

**SEMESTER – V**  
**ADMINISTRATIVE LAW**

**1. Course Description**

Programme : BA

Course Code : U20/PUB/DSC/502

Course Type : DSC

No. of credits : 5

Max. Hours : 75

Hours per week : 5

Max. Marks : 100

**2. Course Objectives:**

1. Understand the basic concepts of administrative law.
2. To examine mechanisms of administrative law.

**3. Course Outcomes**

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


CO 1: Understand the concept, nature, scope and growth of administrative law. (Understand)

CO 2: Understand the mechanism of administrative law. (Understand)

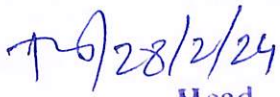
CO 3: Outline the concept of delegated legislation, tribunals and adjudication. (Understand)

CO 4: Understand the Indian Judicial System and important aspects of Judicial control over administration. (Understand)

CO 5: Understand the concept of the Ombudsman system and the powers and functions of Lokpal and Lok ayukta. (Evaluate)

  
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**4. Course Content****Module I – Concept, Growth and Rationale****15 HOURS**

- a. Administrative Law: Concept, Nature and Scope
- b. Growth of Administrative Law: Rationale and Significance
- c. Administrative Law in India: Constitutional Law and Administrative Law

**Module II – Mechanism of Administrative Law****15 HOURS**

- a. Rule of Law: Concept, mechanism and principle of natural justice.
- b. Judicial Review of Administrative Action.
- c. Administrative Law and Policy Effectiveness.

**Module III – Delegated Legislation, Tribunals and Adjudication****15 HOURS**

- a. Delegated Legislation: Rational, Advantages and Disadvantages
- b. Administrative Tribunals: Meaning, types and central administrative tribunal
- c. Administrative Adjudication: Causes of Growth, Advantages and Disadvantages

**Module IV - Judicial Administration****15 HOURS**


- a. Indian Judicial System: Introduction and Judicial System in India.
- b. Judicial Control over Administration :Scope and forms of judicial control over administration.
- c. Administrative law, Public Interest Litigation (PIL), Legal Aid and Nyaya Panchayats.

**Module V - Ombudsman and Lok Pal****15 HOURS**

- a. Ombudsman: Concept and Origin/ Genesis
- b. Central Vigilance Commission: Structures, Functions and Role
- c. Lok Pal and Lok Ayukta in India: Composition, Powers and Functions



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**5. Reference Books:**

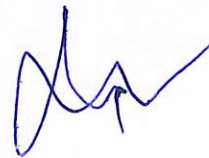
- A. Avasthi and S. R. Maheshwari, Public Administration, Agra: Lakshmi Narain Agarwal, 2014.
- D. R. Sachdeva and Meena Sogani, Public Administration: Concepts and Application, New Delhi: Associated Publishing House, 1990.
- I. P. Massey, Administrative Law, Lucknow: Eastern Book Publishers, 2000.
- J. A. G. Griffith, eds., From Policy to Administration, Great Britain: Aldine Press, 1976.
- M. P. Sharma and B. L. Sadana, Public Administration in Theory and Practice, Allahabad: Kitab Mahal, 2000.
- Om Prie Srivastava, Public Administration and Management: The Broadening Horizons, Bombay: Himalaya Publishing House, 1991.
- Rumki Basu, Public Administration: Concepts and Theories, New Delhi: Sterling, 1990.
- Vishnoo Bhagwaan and Vidya Bhushan, Public Administration, New Delhi: S. Chands Company, 1961.



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## 6. Syllabus Focus

## a) Relevance to Local, regional, National and Global Development Needs


<b>Local / Regional / National/ Global Development Needs</b>  (Mention any ONE at a time)	<b>Relevance</b>  (Describe how the course addresses the need) <b>Maximum 15 words</b>
National	It provides the students with the comprehensive understanding of the legal framework in country's governance practices.

## b) Components on Skill Development / Entrepreneurship Development/ Employability

SD/ED/EMP	Syllabus Content	Description of Activity
(Mention any ONE of the above at a time)	(Mention Module part content applicable)	(Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD		Case studies.

