.1861 Indian Council Act.1892	<b>10Hours</b>
<b>Unit-2:</b>	Indian Council Act.1909 (Morley-Minto Reforms) Montague Chelmsford Report and Government of India Act. 1919	<b>10Hours</b>
<b>Unit-3:</b>	Nehru Report, Simon Commission, Round Table Conferences, Government of India Act. 1935	<b>10 Hours</b>
<b>Unit-4:</b>	August Offer of 1940,Crips Mission, Cabinet Mission, Mountbatten Plan, The Indian Independence Act 1947	<b>10Hours</b>
<b>Unit-5:</b>	The birth and growth of Nationalism in India The Moderates and the Extremists leader in India	<b>10 Hours</b>
<b>Text Books:</b>	R.C. Agarwal: Indian Government and Politics (India Political	
<b>Reference Books</b>	1. Ambika Prasad Verma, Indian Constitution, Mangalam Publishers, New Delhi, 2015. 2. 3. Gopal Chowdhary, Constitution Law of India, Veekumar Publication Pvt. Ltd, 2013. 4. B. S . Raman, Constitution of India, United Pubulishers, New Delhi, 2011.	



<b>Course Code:</b> OBAP105	<b>Core Course – III</b> <b>B.A.Hons.-Semester I</b> <b>Political Process in India</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the role of Indian Political party and its impact on the Indian political system	
<b>CO2.</b>	Evaluate the impact of religion, regionalism and politics, caste and politics etc.	
<b>CO3.</b>	Analyzing the important Role of political party in Indian political System.	
<b>Unit-1:</b>	Political Parties and the Party System Trends in the Party System; From the Congress System to Multi-Party	<b>8 Hours</b>
<b>Unit-2:</b>	Determinants of Voting Behaviour Caste, Class, Gender and Religion, Religion and Politics Coalitions	<b>8 Hours</b>
<b>Unit-3:</b>	Regional Aspirations The Politics of Secession and Accommodation. Debates on Secularism; Minority and Majority Communalism	<b>8 Hours</b>
<b>Unit-4:</b>	Caste and Politics, Caste in Politics and the Politicization of Caste, Affirmative Action Policies Women, Caste and Class	<b>8 Hours</b>
<b>Unit-5:</b>	The Changing Nature of the Indian State Developmental, Welfare and Coercive Dimensions	<b>8 Hours</b>
<b>Text Books:</b>	Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115. II	
<b>ReferenceBooks:</b>	Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions Essential Readings: R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55. <b>* Latest editions of all the suggested books are recommended.</b>	



<b>Course Code:</b> OBAP203	<b>Core Course-IV</b> <b>B.A. Hons. Semester-II</b> <b>Western Political Thought-I</b> <b>(Plato To Jean Bodin)</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the sources and development of the Western Political thoughts from ancient World.	
<b>CO2.</b>	Explaining the features of Religious Nationalism, Democratic Egalitarianism	
<b>CO3.</b>	Analyzing the western political thoughts of different political thinkers.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Plato:</b> the Idea of Philosopher King , Justice ,Education ,Critique of Democracy,	10 Hours
<b>Unit-2:</b>	<b>Aristotle:</b> State and Good Life, Citizenship and The Rule of Law, Classification of governments,	10Hours
<b>Unit-3:</b>	<b>Thomas Aquinas:</b> Law and state, Church and state	10 Hours
<b>Unit-4:</b>	<b>Machiavelli:</b> Politics and Morality, Republicanism , Morality and Statecraft, Virtu	10 Hours
<b>Unit-5:</b>	<b>Jean Bodin, :</b> Religious Toleration, Sovereignty, Family and state	10 Hours
<b>Text Books:</b>	<ol style="list-style-type: none"> <li>1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000</li> <li>2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000</li> <li>3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999.</li> </ol>	
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>4. Sir, E. Baker, Greek Political Theory: Plato and his predecessors, New Delhi, B.L. Publications, 1964.</li> <li>5. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991.</li> <li>6. iq[kjkt tSu&amp;Hkkjrh; jktuhfrd fopkjd] lkfgR; Hkou ifCyds'ku] vkxjk</li> <li>7. e/kqdj ' ;ke prqosZnh&amp;Hkkjrh; jktuhfrd fopkjd] dkWyst cq d gkml t;iqj oh0ih0 oekZ&amp;vk/kqfud Hkkjrh; jktuhfrd fopkjd y{ehukjk;.k ifCyds'kUI] vkxjk</li> </ol>	



<b>Course Code:</b> OBAP204	<b>Core Course -V</b> <b>BA Hons- Semester-II</b> <b>Constitutional Government and Democracy</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the basic concepts and terminologies of Constitutional Government.	
<b>CO2.</b>	Evaluating the features of Constitutional Government and the Rights, Duties and Directive Principles of the State Policy.	
<b>CO3.</b>	Analyzing the Constitutional Government and Democracy.	
<b>Course Content:</b>		
<b>Unit-1:</b>	The Constituent Assembly and the Constitution- Preamble , Sources, Features,	<b>8 Hours</b>
<b>Unit-2:</b>	Fundamental Rights, Fundamental Duties, Directive Principles of the State Policy	<b>8 Hours</b>
<b>Unit-3:</b>	Organs of the Government- Legislature, Executive and Judiciary.	<b>8 Hours</b>
<b>Unit-4:</b>	Federalism , Division of Powers, Emergency Powers,	<b>8 Hours</b>
<b>Unit-5:</b>	Decentralization and Local Self Government- Panchayati Raj and Municipalities.	<b>8 Hours</b>
<b>Text Books:</b>	Fadia ,B.L., (2019), Indian Government and Politics, Agra, Sahitya Bhawan Johari, J.C.,( 2012),Indian Government and Politics (Vol. I& II), New Delhi, Vishal Publications Chandra, Bipan , (2017), In the Name of Democracy, New Delhi,Penguin BooksPublicatio	
<b>Reference Books:</b>	Brass,P,( 2009), Politics of India since Independence, Hyderabad,Orient Longman Datta,P , (2003), India's Democracy: New Challenges, New Delhi, Kanishka Publishers and Distributors. Pylee,M.V.(1998), An Introduction to the Constitution of India,New Delhi, Vikas	
	<b>* Latest editions of all the suggested books are recommended.</b>	



<b>Course Code:</b> OBAP205	<b>Core Course -VI</b> <b>BA.Hons- Semester-II</b> <b>International Relation</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the scope and subject matter of International Relations as an autonomous academic discipline and different approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model.	
<b>CO2.</b>	Evaluating the role and relevance of UN and its organization, Peace keeping Function and Human Rights in promoting the political stability and social welfare	
<b>CO3.</b>	Analyzing certain basic concepts like Globalisation in contemporary world order, the conditions of Cold War phases and the post Cold War era	
<b>Course Content:</b>		
<b>Unit-1:</b>	Understanding International Relations Evolution of the International System Historical Perspectives	<b>8 Hours</b>
<b>Unit-2:</b>	World War I: Causes and Consequences Significance of the Bolshevik Revolution ,Rise of Fascism and Nazism	<b>8 Hours</b>
<b>Unit-3:</b>	World War II: Causes and Consequences Theoretical Perspectives	<b>8 Hours</b>
<b>Unit-4:</b>	Cold War: Different Phases. End of the Cold War Anti Colonial Movements and Decolonisation	<b>8 Hours</b>
<b>Unit-5:</b>	Détente - Features of Post-Cold War The Third World; features problems and relevance	<b>8 Hours</b>
<b>Text Books:</b>	Mahendra Kumar: International Politics. M.S. Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.	
<b>Reference Books:</b>	M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave, N. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approches, 3rd Edition, Oxford: Oxford University Press Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.	
	<b>* Latest editions of all the suggested books are recommended</b>	



<u>Course Code:</u> OBAP303	<b>Core Course-VII B.A. Hons. Semester-III Western Political Thought-II (Thomas Hobbes To Marx)</b>	<b>L-6 T-0 P-0 C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the sources and development of the Western Political thoughts from ancient World.	
<b>CO2.</b>	Explaining the features of Religious Nationalism, Democratic Egalitarianism	
<b>CO3.</b>	Analyzing the western political thoughts of different political thinkers.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Thomas Hobbes</b> : Natural Laws, Social Contract , State	10 Hours
<b>Unit-2:</b>	<b>John Locke</b> : Ideas on Natural rights with reference to property, Social Contract, limited State, Theory of Consent	10Hours
<b>Unit-3:</b>	<b>Jean Jacques Rousseau</b> :State of Nature, Social Contract, General Will	10 Hours
<b>Unit-4:</b>	<b>Thomas Hill Green</b> :Theory of State, Resistance to State & War	10 Hours
<b>Unit-5:</b>	<b>Karl Marx</b> : Historical Materialism , Class and Class Struggle, Capitalism and Exploitation,	10 Hours
<b><u>Text Books:</u></b>	<ol style="list-style-type: none"> <li>1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000</li> <li>2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000</li> <li>3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999.</li> </ol>	
<b><u>Reference Books:</u></b>	<ol style="list-style-type: none"> <li>4. Sir, E. Baker, Greek Political Theory: Plato and his predecessors, New Delhi, B.L. Publications, 1964.</li> <li>5. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991.</li> <li>6. iq[kjkt tSu&amp;Hkkjrh; jktuhfrd fopkjd] lkfgR; Hkou ifCyds'ku] vkxjk</li> <li>7. e/kqdj ';ke prqosZnh&amp;Hkkjrh; jktuhfrd fopkjd] dkWyst cq d gkml t;iqj oh0ih0 oekZ&amp;vk/kqfud Hkkjrh; jktuhfrd fopkjd y{ehukjk;.k ifCyds'kUI] vkxjk</li> </ol>	





<b>Course Code:</b> OBAP304	<b>Core Course-VIII</b> <b>B.A. Hons. Semester-III</b> <b>Indian Political Thought-I</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the sources and development of the Indian Political thoughts from ancient World.	
<b>CO2.</b>	Explaining the features of Religious Nationalism, Democratic Egalitarianism	
<b>CO3.</b>	Analyzing the Indian political thoughts of different political thinkers.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Manu, Kautilya	10 Hours
<b>Unit-2:</b>	Shukracharya, Main Tenets of Buddhist and Jain Traditions,	10Hours
<b>Unit-3:</b>	Raja Ram Mohan Ray, Dada bhai Naoroji	10 Hours
<b>Unit-4:</b>	Mahadev Govind Ranade, Pandita Rama bai,	10 Hours
<b>Unit-5:</b>	Lokmanya Bal Ganga Dhar Tilak, Bipin Chandra Pal,	10 Hours
<b>Text Books:</b>	1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000 2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000 3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999.	
<b>Reference Books:</b>	4. Sir, E. Baker, Greek Political Theory: Plato and his predecessors, New Delhi, B.L. Publications, 1964. 5. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991. 6. iq[kjkt tSu&Hkkjrh; jktuhfrd fopkjd] lkfgR; Hkou ifCyds'ku] vkxjk 7. e/kqdj ';ke prqosZnh&Hkkjrh; jktuhfrd fopkjd] dkWyst cq d gkml t;iqj oh0ih0 oekZ&vk/kqfud Hkkjrh; jktuhfrd fopkjd y{ehukjk;.k ifCyds'kUI] vkxjk	



<b>Course Code:</b> OBAP305	<b>Core Course-IX</b> <b>B.A. Hons. Semester-III</b>  <b>Indian Government and Politics</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the different ways in which politics in India has been studied.	
<b>CO2.</b>	Explaining relationship between the government institutions and political processes.	
<b>CO3.</b>	Analyzing the new horizons of politics of India in 21st century.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Constitutional Framework</b> Salient features of the Constitution of India, Fundamental Rights and Duties, Directive Principles of State Policy.	<b>10</b> <b>Hours</b>
<b>Unit-2:</b>	<b>System of Government</b> Parliamentary System, Federal System, Center-State Relations Emergency Provisions.	<b>10</b> <b>Hours</b>
<b>Unit-3:</b>	<b>The Union Government</b> The Union Government; The President, The Prime Minister, The Parliament, The Supreme Court.	<b>10</b> <b>Hours</b>
<b>Unit-4:</b>	<b>State Government</b> State Government, The Legislature, The Executive, The High Court, Panchayati Raj System in India	<b>10</b> <b>Hours</b>
<b>Unit-5:</b>	<b>Constitutional Bodies and Non-Constitutional Bodies</b> Election Commission, Union Public Service Commission, NITI Aayog	<b>10</b> <b>Hours</b>
<b>Text Books:</b>	<ul style="list-style-type: none"> <li>D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.</li> <li>G. Austin: Working a Democratic Constitution the Indian Experience, Delhi, Oxford University Press-2000.</li> </ul>	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>R.C. Agarwal: Indian Government and Politics (India Political System) 5<sup>th</sup> Ed. S. Chand and Co., New Delhi-2000.</li> </ul>	



<b>Course Code:</b> OBAP403	<b>Core Course-X</b> <b>B.A. Hons. Semester-IV</b> <b>Comparative Government and Politics</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the fundamentals of Comparative Politics as a discipline and the conceptual distinction between Comparative Politics and Comparative Government	
<b>CO2.</b>	Applying the approaches and models of comparative system analysis to understand the structural differences between different governments and their functioning	
<b>CO3.</b>	Analyzing the functions of liberal democratic political systems like that of UK, USA, Switzerland, France etc by comparing with each other	
<b>Course Content:</b>		
<b>Unit-1:</b>	Meanings, scope and nature, Evolution of comparative politics comparative method, Types of comparison (Vertical-Horizontal), Constitutionalism	<b>10 Hours</b>
<b>Unit-2:</b>	Approaches: Formal Legal Approach, System Approach, Structural-Functional Approach.	<b>10 Hours</b>
<b>Unit-3:</b>	Constitution, Types of constitutions, and Constitutionalism, Rule of Law.	<b>10 Hours</b>
<b>Unit-4:</b>	Federalism: Essentials, Problems, Trends, Fundamental Rights.	<b>10 Hours</b>
<b>Unit-5:</b>	Political Culture, Political Socialization, Political Development,	<b>10 Hours</b>
<b>Text Books:</b>	<ol style="list-style-type: none"> <li>1. G.A. Almond and J.S. Coleman, The Politics of the Developing areas, Princeton N.J., Princeton University Press, 1960.</li> <li>2. Stephen, Alfred, Arguing Comparative Politics, Oxford University Press, 2001.</li> <li>3. Flair, Hand Shanin, Sociology of Developing Societies, London, Macmillan, 1982</li> <li>4. Bottomre, T.B., Elites and Society, Harmondsworth, Penguin, 1985</li> </ol>	
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>1. H. Finer, Theory and Practice of Modern Government, New York, Oxford University Press, 1969.</li> <li>2. L.W. Pye S. Verba (eds.) Political culture and Political Development, Princeton N.J. Princeton University Press, 1969.</li> </ol>	



<b>Course Code:</b> OBAP404	<b>Core Course-XI</b> <b>B.A. Hons. Semester-IV</b> <b>Indian Political Thought-II</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the sources and development of the Indian Political thoughts from ancient World.	
<b>CO2.</b>	Explaining the features of Religious Nationalism, Democratic Egalitarianism	
<b>CO3.</b>	Analyzing the Indian political thoughts of different political thinkers.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Swami Dayanand Saraswati, Swami Vivekanand	8Hours
<b>Unit-2:</b>	M.N.Roy, Narendra Dev	8Hours
<b>Unit-3:</b>	Jaya Prakash Narayan, Ram Manohar Lohia	8Hours
<b>Unit-4:</b>	Mahatma Jyotiba Phule, Dr. B. R. Ambedkar,	8Hours
<b>Unit-5:</b>	M. K. Gandhi, Jawaharlal Nehru,	8 Hours
<b>Text Books:</b>	1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000 2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000 3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999.	
<b>Reference Books:</b>	4. Sir, E. Baker, Greek Political Theory: Plato and his predecessors, New Delhi, B.L. Publications, 1964. 5. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991. 6. iq[kjkt tSu&Hkkjrh; jktuhfrd fopkjd] lkfgR; Hkou ifCyds'ku] vkxjk 7. e/kqdj ';ke prqosZnh&Hkkjrh; jktuhfrd fopkjd] dkWyst cqg gkml t;iq oh0ih0 oekZ&vk/kqfud Hkkjrh; jktuhfrd fopkjd y{ehukjk;.k ifCyds'kUI] vkxjk	



<u>Course Code:</u> OBAP405	<b>Core Course-XII</b> <b>B.A. Hons. Semester-IV</b>  <b>Public Administration</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the Public Administration and Organization.	
<b>CO2.</b>	Explaining the features of the Organization	
<b>CO3.</b>	Analyzing the Institutional mechanism and public policies.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Meaning, Scope and Significance of Public Administration, Public and Private Administration, New Public Administration.	<b>10 Hours</b>
<b>Unit-2:</b>	Theories Of Organization: Scientific Management, (Taylor and his associates), The Bureaucratic Theory Of Organization (Max Weber),	<b>10 Hours</b>
<b>Unit-3:</b>	Classical Theory of Organization (Henery Fayol, Luther Gullick and others), The Human Relation Theory of Organization (Elton Mayo and his Colleagues),	<b>10 Hours</b>
<b>Unit-4:</b>	Principles of Organization : Hierarchy, Authority and Responsibility, Centralization and Decentralization, Delegation.	<b>10 Hours</b>
<b>Unit-5:</b>	Structure of Organizations : Chief Executive, Types of Chief Executive and Their Functions,	<b>10 Hours</b>
<b><u>Text Books:</u></b>	<ul style="list-style-type: none"> <li>• Indian Public Administration – Arora and Goyal</li> <li>• New Horizons of Public Administration – Mohit Bhattacharya</li> <li>• Public Administration – Fadia and Fadia</li> <li>• Public Administration In India 1st Edition – Maheshwari</li> <li>• Public Administration In India – B L Fadia</li> <li>• Public Administration – Laxmikant</li> </ul>	
<b><u>Reference Books:</u></b>	<ul style="list-style-type: none"> <li>• Public Administration and Public Affairs 12th Edition – Nicholas Henry</li> <li>• Essentials Of Organizational Behaviour 10th Edition – Robbins, Sanghi and Judge</li> <li>• Pub Ad A new look- Mohit Bhattacharya</li> <li>Public Administration: Concepts and Theories- Basu Rumk</li> </ul>	



<b>Course Code: OBAP502</b>	<b>Core Course-XIII B.A. Hons. Semester-V World Major Constitution (UK, USA, Switzerland and France)</b>	<b>L-6 T-0 P-0 C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the fundamentals of Modern Political System as a discipline and the conceptual distinction between Comparative study of UK, USA, Switzerland and France	
<b>CO2.</b>	Analyzing the functions of liberal democratic political systems like that of UK, USA, Switzerland, France etc by comparing with each other.	
<b>CO3.</b>	Evaluating the relevance of an intensive comparative study of the Executive, Legislative and Judiciary in the light of existing political systems of the world	
<b>Course Content:</b>		
<b>Unit-1:</b>	Constitution – Meaning, Types – Merits and Demerits-Characteristics of a good Constitution - Unitary and Federal System of Government.	<b>10 Hours</b>
<b>Unit-2:</b>	<b>United Kingdom</b> General Features; Constitutional Conventions; The Crown; Parliament; Cabinet System; The Rule of Law; The Party System	<b>10 Hours</b>
<b>Unit-3:</b>	<b>United States of America</b> U.S.A: General Features; Federalism; President; Congress; Federal Judiciary; Method of Amendment of Constitution; Party System	<b>10 Hours</b>
<b>Unit-4:</b>	<b>Switzerland</b> Main Features; Federal Executive; Federal Legislature; Judicial System; Devices of Direct Democracy; Method of Amendment in the Constitution	<b>10 Hours</b>
<b>Unit-5:</b>	<b>France</b> Making of the Constitution of the Fifth Republic and its characteristics; The President and the Government; The National Assembly and the Senate; The Judicial System and Administrative Law; The Party System	<b>10 Hours</b>
<b><u>Text Books:</u></b>	<ol style="list-style-type: none"> <li>1. Kamrava Mehran : Understanding Comparative politics, Prentice hall of India Pvt.Ltd., New Delhi 2000.</li> <li>2. Charles, A. Geared: American Government and Politics.</li> </ol>	
<b><u>Reference Books:</u></b>	<ol style="list-style-type: none"> <li>3. H.J. Laskhi: American Democracy : A commentary and An Interpretation, London Unwin 1984.</li> <li>4. W. Zhang, Transforming China: Economic Reforms and its Political Implication, New York, St. Martin's Press, 2000.</li> </ol>	