  
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S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

8. Course Assessment Plan

d) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	} CIA-1	End Semester examination
CO2		
CO3	} CIA-2 Presentation CIA-2 Quiz, Written Test, Assignment	
CO4		
CO5		




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## b) Model Question Paper – End Semester Exam

## ADMINISTRATIVE LAW

Course Code: U24/PUB/DSC/502

Max Marks: 60

Credits: 5

Time: 2 Hrs

SECTION A – INTERNAL CHOICE				5 Q X 10 M = 50 M
ANSWER ANY ONE QUESTION FROM EACH MODULE				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Explain the concept and scope of Administrative Law.	CO 1	BL 2
2	Module 1	Describe the constitutional law and administrative law in India in detail.	CO 1	BL 2
3	Module 2	Outline the concept of rule of law and principles of natural justice.	CO 2	BL 2
4	Module 2	How would you summarize administrative law and policy effectiveness?	CO 2	BL 2
5	Module 3	Define delegated legislation. Explain the rationale behind delegated legislation.	CO 3	BL 2
6	Module 3	Explain the types of Administrative tribunals and write a note on the Central Administration Tribunal.	CO 3	BL 2
7	Module 4	Write an essay on the judicial system in India.	CO 4	BL 2
8	Module 4	Describe the scope and forms of judicial control over administration.	CO 4	BL 2
9	Module 5	Explain the concept and origin of the ombudsman.	CO 5	BL 5
10	Module 5	The Central Vigilance Commission is the watchdog in controlling the corruption. Explain.	CO 5	BL 5

SECTION B				5 Q X 2 M = 10 M
ANSWER ANY FIVE QUESTIONS				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
11	Module 1	Administrative law.	CO 1	BL 1
12	Module 2	Judicial review.	CO 2	BL 1
13	Module 3	Administrative adjudication.	CO 3	BL 1
14	Module 4	Public Interest Litigation (PIL).	CO 4	BL 1
15	Module 5	Lokpal.	CO 5	BL 1
16	Any Module	Nyaya Panchayat	Relevant CO	BL 1
17	Any Module	Judicial writs	Relevant CO	BL 1

**SEMESTER - V**

**GENERIC ELECTIVE**

**CONFLICT AND PEACE STUDIES**

**1. Course Description**

Programme: B.A  
Course Code: U20/POL/GE/501  
Type of Course: GE  
No. of Credits: 4

Max.Hours : 60  
Max.Marks: 100  
Hours per week: 4

**2. Course Objective**

- Outline various issues, concepts and evolution of Conflict and evolution of Peace building
- Understand the context of conflict
- Understand the role of Gender in Conflict

**3. Course Outcome**

- CO1 -Students will understand the issues and concepts of Conflict and Peace Building  
CO2 -Students will be aware of the various methods and tools of conflict resolution  
CO3 -Students will be able to determine and design peace-building process is best suited for conflict situations  
CO4 - Students will be able to critically evaluate the role of Gender in conflict and peace building