<b>Course Code:</b> OBAP503	<b>Core Course-XIV</b> <b>B.A. Hons. Semester-V</b>  <b>Indian Foreign Policy</b>		<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>		
<b>CO1.</b>	Understanding the India's Foreign Policy		
<b>CO2.</b>	Explaining India's relations with UK, USA, Russia, China.		
<b>CO3.</b>	Analyzing the new horizons of politics of India in 21st century.		
<b>Course Content:</b>			
<b>Unit--1:</b>	Determinants of India's Foreign Policy — Objectives and Principles of India's Foreign Policy		<b>10</b> <b>Hours</b>
<b>Unit--2:</b>	India's relations with UK, USA, Russia, China.		<b>10</b> <b>Hours</b>
<b>Unit--3:</b>	India's Relations with Neighbors: Pakistan, Bangladesh. Myanmar		<b>10</b> <b>Hours</b>
<b>Unit--4:</b>	Relations with South East Asian Nation Japan – Australia, Indonesia		<b>10</b> <b>Hours</b>
<b>Unit--5:</b>	Issues and Challenges Security Challenges of India: Terrorism - Nuclear Policy – Maritime Security		<b>10</b> <b>Hours</b>
<b>Text Books:</b>	<ol style="list-style-type: none"> <li>1. Subhash Shukla, Foreign Policy of India, Anamika Pub &amp; Distributors,2007.</li> <li>2. N. Jayapalan, Foreign Policy of India, Atlantic Publishers 2001.</li> <li>3. K.R. Gupta &amp; Vatsala Shukla, Foreign Policy of India, Volume2, Atlantic Publishers</li> </ol>		
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>4. Mohanan B. Pillai, M B &amp; L P, Foreign Policy of India: Continuity and Change, New Century Publications, 2010.</li> <li>5. V P Dutt, India's Foreign Policy In A Changing World, Vikas Publishing House Pvt Limited, 2009.</li> <li>6. V.N. Khanna, Foreign Policy of India, Vikas Publishing House Pvt Limited, New Delhi,1999</li> </ol>		



<b>Course Code:</b> OBAP504	<b>Core Course – XV</b> <b>BA. Hons Semester-V</b> <b>Human Rights</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the basic concepts, role and importance of human rights.	
<b>CO2.</b>	Evaluate the specific issues in a comparative perspective.	
<b>CO3.</b>	Analyzing the different theories related to Human Rights.	
<b>Course Content:</b>		
<b>Unit--1:</b>	Human Rights: Theory and Institutionalization	<b>8 Hours</b>
<b>Unit--2:</b>	Understanding Human Rights: Three Generations of Rights	<b>8 Hours</b>
<b>Unit--3:</b>	Institutionalization: Universal Declaration of Human Rights	<b>8 Hours</b>
<b>Unit--4:</b>	Structural Violence Gender and Violence: India and Pakistan	<b>8 Hours</b>
<b>Unit--5:</b>	Terrorism and Insecurity of Minorities: USA and India	<b>8 Hours</b>
<b>Text Books:</b>	J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458. SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press	
<b>ReferenceBooks:</b>	The Constitution of India, Chapter 3: Fundamental Rights M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', Social Text, 72, Vol. 20(3), pp. 101-116. <b>* Latest editions of all the suggested books are recommended.</b>	





<b>Course Code:</b> <b>OBAP505</b>	<b>Core Course – XVI</b> <b>BA. Hons Semester-V</b> <b>State Politics in India</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
Course Outcomes:	<b>On completion of the course, the students will be :</b>	
CO1.	Understanding the state politics in India.	
CO2.	Evaluating the features of the state politics	
CO3.	Analyzing the Institutional mechanism and public policies.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Development of State Politics in India ,Approaches to the Study State Politics.	<b>10Hours</b>
<b>Unit-2:</b>	Union-State Relations: Legislative, Economic and Administrative State-Local Relations ,State Autonomy	<b>10 Hours</b>
<b>Unit-3:</b>	State Development Models , Migration	<b>10 Hours</b>
<b>Unit-4:</b>	State Party Systems Electoral Politics Leadership	<b>10Hours</b>
<b>Unit-5:</b>	Dalits, OBCs and Women ,Linguistic and Ethnic Groups ,Regions and Tribes	
<b>Reference</b>	Fadia ,B.L., (2019), Indian Government and Politics, Agra, Sahitya Bhawan Johari, J.C.,( 2012),Indian Government and Politics (Vol. I& II), New Delhi, Vishal Publications Chandra, Bipan , (2017), In the Name of Democracy, New Delhi,Penguin BooksPublicatio	
<b>Books:</b>	Brass,P,( 2009), Politics of India since Independence, Hyderabad,Orient Longman Datta,P , (2003), India’s Democracy: New Challenges, New Delhi, Kanishka Publishers and Distributors. Pylee,M.V.(1998), An Introduction to the Constitution of India,New Delhi, Vikas	



<b>Course Code:</b> <b>OBAP603</b>	<b>Core Course – XVII</b> <b>BA. Hons Semester-VI</b>  <b>International Politics</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the scope and subject matter of International Relations as an autonomous academic discipline and different approaches and methods to study the discipline through Political realism, Pluralism and Worlds system’s Model.	
<b>CO2.</b>	Analyzing certain basic concepts like Globalization in contemporary world order, the conditions of Cold War phases and the post Cold War era	
<b>CO3.</b>	Evaluating the role and relevance of UN and its organization, Peace keeping Function and Human Rights in promoting the political stability and social welfare	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>International Politics</b> Meaning, Nature and Scope of International Politics; Idealist, Realist Systems, Game theory,	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Unit-2:</b>	<b>The Modern state system</b> Power and its elements; National Interest, Balance of Power, Collective security,	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Unit-3:</b>	<b>Foreign Policy</b> Its determinants; Instruments of Foreign Policy – Diplomacy, Propaganda, Economic Instruments and War	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Unit-4:</b>	<b>Arms Control and Disarmament:-</b> Cold War; Détente; Non-alignment Problems of the Third World	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Unit-5:</b>	<b>Global Organizations</b> Global Organization: The U.N.; Regional Organizations: S.A.A.R.C.; A.S.E.A.N	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Text Books:</b>	1. L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974. 2. M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.	
<b>Reference Books:</b>	3. R.A.Folk, Law, Morality and War in the Contemporary World, New York, Frederick A Praegar, 1963. 4. Mahendra Kumar: International Politics.	



<b>Course Code:</b> <b>OBAP604</b>	<b>Core Course-XVIII</b> <b>B.A. Hons Semester-VI</b> <b>Local Government in India</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the Electoral System in India and Issues in Indian Democracy	
<b>CO2.</b>	Analyzing the functions of liberal democratic political systems and Contemporary Challenges to Indian Democracy.	
<b>CO3.</b>	Evaluating the relevance of an intensive comparative study of the Executive, Legislative and Judiciary in the light of existing Indian federal political systems.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Historical Background and Evolution of Local Government in India - Lord Ripon's Resolution - Royal Commission 1907 - Community Development Programme - Local Government in Indian constitution.	<b>10 Hours</b>
<b>Unit-2:</b>	M.K. Gandhi's concept of Panchayat Raj System - Balwant Rai Metha Committee - Ashok Metha Committee - Study teams and Committees - G.V.K. Rao Committee Report - L.M. Singvi Committee Report	<b>10 Hours</b>
<b>Unit-3:</b>	Salient features of 73rd Constitutional Amendment - Types of Rural Local Government - Grama Sabha - Village Panchayat - Panchayat Union - Zilla Parishad and its powers and Functions - 11th Schedule of the Constitutions (29 Functional Items)	<b>10 Hours</b>
<b>Unit-4:</b>	Salient features of 74rd Constitutional Amendment - Types of Urban Government - Municipal Corporation – Municipalities - Notified Area Committee - Town Areas – Township - Special Purpose Agencies	<b>10 Hours</b>
<b>Unit-5:</b>	Peoples Participation in Local Government - Role of Political Parties and Caste in Local Government - Role of Women and their Problems in Local Government - Reservation in Local Government.	<b>10 Hours</b>
<b><u>Text Books:</u></b>	<ul style="list-style-type: none"> <li>• Vishnoo Bhagwan&amp; Vidhya Bhushan, Public Administration, S. Chand Company, 1999</li> <li>• M. Lakshmikanth, Indian Polity for Civil Services Exams, Tata McGraw Hill Education (India) Pvt. Ltd., NewDelhi, 2013.</li> <li>• D.C. Gupta, Indian Government and Politics, Vikas Publishing House Pvt. Ltd., 2010.</li> <li>4. Journals, Magazines and Periodicals.</li> </ul>	
<b><u>Reference Books:</u></b>	<ul style="list-style-type: none"> <li>• Kamrava Mehran : Understanding Comparative politics, Prentice hall of India Pvt.Ltd., New Delhi 2000.</li> <li>• C.P. Bhambhri, Democracy in India, National, Book Trust, New Delhi, 2007.</li> <li>• V. Venkataraw Niru Hazaika, Local Government, S. Chand Company 1995</li> </ul>	



## Ability Enhancement Compulsory Course AECC

<b><u>Course Code:</u> <u>OTGE101</u></b>	<b>Ability-Enhancement Compulsory Course – 1 BA Hons- Semester-I English Communication – I</b>	<b>L- 3 T- 0 P-2 C-4</b>
<b>Course Outcomes</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the basics of English Communication	
<b>CO2.</b>	Understanding the basic concepts of Functional Grammar	
<b>CO3.</b>	Preparing basic official written communication	
<b>CO4.</b>	Demonstrating effective speaking skills	
<b>CO5.</b>	Demonstrating comprehension in reading text	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introductory Session:</b> <ul style="list-style-type: none"> <li>• Self – Introduction &amp; Assessment</li> <li>• Basics of Communication Process</li> <li>• Everyday Expressions</li> <li>• Commonly used Verbs</li> </ul>	<b>06</b>
<b>Unit-2:</b>	<b>Functional Grammar:</b> <ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Verbs</li> <li>• Tense</li> <li>• Modals</li> <li>• Conjunctions</li> <li>• Subject Verb Agreement</li> <li>• Articles</li> <li>• Spotting Errors</li> </ul>	<b>08</b>



<b>Unit-3:</b>	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>• Application &amp; Formal Letter Writing</li> <li>• Email Writing</li> <li>• Note Taking &amp; Note Making</li> <li>• Essay Writing</li> </ul>	<b>06</b>
<b>Unit - 4</b>	<b>Speaking Skills:</b> <ul style="list-style-type: none"> <li>• Intonation &amp; Voice Dynamics</li> <li>• Art of Public Speaking</li> <li>• Common Conversation</li> </ul> Extempore	<b>06</b>
<b>Unit - 5</b>	<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>• Reading &amp; Understanding</li> <li>• Reading Comprehensions</li> </ul> Solving Para Jumbles	<b>04</b>



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**Evaluation Scheme**

<b>Internal Evaluation (30 Marks)</b>		<b>External Evaluation (70 Marks)</b>	
20 Marks	10 Marks	20 Marks	50 Marks
Best of 2 CTs	Assignment (Oral)	Viva-Voce*	Written

**Parameters of Viva\***

<b>Content</b>	<b>Body Language &amp; Dressing Sense</b>	<b>Pronunciation</b>	<b>Question Responsiveness &amp; Confidence</b>	<b>Total</b>
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

Note:

1. External Viva-Voce will be coordinated by concerned faculty.
2. The Viva-Voce will be carried out by one external examiner assigned by University.



<b>Course Code:</b> OBAC102	<b>Ability Enhancement Compulsory Course-II</b> <b>B.AHons Semester-I</b> <b>IkekU; fgUnh</b>	<b>L-4</b> <b>T-0</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	इस कोर्स के अन्त में विद्यार्थी ये जान सकेंगे:-	
<b>CO1.</b>	fo  kFkhZ Loj]O;atu]"kCn lajpuk okD; lajpuk dks le> yxsxa rFkk O;kdj.k ds fu;eksa dk mi;ksx dj ldsxsaA	
<b>CO2.</b>	fo  kFkhZ "kCn] okD;] dfork] dgkuh]ukVd rFkk fucU/k vkfn dk fo"ys'k.k dj ldsxsaA	
<b>CO3.</b>	Hkk'kk;h Kku ds ek;/e ls Nk= okD;ksa dk fuekZ.k dj ldsxsa "kCn jpuk okD; jpuk fucU/k ukVd rFkk i= ys[ku esa ikjaxr gks ldsxsaA	
<b>CO4.</b>	fo  kFkhZ IkekU; fgUnh ds Kku ds ek;/e ls Hkk'kk dk ewY;kdau dj ldsxsaA	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>fgUnh /ofu;ksa dk Lo:i</b> Loj vkSj O;atu laKk] loZeku] fdz;k] fo"ks'k.k] fdz;k fo"ks'k.k okD; lajpuk	<b>10 Hours</b>
<b>Unit-2:</b>	<b>fgUnh "kCn lajpuk</b> lk;kZ;okph] lekukFkZd] foyksefFkZd] vusdkFkZd] vusd "kCnksa ds LFkku ij ,d "kCn lewgkFkZd "kCnksa ds iz;ksx] fudVfkhZ "kCnksa ds lw{e vFkZ&Hksn] lekukFkZd "kCnksa ds Hksn] milxZ] izR;;	<b>10 Hours</b>
<b>Unit-3:</b>	<b>orZuh] fojke fpUg ,oa la'kks/ku</b> orZuh IEc/kh v"qf);ki] ek=kvksa dh v"qf);ki orZuh IEc/kh v"qf);ks ds dkj.k] orZuh IEc/kh v"qf);ki lq/kkjus ds mik;A fojke fpUg&iw.kZfojke] iz"uokpd fpUg IEcks/ku ;k vk"p;Z fpUg]funsZ"kd fpUg] vorj.k fpUg	<b>10 Hours</b>
<b>Unit-4:</b>	<b>ys[ku IEcU/kh dkS'ky</b> fyf[kr Hkk'kk f"kk{k.k ds mn~ns"; ys[ku dh fofHkUu fof/k;ki] ys[ku ds nks'k fucU/k ys[ku] dgkuh ys[ku jk'Vªh;&vUrZjk'Vªh; rkRdkfyd ?kVukdzeksa ij ys[ku	<b>10 Hours</b>
<b>Unit-5:</b>	<b>fgUnh i=kpkj ,oa ys[ku</b> vkSipkfjd i=kpkj vukSipkfjd i=kpkj jk'Vªh;&vUrZjk'Vªh; rkRdkfyd ?kVukdzeksa ij ys[ku	<b>10 Hours</b>
<b>Text Books:</b>	01&jktHkk'k fgUnh&xksfoUnnkl&fgUnh lkfgR; IEesyU] iz;kxA 02&jk'VªHkk'kk vkUnksyu&xksikyij"qajke&egkj'Vª IHkka 03&fojke fpUg&egsUnz jtkk tSu&fdrkc ?kj] fnYyh	
<b>Reference Books:</b>	04&iz"kklfud ,oa dk;kZy;h fgUnh&jkeizdk"kk] jk/kkd" k izdk"ku] fnYyhA 05&iz;kstu ewyd dkedkth fgUnh&dSyk"kk pUnz HkkfV;k] r{kf"kyk izdk"ku]fnYyh 06&iz"kklfud fgUnh fVli.k]izk:i.k ,oa i= ys[ku&gfjeksgU] r{kf"kyk izdk"ku] fnYyh	
<b>E-Resources:</b>	1. <a href="https://youtu.be/maXoNNsOMdg">https://youtu.be/maXoNNsOMdg</a>	

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2. [https://lgandt.blogspot.com/2018/06/blog-post\\_64.html](https://lgandt.blogspot.com/2018/06/blog-post_64.html)
  3. [https://youtu.be/vb\\_yuBFO10o](https://youtu.be/vb_yuBFO10o)
  4. <https://gradeup.co/hindi-pedagogy-bhasha-kaushal-and-types-i>
  5. <http://hindigrammar.in/patr-lekhn.html>

**\* Latest editions of all the suggested books are recommended.**





<b>Course Code:</b> <b>OTGE201</b>	<b>Ability Enhancement Compulsory Course-3</b> <b>BA Hons Semester-II</b> <b>English Communication-II</b>	<b>L-3</b> <b>T-0</b> <b>P-2</b> <b>C-4</b>
<b>Course Outcomes</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Demonstrating comprehension in listening	
<b>CO2.</b>	Understand and improve vocabulary	
<b>CO3.</b>	Draft official written communication formats.	
<b>CO4.</b>	Demonstrate public speaking skills	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Listening Skills:</b> <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Talk Shows</li> <li>• Commentaries</li> <li>• Listening Comprehensions</li> </ul>	<b>06</b>
<b>Unit-2:</b>	<b>Functional Grammar &amp; Vocabulary:</b> <ul style="list-style-type: none"> <li>• Root Words</li> <li>• Idioms &amp; Phrases</li> <li>• Technical Jargons</li> <li>• Direct &amp; Indirect Speech</li> <li>• Active &amp; Passive Voice</li> <li>• Sentence Re-arrangement</li> <li>• Closet Test</li> </ul>	<b>08</b>
<b>Unit-3:</b>	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>• Proposal &amp; Report Writing</li> <li>• Preparing Notice, Agenda &amp; MOM</li> <li>• Verbal Analogies</li> </ul>	<b>06</b>
<b>Unit - 4</b>	<b>Communication Skills:</b> <ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• Know Your Body Language</li> <li>• Role Plays</li> <li>• Picture Perception</li> <li>• Public Speaking 'Debate, Stage Handling, Oral Presentation'</li> </ul>	<b>05</b>



<b>Unit - 5</b>	<b>Verbal Ability:</b> <ul style="list-style-type: none"> <li>• One Word Substitutions</li> <li>• Jumbled Words</li> <li>• Sentence Improvement</li> </ul>	<b>05</b>
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>1. <i>English Grammar Composition and Usage</i> by J.C. Nesfield, Macmillian Publishers.</li> <li>2. <i>Communication Skills</i> by Sanjay Kumar &amp; PushpLata, Oxford University Press</li> <li>3. <i>Business Writing for Dummies (3rd Edition)</i> by Natalie Canavor, For Dummies</li> <li>4. <i>Reading and Listening Comprehension Skills</i> by Michelle Osment, Curriculum Concepts</li> <li>5. <i>Unveiling the Secrets of Verbal Ability</i> by Abhishek Verma and Shweta Bajaj, Research India</li> </ol>	

### Evaluation Scheme

Internal Evaluation (30 Marks)			External Evaluation (70 Marks)	
20 Marks	05 Marks	05 Marks	20 Marks	50 Marks
Best of 2 CTs	Assignment (Oral)	Attendance	Viva-Voce*	Written

### Parameters of Viva\*

Content	Body Language & Dressing Sense	Pronunciation	Question Responsiveness & Confidence	Total
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

Note:

3. External Viva-Voce will be coordinated by concerned faculty.
4. The Viva-Voce will be carried out by one external examiner assigned by University.



<b>Course Code:</b> <b>OBAC202</b>	<b>Ability-Enhancement Compulsory Course -4</b> <b>BA Hons - Semester-II</b> <b>Environmental Studies</b>	<b>L-4</b> <b>T-0</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding ecology and environment for promoting sustainable development.	
<b>CO2.</b>	Understanding environmental policies, practices and Acts and its application in industries.	
<b>CO3.</b>	Applying the measures to control pollution.	
<b>CO4.</b>	Analyzing the opportunities to make optimum use of natural resources and biodiversity.	
<b>CO5.</b>	Applying the disaster management skills in case of disaster.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introduction and Evolution of Environmental Studies:</b> <b>Definition and Scope</b> of environmental studies, multidisciplinary nature of environmental studies, concept of sustainability & sustainable development. <b>Ecology and Environment:</b> Concept of an Ecosystem- its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid & Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem.	<b>8</b> <b>Hours</b>
<b>Unit-2:</b>	<b>Natural Resources:</b> Renewable & Non-Renewable resources; Land resources and land use change; Land degradation, Soil erosion & desertification. Deforestation: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population. Energy Resources: Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies. Biodiversity: Hot Spots of Biodiversity in India and World, Conservation, Importance and Factors Responsible for Loss of Biodiversity, Bio-geographical Classification of India.	<b>8</b> <b>Hours</b>
<b>Unit-3:</b>	<b>Environmental Pollutions:</b> Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes	<b>8</b> <b>Hours</b>

	pollution case studies.	
<b>Unit-4:</b>	<p><b>Environmental policies &amp; practices:</b>  Climate change &amp; Global Warming (Greenhouse Effect), Ozone Layer - Its Depletion and Control Measures, Photochemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention &amp; control of pollution act, Water Prevention &amp; Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal &amp; Kyoto Protocols &amp; Convention on biological diversity, Nature reserves, tribal population &amp; Rights &amp; human wild life conflicts in Indian context.</p>	<b>8 Hours</b>
<b>Unit-5:</b>	<p><b>Human Communities &amp; Environment:</b>  Human population growth; impacts on environment, human health &amp; welfare, Resettlement &amp; rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods &amp; Droughts, Cyclones &amp; Landslides, Environmental Movements; Chipko, Silent Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian &amp; other regions &amp; culture in environmental conservation, Environmental communication &amp; public awareness; Case study</p>	<b>8 Hours</b>
<b><u>Text Books:</u></b>	1. De A. K. ,Environmental Chemistry, New Delhi : New Age Publishers Pvt. Ltd.	
<b><u>Reference Books:</u></b>	<ol style="list-style-type: none"> <li>1. Bryant, P. J., Biodiversity and Conservation, New Delhi: Hypertext Book</li> <li>2. Tewari, Khulbe&amp; Tewari , Textbook of Environment Studies, New Delhi: I.K. Publication</li> <li>3. Masters, G. M. Introduction to Environmental Engineering and Science, New Delhi : Prentice Hall India Pvt. Ltd.</li> <li>4. Odem, E. P , Fundamentals of Ecology, New Delhi : W. B. Sannders Co.</li> </ol> <p><b>*Latest editions of all the suggested books are recommended.</b></p>	



<b>Course Code:</b> OTGE 301	<b>Academic Enhancement Compulsory Course-V</b> <b>B.A.-Hons Semester-III</b> <b>ENGLISH COMMUNICATION –III</b>	<b>L-3</b> <b>T-0</b> <b>P-2</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
CO1.	Learning and Understanding adequate knowledge of English grammar and the various skills such as public speaking, comprehension skills, professional writing etc	
CO2.	Analyzing the strategies of reading comprehension and the barriers to the art of public speaking for the effective learning	
CO3.	Evaluating the utility and significance of story reading and the skills of speaking and comprehension in the effective learning of English language	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>English Grammar &amp; Vocabulary</b> ·Correction of Common Errors (with recap of English Grammar with its usage in practical context.) ·Synthesis : Simple , complex and compound sentence ·Commonly used Idioms & phrases (Progressive learning whole semester)	<b>14 Hours</b>
<b>Unit-2:</b>	<b>Speaking Skills</b> ·Art of public speaking ·Common conversation ·Extempore	10 Hours
<b>Unit-3:</b>	<b>Comprehension Skills</b> ·Strategies of Reading comprehension: Four S's ·How to solve a Comprehension (Short unseen passage: 150-200 words)	06 Hours
<b>Unit-4:</b>	<b>Professional Writing</b> ·Preparing Notice, Agenda & Minutes of the Meeting	03 Hours
<b>Unit-5:</b>	<b>Value based text reading: Short story</b> ·The Barber's Trade Union – Mulk Raj Anand	07 Hours
<b>Text Books:</b>	1. Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>1. Allen, W. "Living English Structure" Pearson Education, New Delhi.</li> <li>2. Joseph, Dr C.J. &amp; Myall E.G. "A Comprehensive Grammar of Current English" Inter University Press, Delhi</li> <li>3. Wren &amp; Martin "High School English Grammar and Composition" S.Chand &amp; Co.Ltd., New Delhi.</li> <li>4. Norman Lewis "Word Power Made Easy" Goyal Publications &amp; Distributers, New Delhi.</li> <li>5. Chaudhary, Sarla "Basic Concept of Professional Communication" Dhanpat Rai Publication, New Delhi.</li> <li>6. Kumar Sanjay &amp; Pushplata "Communication Skills" Oxford University Press, New Delhi.</li> <li>7. Agrawal, Malti "Professional Communication" Krishna Prakashan Media (P) Ltd. Meerut.</li> </ol> <p><b>Methodologies:</b> 1. Idiom &amp; Phrases and exercises, usage in sentences.</p>	

	<p>2. Language Lab software.</p> <p>3. Power Point presentation.</p> <p>4. Newspaper reading, short articles from newspaper to comprehend and short movies.</p> <p>5. Modern Teaching tools (PPT Presentation &amp; Motivational videos with subtitles) will be utilized.</p>	
<b><u>E-Resources:</u></b>	<p>1. <a href="https://prowritingaid.com/art/335/What-are-simple%2C-compound%2C-and-complex-sentences.aspx">https://prowritingaid.com/art/335/What-are-simple%2C-compound%2C-and-complex-sentences.aspx</a></p> <p>2. <a href="https://englishlive.ef.com/blog/language-lab/15-common-english-idioms-and-phrases/amp/">https://englishlive.ef.com/blog/language-lab/15-common-english-idioms-and-phrases/amp/</a></p> <p>3. <a href="https://www.inc.com/brent-gleeson/20-tips-for-mastering-art-of-public-speaking.html">https://www.inc.com/brent-gleeson/20-tips-for-mastering-art-of-public-speaking.html</a></p> <p>4. <a href="http://jagmohan-spokenenglish.blogspot.com/2012/12/extempore-speaking.html?m=1">http://jagmohan-spokenenglish.blogspot.com/2012/12/extempore-speaking.html?m=1</a></p> <p>5. <a href="https://slite.com/learn/meeting-minutes">https://slite.com/learn/meeting-minutes</a></p> <p>6. <a href="https://en.wikipedia.org/wiki/Agenda_(meeting)">https://en.wikipedia.org/wiki/Agenda_(meeting)</a></p> <p>7. <a href="http://sittingbee.com/the-barbers-trade-union-mulk-raj-anand/">http://sittingbee.com/the-barbers-trade-union-mulk-raj-anand/</a></p> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	

### **Evaluation Scheme**

Internal Evaluation (30 Marks)		External Evaluation (70 Marks)	
20 Marks	10 Marks	20 Marks	50 Marks
Best of 2 CTs	Assignment (Oral)	Viva-Voce*	Written

### **Parameters of Viva\***

Content	Body Language & Dressing Sense	Pronunciation	Question Responsiveness & Confidence	Total
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

- Note: External Viva-Voce will be coordinated by concerned faculty.
- The Viva-Voce will be carried out by one external examiner assigned by University.



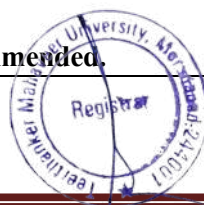
<b>Course Code:</b> OBAC302	<b>Ability Enhancement Compulsory Courses -VI</b> <b>B.AHons Semester-III</b> <b>PHYSICAL, HEALTH AND YOGA EDUCATION</b>	L-4 T-0 P-0 C-4
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Remembering the concept of health, Physical fitness & Yoga Education.	
<b>CO2.</b>	Understanding school health programs, health problems and benefits of physical fitness.	
<b>CO3.</b>	Demonstrating and applying various yogic practices for health and stressmanagement.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Health</b> Introduction, Definition and Meaning of health & health education School health programme and role of teacher in development of health Personal and Environmental Hygiene for schools Objectives of school health services ,Role of health education in schools	<b>10 Hours</b>
<b>Unit-2:</b>	<b>Physical Fitness</b> Definition, Meaning and Types of physical fitness Factors affecting physical fitness Benefits of Physical Fitness Importance of physical activities at school level Principles of physical fitness	<b>12 Hours</b>
<b>Unit-3:</b>	<b>Yoga &amp; Meditation</b> Introduction, Meaning and definitions of Yoga Benefits of Yogic practices Meditation: Meaning, Nature & Relationship with mind. Importance of Meditation at school level	<b>10 Hours</b>
<b>Unit-4:</b>	<b>Asanas</b> rective Asanas: Sitting, Standing, Supine line & Prone line position ditative Asanas: Padma Asana, Vajra Asana & Sukha Asana Relaxative Asanas: Shava Asana, Makara Asana	<b>12 Hours</b>
<b>Unit-5:</b>	<b>Pranayams</b> Ujjai tali kari astrika Bhramari	<b>10 Hours</b>
<b>Text Books:</b>	Tripathi, Anil Kumar Fundamentals of Health Education, New Delhi: Khel Sahitya Kendra, Moorthy, Prof A.M Management of Health Education(Part-II), Delhi: Friends publisher.	
<b>Reference Books:</b>	Singh, Dr. Ajmer Essentials of physical Education. Ludhiana: Kalyani publishers. Daryl Syedentop Introduction to physical education, fitness and sports (2 <sup>nd</sup> ed.). London: Mayfield publishing company. Uppal, A.K. and Gautam, G. P. Physical education and Health. Delhi: Friends publisher. Kangane, Sopan and Sonawane, Sanjeev Physical Education (D. Ed.). Pune: Nirali publication. Patel, Krishna Physical Health and Yoga Education, Agarwal Publication, Agra. Jain, Rajeev Trilok Sampoon Yog Vidhya, Bhopal: Manjul Pub. Gore C.S. Yoga and Health, New Delhi: Sports Publication. Singh, Wazir. Yoga and Health Promotions in Schools, New Delhi: Srishti Book Distributors. Singh, I.N. The Complete Book of Yoga & Health, New Delhi: The Reader Paradise. Agashe, Sanjay R. Introduction to Health Education, New Delhi: Khel Sahitya Kendra.	
<b>E-Resources</b>	<a href="https://www.learningclassesDistance.com/2019/08/health-and-physical-education-book.html">https://www.learningclassesDistance.com/2019/08/health-and-physical-education-book.html</a>	

**\* Latest editions of all the suggested books are recommended**



<b>Course Code:</b> <b>OTGE 401</b>	<b>Academic Enhancement Compulsory Course-VII</b> <b>B.A.Hons- Semester-IV</b> <b>ENGLISH COMMUNICATION – IV</b>	<b>L-3</b> <b>T-0</b> <b>P-2</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the essence of effective listening and speaking, about proposal and report writing and acquiring the adequate knowledge of grammar and vocabulary	
<b>CO2.</b>	Analyzing the effect of applied knowledge of grammar and job oriented skills in the presentation	
<b>CO3.</b>	Evaluating the role and relevance of the story reading in the inculcation of professional ethics as well as the value of effective listening and speaking in modifying the job-oriented skills	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Vocabulary &amp; Grammar</b> Homophones and Homonyms Correction of Common Errors (with recap of English Grammar with its usage in practical context.) Transformation of sentences	<b>6 Hours</b>
<b>Unit-2:</b>	<b>Essence of Effective listening &amp; speaking</b> Listening short conversation/ recording (TED talks / Speeches by eminent personalities) <i>Critical Review of these abovementioned</i> Impromptu	<b>10 Hours</b>
<b>Unit-3:</b>	<b>Professional Writing</b> Proposal: Significance, Types, Structure & AIDA Report Writing: Significance, Types, Structure & Steps towards Report writing	<b>12 Hours</b>
<b>Unit-4:</b>	<b>Job Oriented Skills</b> Cover Letter Preparing Resumè and Curriculum-Vitae Interview: Types of Interview, Tips for preparing for Interview and Mock Interview Corporate Expectation & Professional ethics: Skills expected in corporate world	<b>10 Hours</b>
<b>Unit-5:</b>	<b>Value based text reading: Short story</b> A Bookish Topic – R.K. Narayan	<b>8 Hours</b>
<b>Text Books:</b>	Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>Raman Meenakshi &amp; Sharma Sangeeta, “Technical Communication-Principles &amp; Practice” Oxford University Press, New Delhi.</li> <li>Mohan K. &amp; Sharma R.C., “Business Correspondence of Report Writing”, TMH, New Delhi.</li> <li>Chaudhary, Sarla “Basic Concept of Professional Communication” Dhanpat Rai Publication, New Delhi.</li> </ul>	
<b>E-Resources:</b>	<ol style="list-style-type: none"> <li><a href="https://youtu.be/TwZ7LgrPwR">https://youtu.be/TwZ7LgrPwR</a></li> <li><a href="https://youtu.be/akfatVK5h3Y">https://youtu.be/akfatVK5h3Y</a></li> <li><a href="https://youtu.be/fYQIgzrkOK4">https://youtu.be/fYQIgzrkOK4</a></li> <li><a href="https://youtu.be/fMV7fFh_ZuMS">https://youtu.be/fMV7fFh_ZuMS</a></li> <li><a href="https://youtu.be/VczVqHJW0gg">https://youtu.be/VczVqHJW0gg</a></li> </ol> <p><b>* Latest edition of all the suggested books are recommended.</b></p>	

### Evaluation Scheme





Internal Evaluation (30 Marks)		External Evaluation (70 Marks)	
20 Marks	10 Marks	20 Marks	50 Marks
Best of 2 CTs	Assignment (Oral)	Viva-Voce*	Written

**Parameters of Viva\***

Content	Body Language & Dressing Sense	Pronunciation	Question Responsiveness & Confidence	Total
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

1. Note: External Viva-Voce will be coordinated by concerned faculty.
2. The Viva-Voce will be carried out by one external examiner assigned by University.



<b>Course Code:</b> OBAC402	<b>Ability Enhancement Compulsory Courses-VIII</b> <b>B.A.-B.Ed. (Int.) Semester-IV</b> <b>Computer Fundamentals, Internet &amp; MS-Office</b>		L-4 T-0 P-0 C-4
<b>Course Outcomes:</b>	At the end of this course, the students will be-		
<b>CO1.</b>	Understand the fundamental hardware components that make up a computer's hardware and the role of each of these components		
<b>CO2.</b>	Applying the concept of operating system, application program, and what each is used for in a computer.		
<b>CO3.</b>	Accomplish creating basic documents, worksheets, presentations with their properties.		
<b>Course Content:</b>			
<b>Unit-1:</b>	<b>Introduction and Definition of Computer:</b> Computer Generation, Characteristics of Computer, Advantages and Limitations of a computer, Classification of computers, Functional components of a computer system (Input, CPU, Storage and Output Unit),.		<b>12 Hours</b>
<b>Unit-2:</b>	<b>MS – DOS:</b> Getting Started On DOS With Booting The System, Internal Commands: <b>Introduction Of Internet:</b> History Of Internet, Web Browsers, Searching And Surfing, Creating An E-Mail Account, Sending And Receiving E-Mails.		<b>12 Hours</b>
<b>Unit-3:</b>	<b>MS Word:</b> Starting MS WORD, Creating and formatting a document, changing fonts and point size, Table Creation and operations,		<b>10 Hours</b>
<b>Unit-4:</b>	<b>MS Excel:</b> Starting Excel, Work sheet, cell inserting Data into Rows/ Columns, Alignment, Text wrapping, Sorting data, Auto Sum, Use of functions, Cell Referencing form, generating graphs, Worksheet data and charts with WORD, Creating Hyperlink to a WORD document, Page set up, Print Preview, Printing Worksheets.		<b>10 Hours</b>
<b>Unit-5:</b>	<b>MS Power Point:</b> Starting MS–Power Point, creating a presentation using auto content Wizard, Blank Presentation, creating, saving and printing a presentation, adding a slide to presentation, navigating through a presentation, slide sorter, slide show,		<b>10 Hours</b>
<b>Text Books:</b>	1. Sinha P.K., Computer Fundamentals, BPB Publishing.		
<b>Reference Books:</b>	1. Peter Norton_s, Introductions to Computers, Tata McGraw Hill. 2. Price Michael, Office in Easy Steps, TMH Publication.		
<b>E-Resources:</b>	<a href="https://www.youtube.com/watch?v=-AP1nNK3bRs&amp;list=PLWPirh4EWFpF_2T13UeEgZWZhc8nHBuXp">https://www.youtube.com/watch?v=-AP1nNK3bRs&amp;list=PLWPirh4EWFpF_2T13UeEgZWZhc8nHBuXp</a> . <a href="https://www.youtube.com/watch?v=ME_F9yypzsw">https://www.youtube.com/watch?v=ME_F9yypzsw</a> <a href="https://www.youtube.com/watch?v=Ko-RvwM2ADw&amp;list=PL7WYUFDtCahBmV4m67WthsilBbsuEhY3K">https://www.youtube.com/watch?v=Ko-RvwM2ADw&amp;list=PL7WYUFDtCahBmV4m67WthsilBbsuEhY3K</a> <a href="https://www.youtube.com/watch?v=ZDnl-0xPuQs&amp;list=PL5BEE99D00E1503DA">https://www.youtube.com/watch?v=ZDnl-0xPuQs&amp;list=PL5BEE99D00E1503DA</a>		

\*Latest editions of all the suggested books are recommended.



<b>Course Code:</b> OBAC501	<b>Ability-Enhancement Compulsory Course-IX</b> <b>B.A. Hons-Semester-V</b> <b>Human Values and Professional Ethics</b>	<b>L-4</b> <b>T-0</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the core values that shape the ethical behavior of a manager in functional areas of an organization.	
<b>CO2.</b>	Understanding the morals & values that ought to guide the management and resolve the moral issues in the profession	
<b>CO3.</b>	Analyzing the role of morals and values in technological development and its challenges.	
<b>CO4.</b>	Developing value based management system and work environment in organization.	
<b>CO5.</b>	Developing framework for management ethics and human Values.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Evolution and introduction of Human Values in Indian context:</b> Values: Introduction, sources of value system, Types of values, Significance of values, Indian value system, values of Indian manager, Teaching from Indian scriptures like Mahabharata, Bhagwad Gita, Ramayana, Quran and its applications in management.	<b>8 Hours</b>
<b>Unit-2:</b>	<b>Business Ethics:</b> Definition of Ethics, nature of ethics, types of ethics, Ethics and morality, Need and significance of business Ethics, code of conduct and Ethics for manager.-	<b>8 Hours</b>
<b>Unit-3:</b>	<b>Ethical Dilemmas:</b> Ethical Dilemmas- sources and their resolutions. Ethical decision making, Work ethics, Ethical and unethical practices in India.	<b>8 Hours</b>
<b>Unit-4:</b>	<b>Impact of Ethics:</b> Ethical issues related with marketing, Human resource management, Finance, Intellectual property rights. Environmental	<b>8 Hours</b>



	ethics.	
<b>Unit-5:</b>	<p><b>Understanding Harmony in the Family and Society –harmony in Human -Human Relationship and Gender issues:</b>  Understanding Harmony in the Family and Society-Harmony in Human-Human Relationship; Understanding harmony in the Family-the basic unit of human interaction; Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay - tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.</p> <p><b>Gender Issues and Biases:</b>  Gender Stereotyping and Gender Discrimination, Male Gaze and Objectivity, Remedial measures of gender biasness.</p>	<b>8 Hours</b>
<b><u>Text Books:</u></b>	1. Bhatia S.K., Business Ethics and managerial values, New Delhi: Deep and Deep publications Pvt. Ltd.	
<b><u>Reference Books:</u></b>	<p>Velasquez, Business Ethics – Concepts and Cases, New Prentice Hall.</p> <p>Mathur U.C., Corporate Governance &amp; Business Ethics, New McMillan.</p> <p>Govindarajan M., professional ethics and Human values, Delhi: PHI learning pvt ltd.</p> <p>Hartman Laura P &amp; Abha Chatterjee, Business Ethics, New McGraw Hill.</p> <p>R. K Sharma, puneetagoel, Corporate governance, values and New Delhi: kalyani publication</p> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	