**4. Course Content**

**Module I – Concepts (15 Hours)**

1. Understanding Conflict
2. Peace
3. Conflict Analysis

**Module II – Dimensions and Sites of Conflict (15 Hours)**

1. Local, Sub-National and International sites of Conflict
2. Economic Conflict
3. Socio-cultural conflict

**Module III -Strategies for Peace (15 Hours)**

1. Conflict Resolution and Management
2. Non-Violence
3. Peace Movements

**Module IV - Gender, Conflict and Peace building (15 Hours)**

1. Women and Violence
2. Women's Role in Peacebuilding
3. Case Studies - Sri Lanka, Palestine



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**5. Suggested Readings**

- Bell, C. and O'Rourke C. (June 2007). The People's Peace? Peace Agreements, Civil Society, and Participatory Democracy. *International Political Science*, 28(3),293-324.
- Galtung, J. (1964). Violence, Peace and Peace Research. *Journal of Peace Research*, 6(3), 167-191 Retrieved from <http://jpr.sagepub.com/content/6/3/167.citation> 22.03.2014
- Goodhand, J. and Lewer N. (February, 1999). Sri Lanka: NGOs and Peace-Building in Complex Political Emergencies. *Third World Quarterly*, Complex Political Emergencies, 20(1), 69-87.
- Richmond, O. P. (Winter 2001).Rethinking Conflict Resolution: The Linkage Problematic Between "Track I" and "Track II". *The Journal of Conflict Studies*, XXI(2).
- Carey, H.F. and Richmond O.P. (ed.) (2003). *Mitigating Conflict: The Role of NGOs*, (Portland: Frank Cass Publisher).
- Ho-Won Jeong (2017). *Peace and Conflict Studies: An Introduction*. (New York: Routledge).
- Lederach, J. P. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. (Washington DC: United States Institute of Peace Publication).
- Maoz, I. (Spring 2006). Peace Building in Violent Conflict: Israeli-Palestinian Post-Oslo People-to-People Activities. *International Journal of Politics, Culture, and Society*, 17(3), 563-574.
- Newman, E. and Richmond O. (2006).*Challenges to Peacebuilding: Managing Spoilers during Conflict Resolution*. (Tokyo:United Nations University Press).
- Oberschall, A. (2007).*Conflict and Peace Building in Divided Societies: Responses to Ethnic Violence*. (Abingdon: Routledge).
- Paffenholz, T. (2011).*Civil Society & Peace Building: A Critical Assessment*. (New Delhi: Viva Books Private limited).

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Local Context of Conflict
Regional	Regional Arenas of Conflict
Global	International Conflict Resolution Mechanisms

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module III	Presentation
EMP	Module IV	Case Study

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	Presentation
3.	Problem Solving	Case Study

**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA -I Presentation	End Semester Exam
CO2	CIA - II Skill Test	
CO3		
CO4		

**b) Model Question Paper- End Semester Exam****CONFLICT AND PEACE STUDIES**

TIME: 2 Hour

Course Code:U20/POL/GE/501

MAX.MARKS: 60

**SECTION A**

Marks – 4x10= 40

1. What is positive and negative peace?  
OR
2. What is the difference between conflict resolution and conflict transformation?
3. Explain the various sights of conflict  
OR
4. Explain economic conflict
5. What is Multi-track Diplomacy? Explain using examples  
OR
6. Explain the role of women in peacebuilding using case studies
7. How can we achieve sustainable peace?  
OR
8. What are the various forms of socio-cultural conflict?



## SECTION B

Marks – 4x5= 20



9. Structural Violence
10. Local Conflict
11. Peace Movements
12. Role of Women in conflict resolution in Sri Lanka
13. One example of Subnational conflict
14. Nonviolence

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
1	10	CO1	2	15
2	10	CO2	2	15
3	10	CO3	2	15
4	10	CO4	2	15

## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1		Understand	10
2		Evaluate	10
3		Create	10
4		Evaluate	10

Prepared by	Checked & Verified by	Approved by
Dr. Sinjini Bhattacharya <i>Sinjini</i>	Dr. Afshan Shireen 	Dr. Uma Joseph 

**SEMESTER - V****DISCIPLINE SPECIFIC ELECTIVE  
GLOBAL POLITICS****1. Course Description**

Programme: B.A

Course Code: U24/POL/DSE/501

Type of Course: DSE

No. of Credits: 5

Max Hours : 75

Max Marks: 100

Hours per week: 5

**2. Course Objective**

- To acquaint students with various issues
- To examine the importance of international political economy and its institutions
- To critically analyze security issues of current importance

**3. Course Outcome**

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

CO1 - Understand the changes in international relations post the end of Cold War (**Understand**)

CO2 - Identify the various institutions in world politics and justify their importance in the context of globalization (**Analyze**)

CO3 - Evaluate the critical issues in contemporary IR (**Evaluation**)

CO4 - Critically analyse the basis of India's Foreign Policy (**Analysis**)

CO5 -Evaluate the critical issues in India's Foreign policy concerns (**Evaluation**)

**4. Course Content**

**MODULE I: Conceptualization of Contemporary World Politics (15 Hours)**

1. International Relations in the Post-Cold War Era.
2. Globalization – Social, Political, Cultural and Economic.
3. Neo-Colonialism