Course Code: OBAC601	Ability Enhancement Compulsory Course-X B.AHons Semester-VI Information and Communication Technology	L-4 T-0 P-0 C-4
<b>Course Outcomes :</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the concept, nature and scope of ICT in Education.	
<b>CO2.</b>	Applying ICT in enhancing professional competencies, curriculum enrichment and Educational administration & management.	
<b>CO3.</b>	Analyzing the changes occurring due to implication of ICT in Education.	
<b>CO4.</b>	Evaluating ICT based support services	
<b>CO5.</b>	Developing the skills to operate computer and gadgets for e-learning.	
<b>Course Content:</b>		
<b>Unit-1:</b>	ICT meaning, importance and tools of ICT. Relevance of ICT in education [Radio, Television, Computer]. Use of Audiovisual Media Role of ICT in Construction of Knowledge	<b>10 Hours</b>
<b>Unit-2:</b>	Educational Communication: Concept, elements, types and barriers. Components of effective Communication in teaching. Enhancing professional competencies of teachers through the application of ICT such as Micro teaching, programmed instruction, CAI. Multimedia: Electronic media, print media and mass media.	<b>12 Hours</b>
<b>Unit-3:</b>	Distance educational resources: Concept, features and application. E- mail Teleconferencing, Social networking E learning & Distance classes	<b>10 Hours</b>
<b>Unit-4:</b>	Computer- Definition, Main Units. Characteristics, Classification of Computer. Computer Hardware-input-output devices. Functional knowledge of operating computer.	<b>10 Hours</b>
<b>Unit-5:</b>	ICT and curriculum enrichment – child centered curriculum / activity centered curriculum, web based resources. ICT in educational administration and management:- On-line admission. e content, e magazine, e journal, edusat, e libraries Concept of technology in education, Components- Hardware and Software , Difference between software and Hardware. Select gadgets of ICT and their educational implication-CCTV, O.H.P.& L.C.D Projector	<b>10 Hours</b>
<b>Text Books:</b>	<ol style="list-style-type: none"> <li>1. Information and communication - Kishore, Chavan.</li> <li>2. Information Technology - Dyne, Nandkishore.</li> </ol>	
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>3. National policies on ICT in School Education.</li> <li>4. Computer and Communication Technology—Smita Srivastava</li> </ol>	
<b>E-Resources :</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=sEt2HpeoaXI">https://www.youtube.com/watch?v=sEt2HpeoaXI</a></li> <li>2. <a href="https://www.youtube.com/watch?v=IWldaog5Ix8">https://www.youtube.com/watch?v=IWldaog5Ix8</a></li> <li>3. <a href="https://www.youtube.com/watch?v=jcjaE5ax7So">https://www.youtube.com/watch?v=jcjaE5ax7So</a></li> <li>4. <a href="https://www.youtube.com/watch?v=0c6WB9O5y00">https://www.youtube.com/watch?v=0c6WB9O5y00</a></li> <li>5. <a href="https://www.youtube.com/watch?v=rSQS_ouqjifA&amp;t=2s">https://www.youtube.com/watch?v=rSQS_ouqjifA&amp;t=2s</a></li> <li>6. <a href="https://www.youtube.com/watch?v=hwlUqGbLNjw">https://www.youtube.com/watch?v=hwlUqGbLNjw</a></li> <li>7. <a href="https://www.youtube.com/watch?v=297_XCs5XAo">https://www.youtube.com/watch?v=297_XCs5XAo</a></li> </ol>	



**\* Latest editions of all the suggested books are recommended.**

<b>Course Code:</b> OBAC602	<b>Ability Enhancement Compulsory Course-XI</b> <b>B.A.-Hons Semester-VI</b> <b>Life Skills</b>	<b>L-4</b> <b>T-0</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the theoretical foundations of Life skills education	
<b>CO2.</b>	Applying life skills in various spheres.	
<b>CO3.</b>	Analyzing the different life skills for integration with the teaching-learning process.	
<b>CO4.</b>	Evaluating the spirit of social responsibility in students for their development.	
<b>CO5.</b>	Developing professional life skills ability in youth.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<ul style="list-style-type: none"> <li>Life Skills: Concept, need and importance of Life Skills for human beings.</li> <li>Life Skills Education: Concept, need and importance of Life Skills Education for teachers.</li> <li>Difference between Livelihood Skills and Life Skills.</li> <li>Core Life Skills prescribed by World Health Organization.</li> <li>Key Issues and Concerns of Adolescent students in emerging Indian context.</li> </ul>	<b>10 Hours</b>
<b>Unit-2:</b>	<ul style="list-style-type: none"> <li>Classroom Discussions</li> <li>Brainstorming and Role plays</li> <li>Demonstration and Guided Practice</li> <li>Audio and Visual activities, e.g. Arts, Music, Theatre, Dance</li> <li>Small Groups discussions followed by a presentation of group reports.</li> <li>Educational Games and Simulation</li> <li>Case Studies, Story telling, Debates</li> <li>Decision making and mapping of using problem trees.</li> </ul>	<b>10 Hours</b>
<b>Unit-3:</b>	<ul style="list-style-type: none"> <li>Skills of Self awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures.</li> <li>Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.</li> </ul>	<b>10 Hours</b>
<b>Unit-4:</b>	<ul style="list-style-type: none"> <li>Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.</li> <li>Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.</li> </ul>	<b>10 Hours</b>
<b>Unit-5:</b>	<ul style="list-style-type: none"> <li>Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching –learning process.</li> <li>Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.</li> </ul>	<b>10 Hours</b>
<b>Text Books:</b>	<ul style="list-style-type: none"> <li>Bhagyashre A. Dudhade Life Skill Education, Neel Kamal Publication</li> <li>Dr. K Ravikanth Rao; Dr. P Dinkar Life Skill Education, Neel Kamal Publication</li> </ul>	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>A Life Skills Program for Learners in Senior Phase. University of Pretoria. Chapter in Thesis.</li> <li>Life Skills Based Education CCE. CBSE.</li> </ul>	
<b>E-Resources</b>	<a href="http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7A_Rev.2.pdf">http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7A_Rev.2.pdf</a> <a href="https://www.researchgate.net/publication/311883141_Significance_Of_Life_Skills_Education">https://www.researchgate.net/publication/311883141_Significance_Of_Life_Skills_Education</a> <a href="https://www.academia.edu/27615188/LIFE_SKILLS_EDUCATION_NEEDS_AND_STRATEGIES">https://www.academia.edu/27615188/LIFE_SKILLS_EDUCATION_NEEDS_AND_STRATEGIES</a> <a href="http://www.cbse.nic.in/cce/life_skills_cce.pdf">http://www.cbse.nic.in/cce/life_skills_cce.pdf</a>	

\* Latest editions of all the suggested books are recommended

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## Viva Voce



<b><u>Course Code:</u></b> OBAP605	<b>Viva – Voce</b> <b>B.A.Hons- Semester-VI</b> <b>Dissertation Report</b>	<b>L-0</b> <b>T-0</b> <b>P-8</b> <b>C-4</b>
<b><u>Course Outcomes:</u></b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the meaning, objectives and principles of Political Science.	
<b>CO2.</b>	Understanding the steps in preparing a written survey report.	
<b>CO3.</b>	Developing an appropriate research design and skills to collect data.	
<b>CO4.</b>	Analyzing data to draw meaningful information.	
<b>CO5.</b>	Demonstrating the ability to prepare and present a report.	
<b><u>Guidelines:</u></b>	<p>At the end of fifth semester examination, every student will prepare the report based on field work. The guidelines of report will be provided in the starting of sixth semester classes.</p> <p>During the course of training, the college will assign a problem/project to the student. The student, after the completion of analysis will submit a report to the College/Institute, which will be the part of sixth semester examination.</p> <p>The report will be evaluated by internal and external examiner. It will carry total of 100 marks divided into written report of 50 marks by external examiner and presentation of 50 marks in front of a panel of at least three faculty members appointed by Director/ Principal of the college.</p> <p>The external marks will be awarded by the external examiner who will be appointed by the examination division.</p>	





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**Format for Dissertation Report**

**1.**

Cover / Title Page

1 page

**Report.....(Topic/Department/Area)**

**At**

**(Name of the Organization)**

**In partial fulfillment for the award of the degree of B.A. Hons (Political Science)**



**Centre for Distance and Online Education**

**Teerthanker Mahaveer University, Moradabad. Uttar Pradesh**

**Submitted by:  
Student Name  
Semester**

**Submitted to  
Guide Name  
Designation**

**Year  
CDOE, TMU**



2	Table of content (Index) –with page numbers clearly identified				1page
3	Declaration by the student.				1page
4	Certificate (from the Company / Organization)				1page
5	Acknowledgement				1page
6	Organization/Company Profile (Background, History, Founder, Vision, Mission, Competitors, Organization Structure, Products, Milestones, Achievements, Address)				5-8 pages
7	Objectives of training.				1page
<b>8</b>	<b>Student has to finalize topic from general training or problem centric training as per the consultation or guidance by the internal faculty Guide. The details of both the trainings are given below:-</b>				
<b>S. No.</b>	<b>General Training</b>	<b>Pages</b>	<b>S. No.</b>	<b>Problem Centered Training</b>	<b>Pages</b>
<b>8a</b>	Introduction (department/s or the area assigned)	1-2	<b>8a</b>	Introduction to the topic	1-2
<b>8b</b>	Intern role during internship	1	<b>8b</b>	Research Objectives	1
<b>8c</b>	Role of (department/s or the area assigned) in the organization	2-3	<b>8c</b>	Research methodology	1-2
<b>8d</b>	Observations (including explanation of Processes)	6-8 (as per numbers of weeks training done)	<b>8d</b>	Data analysis & interpretation	5-8
<b>8e</b>	Key learning's	1-2	<b>8e</b>	Results & Findings	1-2
<b>8f</b>	Recommendations (if any)	1	<b>8f</b>	Recommendations & Suggestions	1
<b>8g</b>	Conclusion	1	<b>8g</b>	Limitations	1



			<b>8h</b>	Conclusion	1
			<b>8i</b>	References/ Bibliography	1
		➤	<b>8j</b>	Appendices, viz., ➤ Questionnaire ➤ Checklist ➤ Tables etc.	1-3

Plagiarism check will be done from point no.7 onwards. Plagiarism check will be done as per norms provided by the Examination Division of the University

#### Evaluation Scheme

<b>Detail</b>	<b>Report Quality (Structuring, Formatting, Clarity in presenting data &amp; facts)</b>	<b>Presentation</b>	<b>Assessors Evaluation as per Summer Internship Record Book</b>	<b>Viva Voce</b>	<b>Total</b>
<b>Internal</b>	30	20	NA	NA	50
<b>External</b>	15	NA	15	20	50



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### 5.3 Duration of the programme

<b><u>Study Scheme</u></b>	
<b><u>SUMMARY</u></b>	
<b>Institute Name</b>	Centre for Distance and Online Education, TMU, Delhi Road, Moradabad
<b>Programme</b>	<b>B.A. Hons (Political Science)</b>
<b>Duration</b>	Three Years (Distance Mode) (Six Semesters)
<b>Medium</b>	English/Hindi
<b><u>Credits</u></b>	
<b>Minimum Credits Required for Degree</b>	160
<b>Eligibility for the program</b>	10+2 pass in any stream from recognized board.

### 5.4 Faculty and support staff requirement

<b>Academic Staff</b>	<b>Number of Faculty Member</b>
Programme Coordinator	1 Member
Course Coordinator	1 Member
Course Mentor	1 Member per batch of 250 students

### 5.5 Instructional delivery mechanisms

The Centre for Distance and Online Education, TMU comprises of faculty members and staff who are well versed in Distance Education and Distance delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



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Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/Distance lectures/Virtual Class
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

### **5.6 Identification of media–print, audio or video, Distance, computer aided**

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

### **5.7 Student Support Services**

The Student Support services will be facilitated by the Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity card, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to conduct of end-semester examinations, evaluation and issue of certificates.



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## 6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre for Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Distance and Distance Learning mode will be conducted by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Distance Mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Distance and Distance application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

### 6.1 Procedure for Admission:

Minimum Eligibility Criteria for admission: 10+2 pass in any stream from recognized board.

#### Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

#### Fee Structure and Financial assistance policy:

Suggested Fee for B.A. Hons (Political Science) programme is INR 5400 per annum.



A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

## 6.2 Curriculum Transactions:

### Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Distance and Distance mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Distance and Distance Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

### Norms for Delivery of Courses in Distance and Distance Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Distance Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	160

### Learning Management System (LMS) to support Distance and Distance mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its



simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens, on both web and mobile platforms.

### 6.3 Evaluation Scheme

<b>Evaluation Scheme:</b>					
<b>Assessment</b>			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>Theory</b>			30	70	100
<b>Practical/ Dissertations/ Project Reports</b>			50	50	100
<b>Class Test-1</b>	<b>Class Test-2</b>	<b>Class Test-3</b>	<b>Assignment(s)</b>	<b>Attendance</b>	<b>Total</b>
<b>Best two out of three</b>					
10	10	10	05	05	30
<b>Duration of Examination</b>			<b>External</b>	<b>Internal</b>	
			3 Hours	1.5 Hours	
<p><i>To qualify the course a student is required to secure a minimum of 35% marks in aggregate including the semester end examination and teachers continuous evaluation.(i.e. both internal and external).A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.</i></p>					

### *Question Paper Structure*





<b>1</b>	<i>The question paper shall have two section – <b>Section A and Section B</b>. The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:</i>
<b>2</b>	<i><b>Section A:</b> It shall consist of short answer type questions (approx. 50 words). This section will essentially assess <b>CO's related to lower order thinking skills (Remembering &amp; Understanding)</b>. It will contain <b>five questions</b> with at least <b>one question from each unit with internal choice</b> having “or” option with optional question from the same unit. Each question shall have equal weightage of <b>two marks</b> and total weightage of this section shall be <b>ten marks</b>.</i>
<b>3</b>	<i><b>Section B</b> shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify <b>the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating &amp; Creating or Remembering &amp; Understanding)</b> to be assessed and mapped with the course outcomes stated. It shall contain <b>five questions with at least one question from each unit with an internal choice</b> having “or” option with optional question from the same unit. Each question shall have equal weightage of <b>twelve marks</b> and total weightage of this section shall be <b>sixty marks</b>.</i>
<b>4</b>	<i><b>Note:</b> In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.</i>
<b>IMPORTANT NOTES:</b>	
<b>1</b>	<i>The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating &amp; Creating (reference to Bloom's Taxonomy).</i>
<b>2</b>	<i>Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.</i>
<b>3</b>	<i>There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.</i>



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## 7. Requirement of the Laboratory Support and Library Resources:

### Laboratory Support

No lab based courses are offered in this program.

### Library Resources

Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BBA programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Distance Mode education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

## 8. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

## 9. Quality assurance mechanism and expected programme outcomes

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. A Bachelor of Arts in Political Science program in India typically provides students with a comprehensive understanding of political systems, theories, and practices. Graduates can expect to develop critical thinking, analytical, and research skills, preparing them for careers in government, diplomacy, law, academia, journalism, or international relations. The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents and employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre for Distance and Online Education to conduct periodic review and assessments



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and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.



**Program Project Report (PPR)**  
**of**  
**Bachelor of Art Hons (Political Science)**



Accredited with NAAC **A** Grade

12-B Status from UGC

**Centre for Distance and Online  
Education**

**TEERTHANKER MAHAVEER UNIVERSITY**  
**N.H.-9, Delhi Road, Moradabad, Uttar Pradesh**

**244001**

**Website: [www.tmu.ac.in](http://www.tmu.ac.in)**



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## PROGRAMME PROJECT REPORT (PPR) – Online Mode

### 1. Introduction:

In today's dynamic competitive environment, being only acquainted with concepts is not enough. It is essential to acquire and constantly upgrade knowledge about various dimensions of art and humanities subjects and administration. The **Teerthanker Mahaveer University, Moradabad** Online Mode Programme imparts knowledge and skill sets to students to achieve this and face real world challenges. It teaches application of innovative practices to current competitive situations. It incorporates analysis of contemporary issues besides providing a strong theoretical foundation. It provides a collaborative learning environment with dedicated faculty to ensure BA students achieve their full potential.

B.A. Hons (Political Science) Programme teaches one to work smartly, take the lead in critical situations, and influence quick decisions more effectively. It teaches one to not only work efficiently, but also shape the present environment and create opportunities for further growth.

The **Teerthanker Mahaveer University, Moradabad** aims to provide the students with a wide range of skills and competence in the area of knowledge. Bachelor of Arts Hons (Political Science) is an undergraduate degree course usually of three years duration. It is one of the highly demanded and esteem degree course carry out at the graduate level. Students those who are enrolling with Bachelor of Arts use to learn the basic knowledge about the art of theoretical knowledge on certain subject. This course of B.A. Hons (Political Science) includes respective modules of theory & practical in relative field of Arts. This course is considered as a foundation course for students who wants make their career in the field of Teachers and Administration This programme maintains a balance between theory and practice, and coherence and integration among its various components , representing a wide knowledge in relative field of Arts. Learning of arts develops the power of to think critically, to express themselves clearly, and to analyze new information. These qualities lead to a high degree of professional flexibility and adaptability. It prepares the candidates for increasingly inter and multi-disciplinary careers in the field of Arts. The curriculum is designed so as to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of political environment.

We lay emphasis on the following courses balanced with core and elective courses: The curriculum of B.A. Hons (Political Science) program emphasizes an intensive, flexible education with 160 credits. The programme structure and credits for B.A. Hons (Political Science) are finalized based on the stakeholders' needs and general structure of the programme.

The Bachelor of Art Hons (Political Science) Programme aims at developing focused with a strong understanding of their subjects area of specialization, even as the core subjects equip the students with fundamental knowledge, theories and concepts along with less tangible, but equally important soft skills.

### **1.1 Programme Mission and Objective:**

The BA Hons (Political Science) program aims to provide a comprehensive education in the arts and humanities, fostering critical thinking, cultural appreciation, and effective communication skills. It seeks to cultivate intellectual curiosity, personal growth, and a commitment to lifelong learning. The program aims to equip students with broad-based knowledge, interdisciplinary perspectives, and research proficiency. It emphasizes critical thinking, effective communication, cultural competence, and ethical awareness. Ultimately, the B.A. Hons (Political Science) program prepares students for diverse career paths and further study by providing them with transferable skills, specialized knowledge, and the ability to navigate complex issues in today's society.

### **2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:**

In order to align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Online Mode B.A. Hons (Political Science) Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this program offers the students great career opportunities in the teaching and Administration sector.

#### **2.1 Vision:**

To be recognized as a premier institution of excellence providing high quality of education, research and consultancy services to the society.

#### **2.2 Mission:**

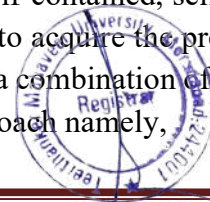
Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in arts and humanities stream with premier institutions in India and abroad.

### **3. Nature of Prospective Target Group of Learners:**

The programme is specially designed to cater the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

### **4. Appropriateness of programme to be conducted in Online Mode to acquire specific skills and competence:**

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,



(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner’s engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by Online and Online and other platforms without much loss of fidelity. Hence the B.A. Hons (Political Science) is suited for Online and Online mode of learning.

## 5. Instructional Design:

### 5.1 Curriculum Design:

Curriculum has been designed by experts in the area of accounting and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

### 5.2 Programme structure and detailed syllabus:

#### Study & Evaluation Scheme

#### Programme: BA

#### Semester I

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	AECC-1	OTGE101	English Communication-I	5	0	2	6	30	70	100
2	AECC-2	OBAC102	General Hindi	4	0	0	4	30	70	100
3	CC-1	OBAP103	Political Theory	6	0	0	6	30	70	100
4	CC-2	OBAP104	Constitutional Development in India	6	0	0	6	30	70	100
5	CC-3	OBAP105	Political Process in India	6	0	0	6	30	70	100
<b>Total</b>				<b>27</b>	<b>0</b>	<b>2</b>	<b>28</b>	<b>150</b>	<b>350</b>	<b>500</b>





**Semester II**

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	AECC-3	OTGE201	English Communication-II	3	0	2	4	30	70	100
2	AECC-4	OBAC202	Environmental Studies	4	0	0	4	30	70	100
3	CC-4	OBAP203	Western Political Thought-I (Plato To Jean Bodin)	6	0	0	6	30	70	100
4	CC-5	OBAP204	Constitutional Government and Democracy	6	0	0	6	30	70	100
5	CC-6	OBAP205	International Relation	6	0	0	6	30	70	100
<b>Total</b>				<b>25</b>	<b>0</b>	<b>2</b>	<b>26</b>	<b>150</b>	<b>350</b>	<b>500</b>

**Semester III**

S.N	Category	Course	Course	Periods			Credit	Evaluation Scheme		
		Code		L	T	P		Internal	External	Total
1	AECC-5	OTGE301	English Communication-III	3	0	2	4	30	70	100
2	AECC-6	OBAC302	Physical, Health & Yoga Education	4	0	0	4	30	70	100
3	CC-7	OBAP303	Western Political Thought-II (Hobbs To Marx)	6	0	0	6	30	70	100
4	CC-8	OBAP304	Indian Political Thought-I	6	0	0	6	30	70	100
5	CC-9	OBAP305	Indian Government and Politics	6	0	0	6	30	70	100
<b>Total</b>				<b>25</b>	<b>0</b>	<b>2</b>	<b>26</b>	<b>150</b>	<b>350</b>	<b>500</b>



**Semester IV**

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	AECC-7	OTGE401	English Communication-IV	3	0	2	4	30	70	100
2	AECC-8	OBAC402	Computer Fundamentals, Internet & MS-Office	4	0	0	4	30	70	100
3	CC-10	OBAP403	Comparative Government and Politics	6	0	0	6	30	70	100
4	CC-11	OBAP404	Indian Political Thought-II	6	0	0	6	30	70	100
5	CC-12	OBAP405	Public Administration	6	0	0	6	30	70	100
<b>Total</b>				<b>25</b>	<b>0</b>	<b>2</b>	<b>26</b>	<b>150</b>	<b>350</b>	<b>500</b>

**Semester V**

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	AECC-9	OBAC501	Human Values and Ethics	4	0	0	4	30	70	100
2	CC-13	OBAP502	Worlds Major Constitution	6	0	0	6	30	70	100
3	CC-14	OBAP503	Indian foreign Policy	6	0	0	6	30	70	100
4	CC-15	OBAP504	Human Rights	6	0	0	6	30	70	100
5	CC-16	OBAP505	State Politics in India	6	0	0	6	30	70	100
<b>Total</b>				<b>28</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>150</b>	<b>350</b>	<b>500</b>



## Semester VI

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	AECC-10	OBAC601	Information and Communication Technology	4	0	0	4	30	70	100
2	AECC-11	OBAC602	Life Skill	4	0	0	4	30	70	100
3	CC-17	OBAP603	International Politics	6	0	0	6	30	70	100
4	CC-18	OBAP604	Local Government in India	6	0	0	6	30	70	100
5	CC-19	OBAP605	Dissertation	6	0	0	6	30	70	100
<b>Total</b>				<b>26</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>150</b>	<b>350</b>	<b>500</b>

Note- A student who successfully qualifies four MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.

**Note:-**

**C-Credits**

1C = 1 Hour of Lecture /Tutorial

*1C = 2 Hour of Practical*



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## Core Course (CC)



<b>Course Code:</b> OBAP103	<b>Core Course -I</b> <b>B.A. Hons.- Semester-I</b>  <b>POLITICAL THEORY</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the concepts, frame work and theories of Political Science.	
<b>CO2.</b>	Explaining the concept of sovereignty, various rights and civic laws	
<b>CO3.</b>	Analyzing the theories of state, origin of state, organs of government and sovereignty	
<b>Course Content:</b>		
<b>Unit-1:</b>	Definition, nature and scope and Political Science with reference to traditional, behavioural and post behavioural development.	<b>10 Hours</b>
<b>Unit-2:</b>	Theories of the origin of the state (Social contract, Historical, Evolutionary and Marxist)	<b>12 Hours</b>
<b>Unit-3:</b>	Sovereignty: Evolution of the concept; Essential attributes; Austinian theory; Pluralist criticism,	<b>12 Hours</b>
<b>Unit-4:</b>	Citizenship, Liberty, Equality, Law and Punishment	<b>10 Hours</b>
<b>Unit-5:</b>	Democracy: Liberal; Pluralist; Elitist and Marxist views of Democracy,	<b>12 Hours</b>
<b>Text Books:</b>	1. David Held, <i>Political Theory and Modern State</i> , London, Polity, 1994. 2. J.M. Barbalet, <i>Citizenship</i> , Mitton Keynes, Open University Press, 1988. 3. Sygmunt Baumann, <i>Freedom</i> , Mitton Keynes, Open University Press, 1988.	
<b>Reference Books:</b>	4. Jeremy Waldron, (Ed.) <i>Theories of Rights</i> , New Delhi, OUP, 1984. 5. Graeme Duncan, (Ed.) <i>Democratic Theory and Practice</i> , Cambridge, OUP, 1983. 6. David Held, (Ed.), <i>Political Theory Today</i> , London, Policy, 1991. 7. Stephan L. Wasly, <i>Political Science: The Discipline and its Dimensions</i> , Calcutta, 1970. 8. V.L. Lenin, <i>State and Revolution: (Selected Works)</i> , Moscow, Progress Publisher, 1971. 9. Sir E Barber, <i>Principles of Social and Political Theoy</i> , Calcutta, Oxford University Press, 10. F. Thakurdas, <i>Essays on Political Theory</i> , New Delhi, Gitanjali, 1982. 11. S.P. Verma, <i>Modern Political Theory</i> , New Delhi, Vikas, 1983.	



<b>Course Code:</b> OBAP104	<b>Core Course -II</b> <b>B.A.Hons.- Semester-I</b> <b>Constitutional Development in India</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be:</b>	
<b>CO1.</b>	Understanding the conditions of early political awakening in Indian National Movement and its impact on the constitution of India	
<b>CO2.</b>	Evaluate the impact of various forces on Indian Constituent Assembly like religion, language, caste, tribe, regionalism etc.	
<b>CO3.</b>	Analyzing the important Role of Constituent Assembly in constitution making.	
<b>Course Content:</b>		
<b>Unit-1:</b>	The Government of India Act. 1858 Indian Council Act.1861 Indian Council Act.1892	<b>10Hours</b>
<b>Unit-2:</b>	Indian Council Act.1909 (Morley-Minto Reforms) Montague Chelmsford Report and Government of India Act. 1919	<b>10Hours</b>
<b>Unit-3:</b>	Nehru Report, Simon Commission, Round Table Conferences, Government of India Act. 1935	<b>10 Hours</b>
<b>Unit-4:</b>	August Offer of 1940,Crips Mission, Cabinet Mission, Mountbatten Plan, The Indian Independence Act 1947	<b>10Hours</b>
<b>Unit-5:</b>	The birth and growth of Nationalism in India The Moderates and the Extremists leader in India	<b>10 Hours</b>
<b>Text Books:</b>	R.C. Agarwal: Indian Government and Politics (India Political	
<b>Reference Books</b>	1. Ambika Prasad Verma, Indian Constitution, Mangalam Publishers, New Delhi, 2015. 2. 3. Gopal Chowdhary, Constitution Law of India, Veekumar Publication Pvt. Ltd, 2013. 4. B. S . Raman, Constitution of India, United Pubulishers, New Delhi, 2011.	



<b>Course Code:</b> OBAP105	<b>Core Course – III</b> <b>B.A.Hons.-Semester I</b> <b>Political Process in India</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the role of Indian Political party and its impact on the Indian political system	
<b>CO2.</b>	Evaluate the impact of religion, regionalism and politics, caste and politics etc.	
<b>CO3.</b>	Analyzing the important Role of political party in Indian political System.	
<b>Unit-1:</b>	Political Parties and the Party System Trends in the Party System; From the Congress System to Multi-Party	<b>8 Hours</b>
<b>Unit-2:</b>	Determinants of Voting Behaviour Caste, Class, Gender and Religion, Religion and Politics Coalitions	<b>8 Hours</b>
<b>Unit-3:</b>	Regional Aspirations The Politics of Secession and Accommodation. Debates on Secularism; Minority and Majority Communalism	<b>8 Hours</b>
<b>Unit-4:</b>	Caste and Politics, Caste in Politics and the Politicization of Caste, Affirmative Action Policies Women, Caste and Class	<b>8 Hours</b>
<b>Unit-5:</b>	The Changing Nature of the Indian State Developmental, Welfare and Coercive Dimensions	<b>8 Hours</b>
<b>Text Books:</b>	Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115. II	
<b>ReferenceBooks:</b>	Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions Essential Readings: R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55. <b>* Latest editions of all the suggested books are recommended.</b>	



<b>Course Code:</b> OBAP203	<b>Core Course-IV</b> <b>B.A. Hons. Semester-II</b> <b>Western Political Thought-I</b> <b>(Plato To Jean Bodin)</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the sources and development of the Western Political thoughts from ancient World.	
<b>CO2.</b>	Explaining the features of Religious Nationalism, Democratic Egalitarianism	
<b>CO3.</b>	Analyzing the western political thoughts of different political thinkers.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Plato:</b> the Idea of Philosopher King , Justice ,Education ,Critique of Democracy,	10 Hours
<b>Unit-2:</b>	<b>Aristotle:</b> State and Good Life, Citizenship and The Rule of Law, Classification of governments,	10Hours
<b>Unit-3:</b>	<b>Thomas Aquinas:</b> Law and state, Church and state	10 Hours
<b>Unit-4:</b>	<b>Machiavelli:</b> Politics and Morality, Republicanism , Morality and Statecraft, Virtu	10 Hours
<b>Unit-5:</b>	<b>Jean Bodin, :</b> Religious Toleration, Sovereignty, Family and state	10 Hours
<b>Text Books:</b>	<ol style="list-style-type: none"> <li>1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000</li> <li>2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000</li> <li>3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999.</li> </ol>	
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>4. Sir, E. Baker, Greek Political Theory: Plato and his predecessors, New Delhi, B.L. Publications, 1964.</li> <li>5. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991.</li> <li>6. iq[kjkt tSu&amp;Hkkjrh; jktuhfrd fopkjd] lkfgR; Hkou ifCyds'ku] vkxjk</li> <li>7. e/kqdj ';ke prqosZnh&amp;Hkkjrh; jktuhfrd fopkjd] dkWyst cq d gkml t;iqj oh0ih0 oekZ&amp;vk/kqfud Hkkjrh; jktuhfrd fopkjd y{ehukjk;.k ifCyds'kUI] vkxjk</li> </ol>	





<b>Course Code:</b> OBAP204	<b>Core Course -V</b> <b>BA Hons- Semester-II</b> <b>Constitutional Government and Democracy</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the basic concepts and terminologies of Constitutional Government.	
<b>CO2.</b>	Evaluating the features of Constitutional Government and the Rights, Duties and Directive Principles of the State Policy.	
<b>CO3.</b>	Analyzing the Constitutional Government and Democracy.	
<b>Course Content:</b>		
<b>Unit-1:</b>	The Constituent Assembly and the Constitution- Preamble , Sources, Features,	<b>8 Hours</b>
<b>Unit-2:</b>	Fundamental Rights, Fundamental Duties, Directive Principles of the State Policy	<b>8 Hours</b>
<b>Unit-3:</b>	Organs of the Government- Legislature, Executive and Judiciary.	<b>8 Hours</b>
<b>Unit-4:</b>	Federalism , Division of Powers, Emergency Powers,	<b>8 Hours</b>
<b>Unit-5:</b>	Decentralization and Local Self Government- Panchayati Raj and Municipalities.	<b>8 Hours</b>
<b><u>Text Books:</u></b>	Fadia ,B.L., (2019), Indian Government and Politics, Agra, Sahitya Bhawan Johari, J.C.,( 2012),Indian Government and Politics (Vol. I& II), New Delhi, Vishal Publications Chandra, Bipan , (2017), In the Name of Democracy, New Delhi,Penguin BooksPublicatio	
<b><u>Reference Books:</u></b>	Brass,P,( 2009), Politics of India since Independence, Hyderabad,Orient Longman Datta,P , (2003), India's Democracy: New Challenges, New Delhi, Kanishka Publishers and Distributors. Pylee,M.V.(1998), An Introduction to the Constitution of India,New Delhi, Vikas	
	<b>* Latest editions of all the suggested books are recommended.</b>	



<b><u>Course Code:</u></b> OBAP205	<b>Core Course -VI</b> <b>BA.Hons- Semester-II</b> <b>International Relation</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the scope and subject matter of International Relations as an autonomous academic discipline and different approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model.	
<b>CO2.</b>	Evaluating the role and relevance of UN and its organization, Peace keeping Function and Human Rights in promoting the political stability and social welfare	
<b>CO3.</b>	Analyzing certain basic concepts like Globalisation in contemporary world order, the conditions of Cold War phases and the post Cold War era	
<b>Course Content:</b>		
<b>Unit-1:</b>	Understanding International Relations Evolution of the International System Historical Perspectives	<b>8 Hours</b>
<b>Unit-2:</b>	World War I: Causes and Consequences Significance of the Bolshevik Revolution ,Rise of Fascism and Nazism	<b>8 Hours</b>
<b>Unit-3:</b>	World War II: Causes and Consequences Theoretical Perspectives	<b>8 Hours</b>
<b>Unit-4:</b>	Cold War: Different Phases. End of the Cold War Anti Colonial Movements and Decolonisation	<b>8 Hours</b>
<b>Unit-5:</b>	Détente - Features of Post-Cold War The Third World; features problems and relevance	<b>8 Hours</b>
<b><u>Text Books:</u></b>	Mahendra Kumar: International Politics. M.S. Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.	
<b><u>Reference Books:</u></b>	M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave, N. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approches, 3rd Edition, Oxford: Oxford University Press Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.	
	<b>* Latest editions of all the suggested books are recommended</b>	



<u>Course Code:</u> OBAP303	<b>Core Course-VII B.A. Hons. Semester-III Western Political Thought-II (Thomas Hobbes To Marx)</b>	<b>L-6 T-0 P-0 C-6</b>
<b>Course Outcomes:</b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the sources and development of the Western Political thoughts from ancient World.	
<b>CO2.</b>	Explaining the features of Religious Nationalism, Democratic Egalitarianism	
<b>CO3.</b>	Analyzing the western political thoughts of different political thinkers.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Thomas Hobbes</b> : Natural Laws, Social Contract , State	10 Hours
<b>Unit-2:</b>	<b>John Locke</b> : Ideas on Natural rights with reference to property, Social Contract, limited State, Theory of Consent	10Hours
<b>Unit-3:</b>	<b>Jean Jacques Rousseau</b> :State of Nature, Social Contract, General Will	10 Hours
<b>Unit-4:</b>	<b>Thomas Hill Green</b> : Theory of State, Resistance to State & War	10 Hours
<b>Unit-5:</b>	<b>Karl Marx</b> : Historical Materialism , Class and Class Struggle, Capitalism and Exploitation,	10 Hours
<b><u>Text Books:</u></b>	<ol style="list-style-type: none"> <li>1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000</li> <li>2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000</li> <li>3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999.</li> </ol>	
<b><u>Reference Books:</u></b>	<ol style="list-style-type: none"> <li>4. Sir, E. Baker, Greek Political Theory: Plato and his predecessors, New Delhi, B.L. Publications, 1964.</li> <li>5. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991.</li> <li>6. iq[kjkt tSu&amp;Hkkjrh; jktuhfrd fopkjd] lkfgR; Hkou ifCyds'ku] vkxjk</li> <li>7. e/kqdj ';ke prqosZnh&amp;Hkkjrh; jktuhfrd fopkjd] dkWyst cq d gkml t;iqj oh0ih0 oekZ&amp;vk/kqfud Hkkjrh; jktuhfrd fopkjd y{ehukjk;.k ifCyds'kUI] vkxjk</li> </ol>	



<u>Course Code:</u> OBAP304	<b>Core Course-VIII B.A. Hons. Semester-III Indian Political Thought-I</b>	<b>L-6 T-0 P-0 C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the sources and development of the Indian Political thoughts from ancient World.	
<b>CO2.</b>	Explaining the features of Religious Nationalism, Democratic Egalitarianism	
<b>CO3.</b>	Analyzing the Indian political thoughts of different political thinkers.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Manu, Kautilya	10 Hours
<b>Unit-2:</b>	Shukracharya, Main Tenets of Buddhist and Jain Traditions,	10Hours
<b>Unit-3:</b>	Raja Ram Mohan Ray, Dada bhai Naoroji	10 Hours
<b>Unit-4:</b>	Mahadev Govind Ranade, Pandita Rama bai,	10 Hours
<b>Unit-5:</b>	Lokmanya Bal Ganga Dhar Tilak, Bipin Chandra Pal,	10 Hours
<b><u>Text Books:</u></b>	1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000 2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000 3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999.	
<b><u>Reference Books:</u></b>	4. Sir, E. Baker, Greek Political Theory: Plato and his predecessors, New Delhi, B.L. Publications, 1964. 5. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991. 6. iq[kjkt tSu&Hkkjrh; jktuhfrd fopkjd] lkfgR; Hkou ifCyds'ku] vkxjk 7. e/kqdj ';ke prqosZnh&Hkkjrh; jktuhfrd fopkjd] dkWyst cqd gkml t;iqj oh0ih0 oekZ&vk/kqfud Hkkjrh; jktuhfrd fopkjd y{ehukj;.k ifCyds'kUI] vkxjk	



<b>Course Code:</b> OBAP305	<b>Core Course-IX</b> <b>B.A. Hons. Semester-III</b>  <b>Indian Government and Politics</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the different ways in which politics in India has been studied.	
<b>CO2.</b>	Explaining relationship between the government institutions and political processes.	
<b>CO3.</b>	Analyzing the new horizons of politics of India in 21st century.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Constitutional Framework</b> Salient features of the Constitution of India, Fundamental Rights and Duties, Directive Principles of State Policy.	<b>10</b> <b>Hours</b>
<b>Unit-2:</b>	<b>System of Government</b> Parliamentary System, Federal System, Center-State Relations Emergency Provisions.	<b>10</b> <b>Hours</b>
<b>Unit-3:</b>	<b>The Union Government</b> The Union Government; The President, The Prime Minister, The Parliament, The Supreme Court.	<b>10</b> <b>Hours</b>
<b>Unit-4:</b>	<b>State Government</b> State Government, The Legislature, The Executive, The High Court, Panchayati Raj System in India	<b>10</b> <b>Hours</b>
<b>Unit-5:</b>	<b>Constitutional Bodies and Non-Constitutional Bodies</b> Election Commission, Union Public Service Commission, NITI Aayog	<b>10</b> <b>Hours</b>
<b>Text Books:</b>	<ul style="list-style-type: none"> <li>• D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.</li> <li>• G. Austin: Working a Democratic Constitution the Indian Experience, Delhi, Oxford University Press-2000.</li> </ul>	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• R.C. Agarwal: Indian Government and Politics (India Political System) 5<sup>th</sup> Ed. S. Chand and Co., New Delhi-2000.</li> </ul>	



<b>Course Code:</b> OBAP403	<b>Core Course-X</b> <b>B.A. Hons. Semester-IV</b>  <b>Comparative Government and Politics</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the fundamentals of Comparative Politics as a discipline and the conceptual distinction between Comparative Politics and Comparative Government	
<b>CO2.</b>	Applying the approaches and models of comparative system analysis to understand the structural differences between different governments and their functioning	
<b>CO3.</b>	Analyzing the functions of liberal democratic political systems like that of UK, USA, Switzerland, France etc by comparing with each other	
<b>Course Content:</b>		
<b>Unit-1:</b>	Meanings, scope and nature, Evolution of comparative politics comparative method, Types of comparison (Vertical-Horizontal), Constitutionalism	<b>10 Hours</b>
<b>Unit-2:</b>	Approaches: Formal Legal Approach, System Approach, Structural-Functional Approach.	<b>10 Hours</b>
<b>Unit-3:</b>	Constitution, Types of constitutions, and Constitutionalism, Rule of Law.	<b>10 Hours</b>
<b>Unit-4:</b>	Federalism: Essentials, Problems, Trends, Fundamental Rights.	<b>10 Hours</b>
<b>Unit-5:</b>	Political Culture, Political Socialization, Political Development,	<b>10 Hours</b>
<b>Text Books:</b>	1. G.A. Almond and J.S. Coleman, The Politics of the Developing areas, Princeton N.J., Princeton University Press, 1960. 2. Stephen, Alfred, Arguing Comparative Politics, Oxford University Press, 2001. 3. Flair, Hand Shanin, Sociology of Developing Societies, London, Macmillan, 1982 4. Bottomre, T.B., Elites and Society, Harmondsworth, Penguin, 1985	
<b>Reference Books:</b>	1. H. Finer, Theory and Practice of Modern Government, New York, Oxford University Press, 1969. 2. L.W. Pye S. Verba (eds.) Political culture and Political Development, Princeton N.J. Princeton University Press, 1969.	