**MODULE II: International Political Economy (IPE) (15 Hours)**

1. Rise of IPE in IR
2. The Bretton Woods System - The World Bank, IMF and WTO.
3. North-South Dialogue, G20

**MODULE III: Issues in International Relations (15 Hours)**

1. Environment and Climate change.
2. Terrorism
3. Human Rights

**MODULE IV: Basics of India's Foreign Policy (15 Hours)**

1. Determinants of India's Foreign Policy
2. Objectives and Principles

**MODULE V: Evolution of India's Foreign Policy (15 Hours)**

1. Look East to Act East
2. India's Engagement with multipolar world
3. Nuclear Policies



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**5. Suggested Readings**

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Calvacoressi, Peter. (2009) – *World Politics since 1945* (9<sup>th</sup> edition) New Delhi. Longman
3. Chatterjee, Anik. (2010) – *International Relations today: Concepts and Applications*. New Delhi. Pearson.
4. Ghosh, Peu. (2013) – *International Relations*. New Delhi. PHI Learning Pvt. Ltd
5. Hobsbawm, E. (1995) – *Age of Extreme: The short 20<sup>th</sup> Century, 1914 – 1991*. London: Abacus
6. Jackson, Robert and Sorenson George (2013) – *Introduction to International Relations: Theories and Approaches*, Fifth Edition. New Delhi: Oxford University Press India.
7. Keohane, R.O. and Nye, (1991) – '*Transgovernmental Relations and the International Organization*' in Smith, M. and Little, R (ed) *Perspectives on World Politics*. New York: Routledge.
8. Moore, John Allphin, and Purbantz, Jerry (2016) – *The New United Nations: International Organization in the 21<sup>st</sup> Century*. New York: Routledge.
9. Nicholson, M. (2002) – *International Relations: A concise Introduction*. New York: Palgrave.
10. Tailor, A.J.P (1961) – *The Origins of the Second World War*. Harmondsworth: Penguin .
11. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	India's Foreign Policy Perspective
Regional	India's Role in Regional Bilateral and Trilateral initiative
Global	The international economic relations and issues in international politics

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Presentation
EMP	Module IV and V	Research

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	Seminar
3.	Problem Solving	Case Study

### 8. Course Assessment Plan

#### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CA-I	End Semester Exam
CO2	CA-I	
CO3	CIA I - Skill Test	
CO4	CIA II - Assignment	
CO5		

## GLOBAL POLITICS

TIME: 2Hr

Course Code: U20/POL/DSE/501

MAX.MARKS: 60

Section A

Answer the following:

Marks – 5x10 = 50

1. Do you believe that in a globalized world the role of states has decreased? Justify your answer

OR

2. Critically examine the changes in global politics post-cold war.  
3. Evaluate the rise and fall of the Bretton woods system

OR

4. Explain the various traditional and alternative approaches to the study of IPE  
5. Examine the major steps taken to combat climate change induced treats at the global level

OR

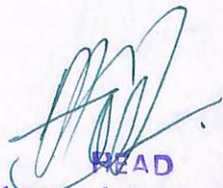
6. Critically examine the role of UN in protecting Human rights  
7. India's foreign policy is a culmination of its history, geography and many related factors. Do you agree? Comment.

OR

8. Do you think the core values of India's foreign policy hold true even today? Analyze.  
9. Comment on the evolution of India's foreign policy from Look East Act East

OR

10. Critically examine India's engagements with various intergovernmental organizations .

  
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Answer Any Five of the following

Marks – 5x2=10

11. Neocolonialism
12. TRIPS
13. Energy Security
14. NAM
15. NPT
16. IMF
17. Narco Terrorism

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	1	2
2	15	CO-2	2	10	1	2
3	15	CO-3	2	10	1	2
4	15	CO-4	2	10	1	2
5	15	CO-5	2	10	1	2


  
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**SEMESTER - V**

**INDIA AND THE WORLD**

**1. Course Description**

Programme : B.A

Course Code: U24/POL/DSE/502

Type of Course: DSE

No. of Credits: 5

Max.Hours : 75

Max.Marks: 100

Hours per week: 5

**2. Course Objective**

- To understand the emergent issues of India's foreign policy
- To critically evaluate India's relations with big powers and neighbours