<b>Course Code:</b> OBAP404	<b>Core Course-XI</b> <b>B.A. Hons. Semester-IV</b> <b>Indian Political Thought-II</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the sources and development of the Indian Political thoughts from ancient World.	
<b>CO2.</b>	Explaining the features of Religious Nationalism, Democratic Egalitarianism	
<b>CO3.</b>	Analyzing the Indian political thoughts of different political thinkers.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Swami Dayanand Saraswati, Swami Vivekanand	8Hours
<b>Unit-2:</b>	M.N.Roy, Narendra Dev	8Hours
<b>Unit-3:</b>	Jaya Prakash Narayan, Ram Manohar Lohia	8Hours
<b>Unit-4:</b>	Mahatma Jyotiba Phule, Dr. B. R. Ambedkar,	8Hours
<b>Unit-5:</b>	M. K. Gandhi, Jawaharlal Nehru,	8 Hours
<b>Text Books:</b>	1. B.R. Purohit, Development of Political thought, Rajasthan Hindi Granth Academy, Jaipur-2000 2. Purshottam Nagar, Indian Modern Social and Political Thought, Rajasthan Hindi Granth Academy, Jaipur-2000 3. V.R. Mehta, Foundations of Indian Political Thought, Manohar Publishers and Distributors, New Delhi-1999.	
<b>Reference Books:</b>	4. Sir, E. Baker, Greek Political Theory: Plato and his predecessors, New Delhi, B.L. Publications, 1964. 5. K.C. Brown (Ed.) the Cambridge History of Political Thought 1450-1700, Cambridge, Cambridge University Press-1991. 6. iq[kjkt tSu&Hkkjrh; jktuhfrd fopkjd] lkfgR; Hkou ifCyds'ku] vkxjk 7. e/kqdj ';ke prqosZnh&Hkkjrh; jktuhfrd fopkjd] dkWyst cqg gkml t;iqj oh0ih0 oekZ&vk/kqfud Hkkjrh; jktuhfrd fopkjd y{ehukj;.k ifCyds'kUI] vkxjk	



<u>Course Code:</u> OBAP405	<b>Core Course-XII</b> <b>B.A. Hons. Semester-IV</b>  <b>Public Administration</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the Public Administration and Organization.	
<b>CO2.</b>	Explaining the features of the Organization	
<b>CO3.</b>	Analyzing the Institutional mechanism and public policies.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Meaning, Scope and Significance of Public Administration, Public and Private Administration, New Public Administration.	<b>10 Hours</b>
<b>Unit-2:</b>	Theories Of Organization: Scientific Management, (Taylor and his associates), The Bureaucratic Theory Of Organization (Max Weber),	<b>10 Hours</b>
<b>Unit-3:</b>	Classical Theory of Organization (Henery Fayol, Luther Gullick and others), The Human Relation Theory of Organization (Elton Mayo and his Colleagues),	<b>10 Hours</b>
<b>Unit-4:</b>	Principles of Organization : Hierarchy, Authority and Responsibility, Centralization and Decentralization, Delegation.	<b>10 Hours</b>
<b>Unit-5:</b>	Structure of Organizations : Chief Executive, Types of Chief Executive and Their Functions,	<b>10 Hours</b>
<b><u>Text Books:</u></b>	<ul style="list-style-type: none"> <li>• Indian Public Administration – Arora and Goyal</li> <li>• New Horizons of Public Administration – Mohit Bhattacharya</li> <li>• Public Administration – Fadia and Fadia</li> <li>• Public Administration In India 1st Edition – Maheshwari</li> <li>• Public Administration In India – B L Fadia</li> <li>• Public Administration – Laxmikant</li> </ul>	
<b><u>Reference Books:</u></b>	<ul style="list-style-type: none"> <li>• Public Administration and Public Affairs 12th Edition – Nicholas Henry</li> <li>• Essentials Of Organizational Behaviour 10th Edition – Robbins, Sanghi and Judge</li> <li>• Pub Ad A new look- Mohit Bhattacharya</li> <li>Public Administration: Concepts and Theories- Basu Rumk</li> </ul>	





<b>Course Code: OBAP502</b>	<b>Core Course-XIII B.A. Hons. Semester-V World Major Constitution (UK, USA, Switzerland and France)</b>	<b>L-6 T-0 P-0 C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the fundamentals of Modern Political System as a discipline and the conceptual distinction between Comparative study of UK, USA, Switzerland and France	
<b>CO2.</b>	Analyzing the functions of liberal democratic political systems like that of UK, USA, Switzerland, France etc by comparing with each other.	
<b>CO3.</b>	Evaluating the relevance of an intensive comparative study of the Executive, Legislative and Judiciary in the light of existing political systems of the world	
<b>Course Content:</b>		
<b>Unit-1:</b>	Constitution – Meaning, Types – Merits and Demerits-Characteristics of a good Constitution - Unitary and Federal System of Government.	<b>10 Hours</b>
<b>Unit-2:</b>	<b>United Kingdom</b> General Features; Constitutional Conventions; The Crown; Parliament; Cabinet System; The Rule of Law; The Party System	<b>10 Hours</b>
<b>Unit-3:</b>	<b>United States of America</b> U.S.A: General Features; Federalism; President; Congress; Federal Judiciary; Method of Amendment of Constitution; Party System	<b>10 Hours</b>
<b>Unit-4:</b>	<b>Switzerland</b> Main Features; Federal Executive; Federal Legislature; Judicial System; Devices of Direct Democracy; Method of Amendment in the Constitution	<b>10 Hours</b>
<b>Unit-5:</b>	<b>France</b> Making of the Constitution of the Fifth Republic and its characteristics; The President and the Government; The National Assembly and the Senate; The Judicial System and Administrative Law; The Party System	<b>10 Hours</b>
<b><u>Text Books:</u></b>	<ol style="list-style-type: none"> <li>1. Kamrava Mehran : Understanding Comparative politics, Prentice hall of India Pvt.Ltd., New Delhi 2000.</li> <li>2. Charles, A. Geared: American Government and Politics.</li> </ol>	
<b><u>Reference Books:</u></b>	<ol style="list-style-type: none"> <li>3. H.J. Laskhi: American Democracy : A commentary and An Interpretation, London Unwin 1984.</li> <li>4. W. Zhang, Transforming China: Economic Reforms and its Political Implication, New York, St. Martin's Press, 2000.</li> </ol>	



<b>Course Code:</b> OBAP503	<b>Core Course-XIV</b> <b>B.A. Hons. Semester-V</b>  <b>Indian Foreign Policy</b>		<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>		
<b>CO1.</b>	Understanding the India's Foreign Policy		
<b>CO2.</b>	Explaining India's relations with UK, USA, Russia, China.		
<b>CO3.</b>	Analyzing the new horizons of politics of India in 21st century.		
<b>Course Content:</b>			
<b>Unit--1:</b>	Determinants of India's Foreign Policy — Objectives and Principles of India's Foreign Policy	<b>10</b>	<b>Hours</b>
<b>Unit--2:</b>	India's relations with UK, USA, Russia, China.	<b>10</b>	<b>Hours</b>
<b>Unit--3:</b>	India's Relations with Neighbors: Pakistan, Bangladesh. Myanmar	<b>10</b>	<b>Hours</b>
<b>Unit--4:</b>	Relations with South East Asian Nation Japan – Australia, Indonesia	<b>10</b>	<b>Hours</b>
<b>Unit--5:</b>	Issues and Challenges Security Challenges of India: Terrorism - Nuclear Policy – Maritime Security	<b>10</b>	<b>Hours</b>
<b>Text Books:</b>	1. Subhash Shukla, Foreign Policy of India, Anamika Pub & Distributors,2007. 2. N. Jayapalan, Foreign Policy of India, Atlantic Publishers 2001. 3. K.R. Gupta & Vatsala Shukla, Foreign Policy of India, Volume2, Atlantic Publishers		
<b>Reference Books:</b>	4. Mohanan B. Pillai, M B & L P, Foreign Policy of India: Continuity and Change, New Century Publications, 2010. 5. V P Dutt, India's Foreign Policy In A Changing World, Vikas Publishing House Pvt Limited, 2009. 6. V.N. Khanna, Foreign Policy of India, Vikas Publishing House Pvt Limited, New Delhi,1999		



<b>Course Code:</b> OBAP504	<b>Core Course – XV</b> <b>BA. Hons Semester-V</b> <b>Human Rights</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the basic concepts, role and importance of human rights.	
<b>CO2.</b>	Evaluate the specific issues in a comparative perspective.	
<b>CO3.</b>	Analyzing the different theories related to Human Rights.	
<b>Course Content:</b>		
<b>Unit--1:</b>	Human Rights: Theory and Institutionalization	<b>8 Hours</b>
<b>Unit--2:</b>	Understanding Human Rights: Three Generations of Rights	<b>8 Hours</b>
<b>Unit--3:</b>	Institutionalization: Universal Declaration of Human Rights	<b>8 Hours</b>
<b>Unit--4:</b>	Structural Violence Gender and Violence: India and Pakistan	<b>8 Hours</b>
<b>Unit--5:</b>	Terrorism and Insecurity of Minorities: USA and India	<b>8 Hours</b>
<b>Text Books:</b>	J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458. SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press	
<b>ReferenceBooks:</b>	The Constitution of India, Chapter 3: Fundamental Rights M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', Social Text, 72, Vol. 20(3), pp. 101-116. <b>* Latest editions of all the suggested books are recommended.</b>	



<b>Course Code:</b> <b>OBAP505</b>	<b>Core Course – XVI</b> <b>BA. Hons Semester-V</b> <b>State Politics in India</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
Course Outcomes:	<b>On completion of the course, the students will be :</b>	
CO1.	Understanding the state politics in India.	
CO2.	Evaluating the features of the state politics	
CO3.	Analyzing the Institutional mechanism and public policies.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Development of State Politics in India ,Approaches to the Study State Politics.	<b>10Hours</b>
<b>Unit-2:</b>	Union-State Relations: Legislative, Economic and Administrative State-Local Relations ,State Autonomy	<b>10 Hours</b>
<b>Unit-3:</b>	State Development Models , Migration	<b>10 Hours</b>
<b>Unit-4:</b>	State Party Systems Electoral Politics Leadership	<b>10Hours</b>
<b>Unit-5:</b>	Dalits, OBCs and Women ,Linguistic and Ethnic Groups ,Regions and Tribes	
<b>Reference</b>	Fadia ,B.L., (2019), Indian Government and Politics, Agra, Sahitya Bhawan Johari, J.C.,( 2012),Indian Government and Politics (Vol. I& II), New Delhi, Vishal Publications Chandra, Bipan , (2017), In the Name of Democracy, New Delhi,Penguin BooksPublicatio	
<b>Books:</b>	Brass,P,( 2009), Politics of India since Independence, Hyderabad,Orient Longman Datta,P , (2003), India’s Democracy: New Challenges, New Delhi, Kanishka Publishers and Distributors. Pylee,M.V.(1998), An Introduction to the Constitution of India,New Delhi, Vikas	



<b>Course Code:</b> OBAP603	<b>Core Course – XVII</b> <b>BA. Hons Semester-VI</b> <b>International Politics</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the scope and subject matter of International Relations as an autonomous academic discipline and different approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model.	
<b>CO2.</b>	Analyzing certain basic concepts like Globalization in contemporary world order, the conditions of Cold War phases and the post Cold War era	
<b>CO3.</b>	Evaluating the role and relevance of UN and its organization, Peace keeping Function and Human Rights in promoting the political stability and social welfare	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>International Politics</b> Meaning, Nature and Scope of International Politics; Idealist, Realist Systems, Game theory,	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Unit-2:</b>	<b>The Modern state system</b> Power and its elements; National Interest, Balance of Power, Collective security,	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Unit-3:</b>	<b>Foreign Policy</b> Its determinants; Instruments of Foreign Policy – Diplomacy, Propaganda, Economic Instruments and War	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Unit-4:</b>	<b>Arms Control and Disarmament:-</b> Cold War; Détente; Non-alignment Problems of the Third World	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Unit-5:</b>	<b>Global Organizations</b> Global Organization: The U.N.; Regional Organizations: S.A.A.R.C.; A.S.E.A.N	<b>10</b> <b>Ho</b> <b>urs</b>
<b>Text Books:</b>	1. L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974. 2. M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.	
<b>Reference Books:</b>	3. R.A.Folk, Law, Morality and War in the Contemporary World, New York, Frederick A Praegar, 1963. 4. Mahendra Kumar: International Politics.	



<b>Course Code:</b> <b>OBAP604</b>	<b>Core Course-XVIII</b> <b>B.A. Hons Semester-VI</b> <b>Local Government in India</b>	<b>L-6</b> <b>T-0</b> <b>P-0</b> <b>C-6</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the Electoral System in India and Issues in Indian Democracy	
<b>CO2.</b>	Analyzing the functions of liberal democratic political systems and Contemporary Challenges to Indian Democracy.	
<b>CO3.</b>	Evaluating the relevance of an intensive comparative study of the Executive, Legislative and Judiciary in the light of existing Indian federal political systems.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Historical Background and Evolution of Local Government in India - Lord Ripon's Resolution - Royal Commission 1907 - Community Development Programme - Local Government in Indian constitution.	<b>10 Hours</b>
<b>Unit-2:</b>	M.K. Gandhi's concept of Panchayat Raj System - Balwant Rai Metha Committee - Ashok Metha Committee - Study teams and Committees - G.V.K. Rao Committee Report - L.M. Singvi Committee Report	<b>10 Hours</b>
<b>Unit-3:</b>	Salient features of 73rd Constitutional Amendment - Types of Rural Local Government - Grama Sabha - Village Panchayat - Panchayat Union - Zilla Parishad and its powers and Functions - 11th Schedule of the Constitutions (29 Functional Items)	<b>10 Hours</b>
<b>Unit-4:</b>	Salient features of 74rd Constitutional Amendment - Types of Urban Government - Municipal Corporation – Municipalities - Notified Area Committee - Town Areas – Township - Special Purpose Agencies	<b>10 Hours</b>
<b>Unit-5:</b>	Peoples Participation in Local Government - Role of Political Parties and Caste in Local Government - Role of Women and their Problems in Local Government - Reservation in Local Government.	<b>10 Hours</b>
<b><u>Text Books:</u></b>	<ul style="list-style-type: none"> <li>• Vishnoo Bhagwan&amp; Vidhya Bhushan, Public Administration, S. Chand Company, 1999</li> <li>• M. Lakshmikanth, Indian Polity for Civil Services Exams, Tata McGraw Hill Education (India) Pvt. Ltd., NewDelhi, 2013.</li> <li>• D.C. Gupta, Indian Government and Politics, Vikas Publishing House Pvt. Ltd., 2010.</li> <li>4. Journals, Magazines and Periodicals.</li> </ul>	
<b><u>Reference Books:</u></b>	<ul style="list-style-type: none"> <li>• Kamrava Mehran : Understanding Comparative politics, Prentice hall of India Pvt.Ltd., New Delhi 2000.</li> <li>• C.P. Bhambhri, Democracy in India, National, Book Trust, New Delhi, 2007.</li> <li>• V. Venkataraw Niru Hazaika, Local Government, S. Chand Company 1995</li> </ul>	



## Ability Enhancement Compulsory Course AECC

<b><u>Course Code:</u> <u>OTGE101</u></b>	<b>Ability-Enhancement Compulsory Course – 1 BA Hons- Semester-I English Communication – I</b>	<b>L- 3 T- 0 P-2 C-4</b>
<b>Course Outcomes</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the basics of English Communication	
<b>CO2.</b>	Understanding the basic concepts of Functional Grammar	
<b>CO3.</b>	Preparing basic official written communication	
<b>CO4.</b>	Demonstrating effective speaking skills	
<b>CO5.</b>	Demonstrating comprehension in reading text	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Introductory Session:</b> <ul style="list-style-type: none"> <li>• Self – Introduction &amp; Assessment</li> <li>• Basics of Communication Process</li> <li>• Everyday Expressions</li> <li>• Commonly used Verbs</li> </ul>	<b>06</b>
<b>Unit-2:</b>	<b>Functional Grammar:</b> <ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Verbs</li> <li>• Tense</li> <li>• Modals</li> <li>• Conjunctions</li> <li>• Subject Verb Agreement</li> <li>• Articles</li> <li>• Spotting Errors</li> </ul>	<b>08</b>



<b>Unit-3:</b>	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>• Application &amp; Formal Letter Writing</li> <li>• Email Writing</li> <li>• Note Taking &amp; Note Making</li> <li>• Essay Writing</li> </ul>	<b>06</b>
<b>Unit - 4</b>	<b>Speaking Skills:</b> <ul style="list-style-type: none"> <li>• Intonation &amp; Voice Dynamics</li> <li>• Art of Public Speaking</li> <li>• Common Conversation</li> </ul> Extempore	<b>06</b>
<b>Unit - 5</b>	<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>• Reading &amp; Understanding</li> <li>• Reading Comprehensions</li> </ul> Solving Para Jumbles	<b>04</b>





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**Evaluation Scheme**

<b>Internal Evaluation (30 Marks)</b>		<b>External Evaluation (70 Marks)</b>	
20 Marks	10 Marks	20 Marks	50 Marks
Best of 2 CTs	Assignment (Oral)	Viva-Voce*	Written

**Parameters of Viva\***

<b>Content</b>	<b>Body Language &amp; Dressing Sense</b>	<b>Pronunciation</b>	<b>Question Responsiveness &amp; Confidence</b>	<b>Total</b>
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

Note:

1. External Viva-Voce will be coordinated by concerned faculty.
2. The Viva-Voce will be carried out by one external examiner assigned by University.



<b>Course Code:</b> OBAC102	<b>Ability Enhancement Compulsory Course-II</b> <b>B.AHons Semester-I</b> <b>IkekU; fgUnh</b>	<b>L-4</b> <b>T-0</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	इस कोर्स के अन्त में विद्यार्थी ये जान सकेंगे:-	
<b>CO1.</b>	fo   kFkhZ Loj]O;atu)"kCn lajpuk okD; lajpuk dks le> yxsxa rFkk O;kdj.k ds fu;eksa dk mi;ksx dj ldsxsAA	
<b>CO2.</b>	fo   kFkhZ "kCn] okD;] dfork] dgkuh]ukVd rFkk fucU/k vkfn dk fo"ys'k.k dj ldsxsAA	
<b>CO3.</b>	Hkk'kk;h Kku ds ek;/e ls Nk= okD;ksa dk fuekZ.k dj ldsxsAA "kCn jpuk okD;] jpuk fucU/k ukVd rFkk i= ys[ku esa ikjaxr gks ldsxsAA	
<b>CO4.</b>	fo   kFkhZ IkekU; fgUnh ds Kku ds ek;/e ls Hkk'kk dk ewY;kdau dj ldsxsAA	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>fgUnh /ofu;ksa dk Lo:i</b> Loj vkSj O;atu laKk] loZeku] fdz;k] fo"ks'k.k] fdz;k fo"ks'k.k okD; lajpuk	<b>10 Hours</b>
<b>Unit-2:</b>	<b>fgUnh "kCnlajpuk</b> lk;kZ;okph] lekukFkZd] foyksefFkZd] vusdkFkZd] vusd "kCnksa ds LFkku ij ,d "kCn lewgkFkZd "kCnksa ds iz;ksx] fudVfkhZ "kCnksa ds lw{e vFkZ&Hksn] lekukFkZd "kCnksa ds Hksn] milxZ] izR;;	<b>10 Hours</b>
<b>Unit-3:</b>	<b>orZuh] fojke fpUg ,oa la'kks/ku</b> orZuh IEc/kh v"qf);ki] ek=kvksa dh v"qf);ki orZuh IEc/kh v"qf);ks ds dkj.k] orZuh IEc/kh v"qf);ki lq/kkjus ds mik;A fojke fpUg&iw.kZfojke] iz"uokpd fpUg IEcks/ku ;k vk"p;Z fpUg]funsZ"kd fpUg] vorj.k fpUg	<b>10 Hours</b>
<b>Unit-4:</b>	<b>ys[ku IEcU/kh dks'ky</b> fyf[kr Hkk'kk f"kk{k.k ds mn~ns"; ys[ku dh fofHkUu fof/k;ki] ys[ku ds nks'k fucU/k ys[ku] dgkuh ys[ku jk'Vªh;&vUrZjk'Vªh; rkRdkfyd ?kVukdzeksa ij ys[ku	<b>10 Hours</b>
<b>Unit-5:</b>	<b>fgUnh i=kpkj ,oa ys[ku</b> vkSipkfjd i=kpkj vukSipkfjd i=kpkj jk'Vªh;&vUrZjk'Vªh; rkRdkfyd ?kVukdzeksa ij ys[ku	<b>10 Hours</b>
<b>Text Books:</b>	01&jktHkk'k fgUnh&xksfoUnnkl&fgUnh lkfgR; IEesyU] iz;ksxA 02&jk'VªHkk'kk vkUnksyU&xksikyij"qjke&egkj'Vª IHkka 03&fojke fpUg&egsUnz jtkk tSu&fdrkc ?kj] fnYyh	
<b>Reference Books:</b>	04&iz"kklfud ,oa dk;kZy;h fgUnh&jkeizdk"kk] jk/kkd" k izdk"ku] fnYyhA 05&iz;kstu ewyd dkedkth fgUnh&dSyk"p pUnz HkkfV;k] r{kf"kyk izdk"ku]fnYyh 06&iz"kklfud fgUnh fVli.k]izk:i.k ,oa i= ys[ku&gfjeksgU] r{kf"kyk izdk"ku] fnYyh	
<b>E-Resources:</b>	1. <a href="https://youtu.be/maXoNNsOMdg">https://youtu.be/maXoNNsOMdg</a>	