**3. Course Outcome**

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

CO1 -Identify, explain and evaluate determinants of India's foreign policy (Understand)

CO2 -Critically evaluate India's relation with major powers of the world India's position in various multilateral platforms (Evaluate)

CO3 -Determine the key issues that affect India's relation with its neighbours (Analyze)

CO4- Critically look at the key areas of interest for India's foreign policy (Analyze)

CO5 - Evaluate the importance of multilateralism in India's foreign policy (Analyze)

**4. COURSE CONTENT****MODULE I: Determinants and Principles of India's Foreign Policy (15 Hours)**

1. Domestic and International sources of India's Foreign Policy.
2. Objectives and Principles.
3. NAM: India and Non-Alignment; Relevance of the NAM.

**MODULE II: India's Relations with major States (15 Hours)**

1. India's relations with the US and Russia.
2. India's Relations with China and Japan.

**MODULE III: India and South Asian States (15 Hours)**

1. India's Relations with Afghanistan, Bangladesh, Bhutan, Maldives, Nepal Pakistan and Sri-Lanka, Myanmar: Main Issues

**MODULE IV: India's Security Challenges (15 Hours)**

1. Terrorism.
2. Energy Security.
3. Nuclear Policy.

**MODULE V: India and Multilateralism (15 Hours)**

1. India and the EU
2. India and the ASEAN.
3. BRICS and its aspirations
4. India in the UN

**5. Suggested Readings**

1. Bandopadhyay, J. (1970) – *Making on India's Foreign Policy*. New Delhi: Allied Press. ✓
2. Bajpayee, Kanti and Pant, Harsh V. (ed) (2013) – *Critical Analysis of India's Foreign Policy*. New Delhi: Oxford University Press.
3. Cohen, Stephen (2001) – *India: Emerging Power*. US: Brookings Institution Press.
4. Ganguly, Sumit (2014) – *India's Foreign Policy: Retrospect and Prospect*. New York: Routledge.
5. Ganguly, Sumit (ed) (2003) – *India as an Emerging Power*. London: Frank Cass.
6. Mishra, K.P. (ed) (1969) – *Studies in India's Foreign Policy*. New Delhi: Vikas Publications.
7. Nayar, B.R. and Paul, P.V. (2003) – *India in the World Order*. New York: Cambridge University Press.

8. Bertsch, G.K. and Gahlaut, S. (ed) (1999) – *Engaging India: US – Strategic Relations with the World's largest Democracy*. New York: Routledge.
9. Dutt, V.P. 2002 – *India's Foreign Policy in a Changing World*. New Delhi: Vikas Publications.
10. Pant, H.V. (ed) (2009) – *India's Foreign Policy in the UniPolar World*. New Delhi: Routledge.
11. Man Singh, Lalit (ed) (1997) – *India's Foreign Policy: Agenda for the 21<sup>st</sup> Century*. New Delhi: Konark Publications.
12. Dixit, J.N (2001) - *India's Foreign Policy – Challenge of Terrorism Fashioning Interstate Equations*. New Delhi: Gyan Publishing.
13. Singh, V.K. (2010) – *India's Energy Security: The Changing Dynamics*. New Delhi: Pentagon Energy Press.
14. Sikri, Rajiv (2009) – *Challenge and Strategy: Rethinking India's Foreign Policy*. New Delhi: Sage Publications.
15. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

### 6.Syllabus Focus

#### a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	The Course addresses India's foreign policy principles, objectives
National	The national determinants of India's foreign policy
Regional	The Course helps understand India's relation with regional powers
Global	The Course addresses India's relations with global powers and its interests at the international

**b) Components on Skill Development/Entrepreneurship Development/Employability**

<b>SD/ED/EMP</b>	<b>Syllabus Content</b>	<b>Description of Activity</b>
SD	Module II, III	Research
EMP	Module V	Presentation

**7. Pedagogy**

<b>S. No</b>	<b>Student Centric Methods Adopted</b>	<b>Type / Description of Activity</b>
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