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| <ol style="list-style-type: none"><li>2. <a href="https://lgandt.blogspot.com/2018/06/blog-post_64.html">https://lgandt.blogspot.com/2018/06/blog-post_64.html</a></li><li>3. <a href="https://youtu.be/vb_yuBFO10o">https://youtu.be/vb_yuBFO10o</a></li><li>4. <a href="https://gradeup.co/hindi-pedagogy-bhasha-kaushal-and-types-i">https://gradeup.co/hindi-pedagogy-bhasha-kaushal-and-types-i</a></li><li>5. <a href="http://hindigrammar.in/patr-lekhn.html">http://hindigrammar.in/patr-lekhn.html</a></li></ol> |
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**\* Latest editions of all the suggested books are recommended.**



<b>Course Code:</b> <b>OTGE201</b>	<b>Ability Enhancement Compulsory Course-3</b> <b>BA Hons Semester-II</b> <b>English Communication-II</b>	<b>L-3</b> <b>T-0</b> <b>P-2</b> <b>C-4</b>
<b>Course Outcomes</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Demonstrating comprehension in listening	
<b>CO2.</b>	Understand and improve vocabulary	
<b>CO3.</b>	Draft official written communication formats.	
<b>CO4.</b>	Demonstrate public speaking skills	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Listening Skills:</b> <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Talk Shows</li> <li>• Commentaries</li> <li>• Listening Comprehensions</li> </ul>	<b>06</b>
<b>Unit-2:</b>	<b>Functional Grammar &amp; Vocabulary:</b> <ul style="list-style-type: none"> <li>• Root Words</li> <li>• Idioms &amp; Phrases</li> <li>• Technical Jargons</li> <li>• Direct &amp; Indirect Speech</li> <li>• Active &amp; Passive Voice</li> <li>• Sentence Re-arrangement</li> <li>• Closet Test</li> </ul>	<b>08</b>
<b>Unit-3:</b>	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>• Proposal &amp; Report Writing</li> <li>• Preparing Notice, Agenda &amp; MOM</li> <li>• Verbal Analogies</li> </ul>	<b>06</b>
<b>Unit - 4</b>	<b>Communication Skills:</b> <ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• Know Your Body Language</li> <li>• Role Plays</li> <li>• Picture Perception</li> <li>• Public Speaking 'Debate, Stage Handling, Oral Presentation'</li> </ul>	<b>05</b>



<b>Unit - 5</b>	<b>Verbal Ability:</b> <ul style="list-style-type: none"> <li>• One Word Substitutions</li> <li>• Jumbled Words</li> <li>• Sentence Improvement</li> </ul>	<b>05</b>
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>1. <i>English Grammar Composition and Usage</i> by J.C. Nesfield, Macmillian Publishers.</li> <li>2. <i>Communication Skills</i> by Sanjay Kumar &amp; PushpLata, Oxford University Press</li> <li>3. <i>Business Writing for Dummies (3rd Edition)</i> by Natalie Canavor, For Dummies</li> <li>4. <i>Reading and Listening Comprehension Skills</i> by Michelle Osment, Curriculum Concepts</li> <li>5. <i>Unveiling the Secrets of Verbal Ability</i> by Abhishek Verma and Shweta Bajaj, Research India</li> </ol>	

### Evaluation Scheme

Internal Evaluation (30 Marks)			External Evaluation (70 Marks)	
20 Marks	05 Marks	05 Marks	20 Marks	50 Marks
Best of 2 CTs	Assignment (Oral)	Attendance	Viva-Voce*	Written

### Parameters of Viva\*

Content	Body Language & Dressing Sense	Pronunciation	Question Responsiveness & Confidence	Total
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

Note:

3. External Viva-Voce will be coordinated by concerned faculty.
4. The Viva-Voce will be carried out by one external examiner assigned by University.



<b>Course Code:</b> <b>OBAC202</b>	<b>Ability-Enhancement Compulsory Course -4</b> <b>BA Hons - Semester-II</b> <b>Environmental Studies</b>	<b>L-4</b> <b>T-0</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding ecology and environment for promoting sustainable development.	
<b>CO2.</b>	Understanding environmental policies, practices and Acts and its application in industries.	
<b>CO3.</b>	Applying the measures to control pollution.	
<b>CO4.</b>	Analyzing the opportunities to make optimum use of natural resources and biodiversity.	
<b>CO5.</b>	Applying the disaster management skills in case of disaster.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<p><b>Introduction and Evolution of Environmental Studies:</b>  <b>Definition and Scope</b> of environmental studies, multidisciplinary nature of environmental studies, concept of sustainability &amp; sustainable development.</p> <p><b>Ecology and Environment:</b> Concept of an Ecosystem- its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid &amp; Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem &amp; Aquatic Ecosystem &amp; Desert Ecosystem.</p>	<b>8</b> <b>Hours</b>
<b>Unit-2:</b>	<p><b>Natural Resources:</b>            Renewable &amp; Non-Renewable resources; Land resources and land use change; Land degradation, Soil erosion &amp; desertification. Deforestation: Causes &amp; impacts due to mining, Dam building on forest biodiversity &amp; tribal population. Energy Resources: Renewable &amp; Non-Renewable resources, Energy scenario &amp; use of alternate energy sources, Case studies. Biodiversity: Hot Spots of Biodiversity in India and World, Conservation, Importance and Factors Responsible for Loss of Biodiversity, Bio-geographical Classification of India.</p>	<b>8</b> <b>Hours</b>
<b>Unit-3:</b>	<p><b>Environmental Pollutions:</b>            Types, Causes, Effects &amp; control; Air, Water, soil &amp; noise pollution, Nuclear hazards &amp; human health risks, Solid waste Management; Control measures of urban &amp; industrial wastes.</p>	<b>8</b> <b>Hours</b>

	pollution case studies.	
<b>Unit-4:</b>	<p><b>Environmental policies &amp; practices:</b>  Climate change &amp; Global Warming (Greenhouse Effect), Ozone Layer - Its Depletion and Control Measures, Photochemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention &amp; control of pollution act, Water Prevention &amp; Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal &amp; Kyoto Protocols &amp; Convention on biological diversity, Nature reserves, tribal population &amp; Rights &amp; human wild life conflicts in Indian context.</p>	<b>8 Hours</b>
<b>Unit-5:</b>	<p><b>Human Communities &amp; Environment:</b>  Human population growth; impacts on environment, human health &amp; welfare, Resettlement &amp; rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods &amp; Droughts, Cyclones &amp; Landslides, Environmental Movements; Chipko, Silent Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian &amp; other regions &amp; culture in environmental conservation, Environmental communication &amp; public awareness; Case study</p>	<b>8 Hours</b>
<b><u>Text Books:</u></b>	1. De A. K. ,Environmental Chemistry, New Delhi : New Age Publishers Pvt. Ltd.	
<b><u>Reference Books:</u></b>	<ol style="list-style-type: none"> <li>1. Bryant, P. J., Biodiversity and Conservation, New Delhi: Hypertext Book</li> <li>2. Tewari, Khulbe&amp; Tewari , Textbook of Environment Studies, New Delhi: I.K. Publication</li> <li>3. Masters, G. M. Introduction to Environmental Engineering and Science, New Delhi : Prentice Hall India Pvt. Ltd.</li> <li>4. Odem, E. P , Fundamentals of Ecology, New Delhi : W. B. Sannders Co.</li> </ol> <p><b>*Latest editions of all the suggested books are recommended.</b></p>	



<b>Course Code:</b> <b>OTGE 301</b>	<b>Academic Enhancement Compulsory Course-V</b> <b>B.A.-Hons Semester-III</b> <b>ENGLISH COMMUNICATION –III</b>	<b>L-3</b> <b>T-0</b> <b>P-2</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Learning and Understanding adequate knowledge of English grammar and the various skills such as public speaking, comprehension skills, professional writing etc	
<b>CO2.</b>	Analyzing the strategies of reading comprehension and the barriers to the art of public speaking for the effective learning	
<b>CO3.</b>	Evaluating the utility and significance of story reading and the skills of speaking and comprehension in the effective learning of English language	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>English Grammar &amp; Vocabulary</b> ·Correction of Common Errors (with recap of English Grammar with its usage in practical context.) ·Synthesis : Simple , complex and compound sentence ·Commonly used Idioms & phrases (Progressive learning whole semester)	<b>14 Hours</b>
<b>Unit-2:</b>	<b>Speaking Skills</b> ·Art of public speaking ·Common coversation ·Extempore	10 Hours
<b>Unit-3:</b>	<b>Comprehension Skills</b> ·Strategies of Reading comprehension: Four S’s ·How to solve a Comprehension (Short unseen passage: 150-200 words)	06 Hours
<b>Unit-4:</b>	<b>Professional Writing</b> ·Preparing Notice,Agenda& Minutes of the Meeting	03 Hours
<b>Unit-5:</b>	<b>Value based text reading: Short story</b> ·The Barber’s Trade Union – Mulk Raj Anand	07 Hours
<b>Text Books:</b>	1.Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>1. Allen, W. “<i>Living English Structure</i>” Pearson Education, New Delhi.</li> <li>2. Joseph, Dr C.J. &amp; Myall E.G. “<i>A Comprehensive Grammar of Current English</i>” Inter University Press, Delhi</li> <li>3. Wren &amp; Martin “<i>High School English Grammar and Composition</i>” S.Chand&amp;Co.Ltd., New Delhi.</li> <li>4. Norman Lewis “<i>Word Power Made Easy</i>” Goyal Publications &amp; Distributers, New Delhi.</li> <li>5. Chaudhary, Sarla “Basic Concept of Professional Communication” Dhanpat Rai Publication, NewDelhi.</li> <li>6. Kumar Sanjay &amp; Pushplata “<i>Communication Skills</i>” Oxford University Press, New Delhi.</li> <li>7. Agrawal, Malti “<i>Professional Communication</i>” KrishnaPrakashan Media (P) Ltd. Meerut.</li> </ol> <p><b>Methodologies:</b> 1.Idiom &amp; Phrases and exercises, usage in sentences.</p>	





	<p>2. Language Lab software.</p> <p>3. Power Point presentation.</p> <p>4. Newspaper reading, short articles from newspaper to comprehend and short movies.</p> <p>5. Modern Teaching tools (PPT Presentation &amp; Motivational videos with subtitles) will be utilized.</p>	
<b><u>E-Resources:</u></b>	<p>1. <a href="https://prowritingaid.com/art/335/What-are-simple%2C-compound%2C-and-complex-sentences.aspx">https://prowritingaid.com/art/335/What-are-simple%2C-compound%2C-and-complex-sentences.aspx</a></p> <p>2. <a href="https://englishlive.ef.com/blog/language-lab/15-common-english-idioms-and-phrases/amp/">https://englishlive.ef.com/blog/language-lab/15-common-english-idioms-and-phrases/amp/</a></p> <p>3. <a href="https://www.inc.com/brent-gleeson/20-tips-for-mastering-art-of-public-speaking.html">https://www.inc.com/brent-gleeson/20-tips-for-mastering-art-of-public-speaking.html</a></p> <p>4. <a href="http://jagmohan-spokenenglish.blogspot.com/2012/12/extempore-speaking.html?m=1">http://jagmohan-spokenenglish.blogspot.com/2012/12/extempore-speaking.html?m=1</a></p> <p>5. <a href="https://slite.com/learn/meeting-minutes">https://slite.com/learn/meeting-minutes</a></p> <p>6. <a href="https://en.wikipedia.org/wiki/Agenda_(meeting)">https://en.wikipedia.org/wiki/Agenda_(meeting)</a></p> <p>7. <a href="http://sittingbee.com/the-barbers-trade-union-mulk-raj-anand/">http://sittingbee.com/the-barbers-trade-union-mulk-raj-anand/</a></p> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	

### **Evaluation Scheme**

Internal Evaluation (30 Marks)		External Evaluation (70 Marks)	
20 Marks	10 Marks	20 Marks	50 Marks
Best of 2 CTs	Assignment (Oral)	Viva-Voce*	Written

### **Parameters of Viva\***

Content	Body Language & Dressing Sense	Pronunciation	Question Responsiveness & Confidence	Total
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

- Note: External Viva-Voce will be coordinated by concerned faculty.
- The Viva-Voce will be carried out by one external examiner assigned by University.



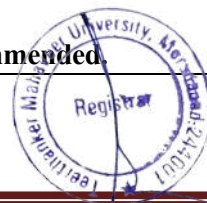
<b>Course Code:</b> OBAC302	<b>Ability Enhancement Compulsory Courses -VI</b> B.AHons Semester-III <b>PHYSICAL, HEALTH AND YOGA EDUCATION</b>	L-4 T-0 P-0 C-4
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Remembering the concept of health, Physical fitness & Yoga Education.	
<b>CO2.</b>	Understanding school health programs, health problems and benefits of physical fitness.	
<b>CO3.</b>	Demonstrating and applying various yogic practices for health and stressmanagement.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Health</b> Introduction, Definition and Meaning of health & health education School health programme and role of teacher in development of health Personal and Environmental Hygiene for schools Objectives of school health services ,Role of health education in schools	<b>10 Hours</b>
<b>Unit-2:</b>	<b>Physical Fitness</b> Definition, Meaning and Types of physical fitness Factors affecting physical fitness Benefits of Physical Fitness Importance of physical activities at school level Principles of physical fitness	<b>12 Hours</b>
<b>Unit-3:</b>	<b>Yoga &amp; Meditation</b> Introduction, Meaning and definitions of Yoga Benefits of Yogic practices Meditation: Meaning, Nature & Relationship with mind. Importance of Meditation at school level	<b>10 Hours</b>
<b>Unit-4:</b>	<b>Asanas</b> rective Asanas: Sitting, Standing, Supine line & Prone line position ditative Asanas: Padma Asana, Vajra Asana & Sukha Asana Relaxative Asanas: Shava Asana, Makara Asana	<b>12 Hours</b>
<b>Unit-5:</b>	<b>Pranayams</b> Ujjai tali kari astrika Bhramari	<b>10 Hours</b>
<b>Text Books:</b>	Tripathi, Anil Kumar Fundamentals of Health Education, New Delhi: Khel Sahitya Kendra, Moorthy, Prof A.M Management of Health Education(Part-II), Delhi: Friends publisher.	
<b>Reference Books:</b>	Singh, Dr. Ajmer Essentials of physical Education. Ludhiana: Kalyani publishers. Daryl Syedentop Introduction to physical education, fitness and sports (2 <sup>nd</sup> ed.). London: Mayfield publishing company. Uppal, A.K. and Gautam, G. P. Physical education and Health. Delhi: Friends publisher. Kangane, Sopan and Sonawane, Sanjeev Physical Education (D. Ed.). Pune: Nirali publication. Patel, Krishna Physical Health and Yoga Education, Agarwal Publication, Agra. Jain, Rajeew Trilok Sampoon Yog Vidhya, Bhopal: Manjul Pub. Gore C.S. Yoga and Health, New Delhi: Sports Publication. Singh, Wazir. Yoga and Health Promotions in Schools, New Delhi: Srishti Book Distributors. Singh, I.N. The Complete Book of Yoga & Health, New Delhi: The Reader Paradise. Agashe, Sanjay R. Introduction to Health Education, New Delhi: Khel Sahitya Kendra.	
<b>E-Resources</b>	<a href="https://www.learningclassesOnline.com/2019/08/health-and-physical-education-book.html">https://www.learningclassesOnline.com/2019/08/health-and-physical-education-book.html</a>	

**\* Latest editions of all the suggested books are recommended**



<b>Course Code:</b> <b>OTGE 401</b>	<b>Academic Enhancement Compulsory Course-VII</b> <b>B.A.Hons- Semester-IV</b> <b>ENGLISH COMMUNICATION – IV</b>	<b>L-3</b> <b>T-0</b> <b>P-2</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the essence of effective listening and speaking, about proposal and report writing and acquiring the adequate knowledge of grammar and vocabulary	
<b>CO2.</b>	Analyzing the effect of applied knowledge of grammar and job oriented skills in the presentation	
<b>CO3.</b>	Evaluating the role and relevance of the story reading in the inculcation of professional ethics as well as the value of effective listening and speaking in modifying the job-oriented skills	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Vocabulary &amp; Grammar</b> Homophones and Homonyms Correction of Common Errors (with recap of English Grammar with its usage in practical context.) Transformation of sentences	<b>6 Hours</b>
<b>Unit-2:</b>	<b>Essence of Effective listening &amp; speaking</b> Listening short conversation/ recording (TED talks / Speeches by eminent personalities) <i>Critical Review of these abovementioned</i> Impromptu	<b>10 Hours</b>
<b>Unit-3:</b>	<b>Professional Writing</b> Proposal: Significance, Types, Structure & AIDA Report Writing: Significance, Types, Structure & Steps towards Report writing	<b>12 Hours</b>
<b>Unit-4:</b>	<b>Job Oriented Skills</b> Cover Letter Preparing Resumè and Curriculum-Vitae Interview: Types of Interview, Tips for preparing for Interview and Mock Interview Corporate Expectation & Professional ethics: Skills expected in corporate world	<b>10 Hours</b>
<b>Unit-5:</b>	<b>Value based text reading: Short story</b> A Bookish Topic – R.K. Narayan	<b>8 Hours</b>
<b>Text Books:</b>	Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>Raman Meenakshi &amp; Sharma Sangeeta, "Technical Communication-Principles &amp; Practice" Oxford University Press, New Delhi.</li> <li>Mohan K. &amp; Sharma R.C., "Business Correspondence of Report Writing", TMH, New Delhi.</li> <li>Chaudhary, Sarla "Basic Concept of Professional Communication" Dhanpat Rai Publication, New Delhi.</li> </ul>	
<b>E-Resources:</b>	<ol style="list-style-type: none"> <li><a href="https://youtu.be/TwZ7LgrPwR">https://youtu.be/TwZ7LgrPwR</a></li> <li><a href="https://youtu.be/akfatVK5h3Y">https://youtu.be/akfatVK5h3Y</a></li> <li><a href="https://youtu.be/fYQIgzrkOK4">https://youtu.be/fYQIgzrkOK4</a></li> <li><a href="https://youtu.be/fMV7fFh_ZuMS">https://youtu.be/fMV7fFh_ZuMS</a></li> <li><a href="https://youtu.be/VczVqHJW0gg">https://youtu.be/VczVqHJW0gg</a></li> </ol> <p>* Latest edition of all the suggested books are recommended.</p>	

### Evaluation Scheme



Internal Evaluation (30 Marks)		External Evaluation (70 Marks)	
20 Marks	10 Marks	20 Marks	50 Marks
Best of 2 CTs	Assignment (Oral)	Viva-Voce*	Written

**Parameters of Viva\***

Content	Body Language & Dressing Sense	Pronunciation	Question Responsiveness & Confidence	Total
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

1. Note: External Viva-Voce will be coordinated by concerned faculty.
2. The Viva-Voce will be carried out by one external examiner assigned by University.



<b>Course Code:</b> OBAC402	<b>Ability Enhancement Compulsory Courses-VIII</b> <b>B.A.-B.Ed. (Int.) Semester-IV</b> <b>Computer Fundamentals, Internet &amp; MS-Office</b>		L-4 T-0 P-0 C-4
<b>Course Outcomes:</b>	At the end of this course, the students will be-		
<b>CO1.</b>	Understand the fundamental hardware components that make up a computer's hardware and the role of each of these components		
<b>CO2.</b>	Applying the concept of operating system, application program, and what each is used for in a computer.		
<b>CO3.</b>	Accomplish creating basic documents, worksheets, presentations with their properties.		
<b>Course Content:</b>			
<b>Unit-1:</b>	<b>Introduction and Definition of Computer:</b> Computer Generation, Characteristics of Computer, Advantages and Limitations of a computer, Classification of computers, Functional components of a computer system (Input, CPU, Storage and Output Unit),.		<b>12 Hours</b>
<b>Unit-2:</b>	<b>MS – DOS:</b> Getting Started On DOS With Booting The System, Internal Commands: <b>Introduction Of Internet:</b> History Of Internet, Web Browsers, Searching And Surfing, Creating An E-Mail Account, Sending And Receiving E-Mails.		<b>12 Hours</b>
<b>Unit-3:</b>	<b>MS Word:</b> Starting MS WORD, Creating and formatting a document, changing fonts and point size, Table Creation and operations,		<b>10 Hours</b>
<b>Unit-4:</b>	<b>MS Excel:</b> Starting Excel, Work sheet, cell inserting Data into Rows/ Columns, Alignment, Text wrapping, Sorting data, Auto Sum, Use of functions, Cell Referencing form, generating graphs, Worksheet data and charts with WORD, Creating Hyperlink to a WORD document, Page set up, Print Preview, Printing Worksheets.		<b>10 Hours</b>
<b>Unit-5:</b>	<b>MS Power Point:</b> Starting MS–Power Point, creating a presentation using auto content Wizard, Blank Presentation, creating, saving and printing a presentation, adding a slide to presentation, navigating through a presentation, slide sorter, slide show,		<b>10 Hours</b>
<b>Text Books:</b>	1. Sinha P.K., Computer Fundamentals, BPB Publishing.		
<b>Reference Books:</b>	1. Peter Norton_s, Introductions to Computers, Tata McGraw Hill. 2. Price Michael, Office in Easy Steps, TMH Publication.		
<b>E-Resources:</b>	<a href="https://www.youtube.com/watch?v=-AP1nNK3bRs&amp;list=PLWPirh4EWFpF_2T13UeEgZWZHc8nHBuXp">https://www.youtube.com/watch?v=-AP1nNK3bRs&amp;list=PLWPirh4EWFpF_2T13UeEgZWZHc8nHBuXp</a> . <a href="https://www.youtube.com/watch?v=ME_F9yypzsw">https://www.youtube.com/watch?v=ME_F9yypzsw</a> <a href="https://www.youtube.com/watch?v=Ko-RvwM2ADw&amp;list=PL7WYUFDtCahBmV4m67WthsilBbsuEhY3K">https://www.youtube.com/watch?v=Ko-RvwM2ADw&amp;list=PL7WYUFDtCahBmV4m67WthsilBbsuEhY3K</a> <a href="https://www.youtube.com/watch?v=ZDnl-0xPuQs&amp;list=PL5BEE99D00E1503DA">https://www.youtube.com/watch?v=ZDnl-0xPuQs&amp;list=PL5BEE99D00E1503DA</a>		

\*Latest editions of all the suggested books are recommended.



<b>Course Code:</b> OBAC501	<b>Ability-Enhancement Compulsory Course-IX</b> <b>B.A. Hons-Semester-V</b> <b>Human Values and Professional Ethics</b>	<b>L-4</b> <b>T-0</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>On completion of the course, the students will be :</b>	
<b>CO1.</b>	Understanding the core values that shape the ethical behavior of a manager in functional areas of an organization.	
<b>CO2.</b>	Understanding the morals & values that ought to guide the management and resolve the moral issues in the profession	
<b>CO3.</b>	Analyzing the role of morals and values in technological development and its challenges.	
<b>CO4.</b>	Developing value based management system and work environment in organization.	
<b>CO5.</b>	Developing framework for management ethics and human Values.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>Evolution and introduction of Human Values in Indian context:</b> Values: Introduction, sources of value system, Types of values, Significance of values, Indian value system, values of Indian manager, Teaching from Indian scriptures like Mahabharata, Bhagwad Gita, Ramayana, Quran and its applications in management.	<b>8 Hours</b>
<b>Unit-2:</b>	<b>Business Ethics:</b> Definition of Ethics, nature of ethics, types of ethics, Ethics and morality, Need and significance of business Ethics, code of conduct and Ethics for manager.-	<b>8 Hours</b>
<b>Unit-3:</b>	<b>Ethical Dilemmas:</b> Ethical Dilemmas- sources and their resolutions. Ethical decision making, Work ethics, Ethical and unethical practices in India.	<b>8 Hours</b>
<b>Unit-4:</b>	<b>Impact of Ethics:</b> Ethical issues related with marketing, Human resource management, Finance, Intellectual property rights. Environmental	<b>8 Hours</b>



	ethics.	
<b>Unit-5:</b>	<p><b>Understanding Harmony in the Family and Society –harmony in Human -Human Relationship and Gender issues:</b>  Understanding Harmony in the Family and Society-Harmony in Human-Human Relationship; Understanding harmony in the Family-the basic unit of human interaction; Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay - tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.</p> <p><b>Gender Issues and Biases:</b>  Gender Stereotyping and Gender Discrimination, Male Gaze and Objectivity, Remedial measures of gender biasness.</p>	<b>8 Hours</b>
<b><u>Text Books:</u></b>	1. Bhatia S.K., Business Ethics and managerial values, New Delhi: Deep and Deep publications Pvt. Ltd.	
<b><u>Reference Books:</u></b>	<p>Velasquez, Business Ethics – Concepts and Cases, NewPrentice Hall.</p> <p>Mathur U.C., Corporate Governance &amp; Business Ethics, New McMillan.</p> <p>Govindarajan M., professional ethics and Human values, Delhi:PHI learning pvt ltd.</p> <p>Hartman Laura P &amp;Abha Chatterjee, Business Ethics, New McGraw Hill.</p> <p>R. K Sharma, puneetagoel, Corporate governance, values andNew Delhi: kalyani publication</p> <p><b>* Latest editions of all the suggested books are recommended.</b></p>	



Course Code: OBAC601	Ability Enhancement Compulsory Course-X B.AHons Semester-VI Information and Communication Technology	L-4 T-0 P-0 C-4
<b>Course Outcomes</b> :	<b>At the end of this course, the students will be-</b>	
<b>CO1.</b>	Understanding the concept, nature and scope of ICT in Education.	
<b>CO2.</b>	Applying ICT in enhancing professional competencies, curriculum enrichment and Educational administration & management.	
<b>CO3.</b>	Analyzing the changes occurring due to implication of ICT in Education.	
<b>CO4.</b>	Evaluating ICT based support services	
<b>CO5.</b>	Developing the skills to operate computer and gadgets for e-learning.	
<b>Course Content:</b>		
<b>Unit-1:</b>	ICT meaning, importance and tools of ICT. Relevance of ICT in education [Radio, Television, Computer]. Use of Audiovisual Media Role of ICT in Construction of Knowledge	<b>10 Hours</b>
<b>Unit-2:</b>	Educational Communication: Concept, elements, types and barriers. Components of effective Communication in teaching. Enhancing professional competencies of teachers through the application of ICT such as Micro teaching, programmed instruction, CAL. Multimedia: Electronic media, print media and mass media.	<b>12 Hours</b>
<b>Unit-3:</b>	Online educational resources: Concept, features and application. E- mail Teleconferencing, Social networking E learning & Online classes	<b>10 Hours</b>
<b>Unit-4:</b>	Computer- Definition, Main Units. Characteristics, Classification of Computer. Computer Hardware-input-output devices. Functional knowledge of operating computer.	<b>10 Hours</b>
<b>Unit-5:</b>	ICT and curriculum enrichment – child centered curriculum / activity centered curriculum, web based resources. ICT in educational administration and management:- On-line admission. e content, e magazine, e journal, edusat, e libraries Concept of technology in education, Components- Hardware and Software , Difference between software and Hardware. Select gadgets of ICT and their educational implication-CCTV, O.H.P.& L.C.D Projector	<b>10 Hours</b>
<b>Text Books:</b>	<ol style="list-style-type: none"> <li>Information and communication - Kishore, Chavan.</li> <li>Information Technology - Dyne, Nandkishore.</li> </ol>	
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>National policies on ICT in School Education.</li> <li>Computer and Communication Technology—Smita Srivastava</li> </ol>	
<b>E-Resources</b> :	<ol style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=sEt2HpeoaXI">https://www.youtube.com/watch?v=sEt2HpeoaXI</a></li> <li><a href="https://www.youtube.com/watch?v=IWlIdaog5Ix8">https://www.youtube.com/watch?v=IWlIdaog5Ix8</a></li> <li><a href="https://www.youtube.com/watch?v=jcjaE5ax7So">https://www.youtube.com/watch?v=jcjaE5ax7So</a></li> <li><a href="https://www.youtube.com/watch?v=0c6WB9O5y00">https://www.youtube.com/watch?v=0c6WB9O5y00</a></li> <li><a href="https://www.youtube.com/watch?v=rSQS_ouqjFA&amp;t=2s">https://www.youtube.com/watch?v=rSQS_ouqjFA&amp;t=2s</a></li> <li><a href="https://www.youtube.com/watch?v=hwIUqGbLNjw">https://www.youtube.com/watch?v=hwIUqGbLNjw</a></li> <li><a href="https://www.youtube.com/watch?v=297_XCs5XAO">https://www.youtube.com/watch?v=297_XCs5XAO</a></li> </ol>	



**\* Latest editions of all the suggested books are recommended.**



<b>Course Code:</b> OBAC602	<b>Ability Enhancement Compulsory Course-XI</b> <b>B.A.-Hons Semester-VI</b> <b>Life Skills</b>	<b>L-4</b> <b>T-0</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	<b>At the end of this course, the students will be-</b>	
CO1.	Understanding the theoretical foundations of Life skills education	
CO2.	Applying life skills in various spheres.	
CO3.	Analyzing the different life skills for integration with the teaching-learning process.	
CO4.	Evaluating the spirit of social responsibility in students for their development.	
CO5.	Developing professional life skills ability in youth.	
<b>Course Content:</b>		
<b>Unit-1:</b>	<ul style="list-style-type: none"> <li>Life Skills: Concept, need and importance of Life Skills for human beings.</li> <li>Life Skills Education: Concept, need and importance of Life Skills Education for teachers.</li> <li>Difference between Livelihood Skills and Life Skills.</li> <li>Core Life Skills prescribed by World Health Organization.</li> <li>Key Issues and Concerns of Adolescent students in emerging Indian context.</li> </ul>	<b>10 Hours</b>
<b>Unit-2:</b>	<ul style="list-style-type: none"> <li>Classroom Discussions</li> <li>Brainstorming and Role plays</li> <li>Demonstration and Guided Practice</li> <li>Audio and Visual activities, e.g. Arts, Music, Theatre, Dance</li> <li>Small Groups discussions followed by a presentation of group reports.</li> <li>Educational Games and Simulation</li> <li>Case Studies, Story telling, Debates</li> <li>Decision making and mapping of using problem trees.</li> </ul>	<b>10 Hours</b>
<b>Unit-3:</b>	<ul style="list-style-type: none"> <li>Skills of Self awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures.</li> <li>Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.</li> </ul>	<b>10 Hours</b>
<b>Unit-4:</b>	<ul style="list-style-type: none"> <li>Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.</li> <li>Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.</li> </ul>	<b>10 Hours</b>
<b>Unit-5:</b>	<ul style="list-style-type: none"> <li>Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching –learning process.</li> <li>Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.</li> </ul>	<b>10 Hours</b>
<b>Text Books:</b>	<ul style="list-style-type: none"> <li>Bhagyashre A. Dudhade Life Skill Education, Neel Kamal Publication</li> <li>Dr. K Ravikanth Rao; Dr. P Dinkar Life Skill Education, Neel Kamal Publication</li> </ul>	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>A Life Skills Program for Learners in Senior Phase. University of Pretoria. Chapter in Thesis.</li> <li>Life Skills Based Education CCE. CBSE.</li> </ul>	
<b>E-Resources</b>	<a href="http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7A_Rev.2.pdf">http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7A_Rev.2.pdf</a> <a href="https://www.researchgate.net/publication/311883141_Significance_Of_Life_Skills_Education">https://www.researchgate.net/publication/311883141_Significance_Of_Life_Skills_Education</a> <a href="https://www.academia.edu/27615188/LIFE_SKILLS_EDUCATION_NEEDS_AND_STRATEGIES">https://www.academia.edu/27615188/LIFE_SKILLS_EDUCATION_NEEDS_AND_STRATEGIES</a> <a href="http://www.cbse.nic.in/cce/life_skills_cce.pdf">http://www.cbse.nic.in/cce/life_skills_cce.pdf</a>	

\* Latest editions of all the suggested books are recommended

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## Viva Voce



<b><u>Course Code:</u></b> OBAP605	<b>Viva – Voce</b> <b>B.A.Hons- Semester-VI</b> <b>Dissertation Report</b>	<b>L-0</b> <b>T-0</b> <b>P-8</b> <b>C-4</b>
<b><u>Course Outcomes:</u></b>	At the end of this course, the students will be-	
<b>CO1.</b>	Understanding the meaning, objectives and principles of Political Science.	
<b>CO2.</b>	Understanding the steps in preparing a written survey report.	
<b>CO3.</b>	Developing an appropriate research design and skills to collect data.	
<b>CO4.</b>	Analyzing data to draw meaningful information.	
<b>CO5.</b>	Demonstrating the ability to prepare and present a report.	
<b><u>Guidelines:</u></b>	<p>At the end of fifth semester examination, every student will prepare the report based on field work. The guidelines of report will be provided in the starting of sixth semester classes.</p> <p>During the course of training, the college will assign a problem/project to the student. The student, after the completion of analysis will submit a report to the College/Institute, which will be the part of sixth semester examination.</p> <p>The report will be evaluated by internal and external examiner. It will carry total of 100 marks divided into written report of 50 marks by external examiner and presentation of 50 marks in front of a panel of at least three faculty members appointed by Director/ Principal of the college.</p> <p>The external marks will be awarded by the external examiner who will be appointed by the examination division.</p>	



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**Format for Dissertation Report**

**1.**

Cover / Title Page

1 page

**Report..... (Topic/Department/Area)**

**At**

**(Name of the Organization)**

**In partial fulfillment for the award of the degree of B.A. Hons (Political Science)**



**Centre for Distance and Online Education**

**Teerthanker Mahaveer University, Moradabad. Uttar Pradesh**

**Submitted by:**  
**Student Name**  
**Semester**

**Submitted to**  
**Guide Name**  
**Designation**

**Year**  
**CDOE, TMU**



2	Table of content (Index) –with page numbers clearly identified				1page
3	Declaration by the student.				1page
4	Certificate (from the Company / Organization)				1page
5	Acknowledgement				1page
6	Organization/Company Profile (Background, History, Founder, Vision, Mission, Competitors, Organization Structure, Products, Milestones, Achievements, Address)				5-8 pages
7	Objectives of training.				1page
8	<b>Student has to finalize topic from general training or problem centric training as per the consultation or guidance by the internal faculty Guide. The details of both the trainings are given below:-</b>				
<b>S. No.</b>	<b>General Training</b>	<b>Pages</b>	<b>S. No.</b>	<b>Problem Centered Training</b>	<b>Pages</b>
<b>8a</b>	Introduction (department/s or the area assigned)	1-2	<b>8a</b>	Introduction to the topic	1-2
<b>8b</b>	Intern role during internship	1	<b>8b</b>	Research Objectives	1
<b>8c</b>	Role of (department/s or the area assigned) in the organization	2-3	<b>8c</b>	Research methodology	1-2
<b>8d</b>	Observations (including explanation of Processes)	6-8 (as per numbers of weeks training done)	<b>8d</b>	Data analysis & interpretation	5-8
<b>8e</b>	Key learning's	1-2	<b>8e</b>	Results & Findings	1-2
<b>8f</b>	Recommendations (if any)	1	<b>8f</b>	Recommendations & Suggestions	1
<b>8g</b>	Conclusion	1	<b>8g</b>	Limitations	1



			<b>8h</b>	Conclusion	1
			<b>8i</b>	References/ Bibliography	1
		➤	<b>8j</b>	Appendices, viz., ➤ Questionnaire ➤ Checklist ➤ Tables etc.	1-3

Plagiarism check will be done from point no.7 onwards. Plagiarism check will be done as per norms provided by the Examination Division of the University

#### Evaluation Scheme

<b>Detail</b>	<b>Report Quality (Structuring, Formatting, Clarity in presenting data &amp; facts)</b>	<b>Presentation</b>	<b>Assessors Evaluation as per Summer Internship Record Book</b>	<b>Viva Voce</b>	<b>Total</b>
<b>Internal</b>	30	20	NA	NA	50
<b>External</b>	15	NA	15	20	50



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### 5.3 Duration of the programme

<b><u>Study Scheme</u></b>	
<b><u>SUMMARY</u></b>	
<b>Institute Name</b>	Centre for Distance and Online Education, TMU, Delhi Road, Moradabad
<b>Programme</b>	<b>B.A. Hons (Political Science)</b>
<b>Duration</b>	Three Years (Online Mode) (Six Semesters)
<b>Medium</b>	English/Hindi
<b><u>Credits</u></b>	
<b>Minimum Credits Required for Degree</b>	160
<b>Eligibility for the program</b>	10+2 pass in any stream from recognized board.

### 5.4 Faculty and support staff requirement

<b>Academic Staff</b>	<b>Number of Faculty Member</b>
Programme Coordinator	1 Member
Course Coordinator	1 Member
Course Mentor	1 Member per batch of 250 students

### 5.5 Instructional delivery mechanisms

The Centre for Distance and Online Education, TMU comprises of faculty members and staff who are well versed in Online Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



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Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/Online lectures/Virtual Class
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

### **5.6 Identification of media–print, audio or video, Online, computer aided**

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

### **5.7 Student Support Services**

The Student Support services will be facilitated by the Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity card, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to conduct of end-semester examinations, evaluation and issue of certificates.





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## 6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre for Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Online and Online Learning mode will be conducted by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Online Mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Online and Online application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

### 6.1 Procedure for Admission:

Minimum Eligibility Criteria for admission: 10+2 pass in any stream from recognized board.

#### Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

#### Fee Structure and Financial assistance policy:

Suggested Fee for B.A. Hons (Political Science) programme is INR 5400 per annum.



A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

## 6.2 Curriculum Transactions:

### Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Online and Online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Online and Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

### Norms for Delivery of Courses in Online and Online Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Online Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	160

### Learning Management System (LMS) to support Online and Online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its



simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens, on both web and mobile platforms.

### 6.3 Evaluation Scheme

<b>Evaluation Scheme:</b>					
<b>Assessment</b>			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>Theory</b>			30	70	100
<b>Practical/ Dissertations/ Project Reports</b>			50	50	100
<b>Class Test-1</b>	<b>Class Test-2</b>	<b>Class Test-3</b>	<b>Assignment(s)</b>	<b>Attendance</b>	<b>Total</b>
<b>Best two out of three</b>					
10	10	10	05	05	30
<b>Duration of Examination</b>			<b>External</b>	<b>Internal</b>	
			3 Hours	1.5 Hours	
<p><i>To qualify the course a student is required to secure a minimum of 35% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.</i></p>					

### *Question Paper Structure*



<b>1</b>	<i>The question paper shall have two section – <b>Section A and Section B</b>. The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:</i>
<b>2</b>	<b>Section A:</b> <i>It shall consist of short answer type questions (approx. 50 words). This section will essentially assess CO's related to lower order thinking skills (Remembering &amp; Understanding). It will contain five questions with atleast one question from each unit with internal choice having "or" option with optional question from the same unit. Each question shall have equal weightage of two marks and total weightage of this section shall be ten marks.</i>
<b>3</b>	<b>Section B</b> <i>shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating &amp; Creating or Remembering &amp; Understanding) to be assessed and mapped with the course outcomes stated. It shall contain five questions with at least one question from each unit with an internal choice having "or" option with optional question from the same unit. Each question shall have equal weightage of twelve marks and total weightage of twelve marks and total weightage of this section shall be sixty marks.</i>
<b>4</b>	<b>Note:</b> <i>In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.</i>
<b>IMPORTANT NOTES:</b>	
<b>1</b>	<i>The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating &amp; Creating (reference to Bloom's Taxonomy).</i>
<b>2</b>	<i>Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.</i>
<b>3</b>	<i>There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.</i>



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## 7. Requirement of the Laboratory Support and Library Resources:

### Laboratory Support

No lab based courses are offered in this program.

### Library Resources

Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BBA programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Online Mode education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

## 8. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

## 9. Quality assurance mechanism and expected programme outcomes

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. A Bachelor of Arts in Political Science program in India typically provides students with a comprehensive understanding of political systems, theories, and practices. Graduates can expect to develop critical thinking, analytical, and research skills, preparing them for careers in government, diplomacy, law, academia, journalism, or international relations. The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents and employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre for Distance and Online Education to conduct periodic review and assessments



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and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.