<b>CO</b>	<b>Continuous Internal Assessments CIA - 40%</b>	<b>End Semester Examination-60%</b>
CO1	CIA-1	End Semester Exam
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Presentation	
CO5		

## b) Model Question Paper- End Semester Exam

## India and the World

TIME: 2Hr

Course Code: U24/POL/DSE/502

MAX.MARKS: 60

Section A

Answer the following:

Marks – 5x10 = 50

1. What are the objectives and principles of India's foreign policy?

OR

2. Critically analyse the relevance of NAM in current global politics
3. Critically evaluate the changes in India-US relations

OR

4. Post-colonial Sovereignty has played a major role in shaping India-China relations - Elaborate
5. What are the major factors determining relations between India and Sri Lanka?

OR

6. Pakistani irredentism and India's postcolonial sovereignty have played major roles in shaping Indo-Pakistan relations - Justify
7. Critically evaluate India's counter-terrorism policy

OR

8. Identify the major issues in India's energy security
9. India-EU relations is a story of missed opportunities - explain

OR

10. India's look east and act east policies have had a major impact on its position as a regional superpower - justify

Section B

Answer Any Five of the following

Marks – 5x2=10

11. Objective of India's foreign policy
12. Indo-Japan relations

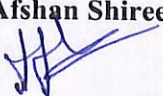
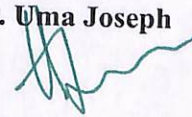
13. Indo-Myanmar relations
14. Nuclear Policy
15. India-BRICS relations
16. India-Afghanistan Relations
17. Indo-Bhutan Relations

### c) Question Paper Blueprint

Module s	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions )	Total Marks	Section B (No. of Questions )	Total Marks
1	15	1	2	10	1	2
2	15	2	2	10	1	2
3	15	3	2	10	1	2
4	15	4	2	10	1	2
5	15	5	2	10	1	2

### 9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1		Understand	15
2		Evaluate	15
3		Examine	15
4		Analyse	15
5		Interpret	15

Prepared by	Checked & Verified by	Approved by
Dr. Sinjini Bhattacharya Sinjini	Dr. Afshan Shireen 	Dr. T. Uma Joseph 

**SEMESTER - V****INDIAN PSYCHOLOGY****1. Course Description**

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/DSE/502

Hours per week: 4

Course Type: DSE

Max. Marks: 100 M

No. of credits: 4

**2. Course Objectives**

- To explore the subject matter of Indian psychology and various research methods employed, examine consciousness through Advaita, Buddhism and Sāṃkhya-Yoga
- To understand the Vedic and Sāṃkhya Yoga conceptions of the mind and Śaṅkara's views on cognition and knowledge.
- To discuss theories of the "Self" in Indian thought and the concepts of self and personality in Vedānta, Sāṃkhya-Yoga, Bhagavad Gītā, and Āyurveda.

**3. Course Outcomes**

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

- CO1: Explain the subject matter, scope and research methods in Indian psychology. **(UNDERSTAND)**
- CO2: Describe Advaita metaphysics, study of consciousness through Buddhism and Sāṃkhya-Yoga. **(UNDERSTAND)**
- CO3: Compare and contrast the Vedic and Sāṃkhya Yoga perspectives on the mind and explain understanding of Śaṅkara's views on cognition. **(UNDERSTAND)**
- CO4: Gain a comprehensive understanding of various theories of the self in Indian thought. **(UNDERSTAND)**

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**4. Course Content****MODULE 1: SCOPE AND METHODS OF STUDY**

15 Hrs

## Psychology in the Indian Tradition

Scope and Subject Matter, Sources of Indian Psychology.

Research Methods in Indian Psychology

Experimental Methods, Phenomenological Methods, Other Methods of Relevance

**MODULE 2: CENTRALITY OF CONSCIOUSNESS**

15 Hrs

Advaita Metaphysics of Consciousness

Buddhist Phenomenology of Consciousness

Elements of Consciousness, Four Planes of Consciousness

Psychology of Consciousness in Sāṅkhya-Yoga

**MODULE 3: MIND-BODY COMPLEX**

15 Hrs

Mind in Indian Psychology

Vedic Conception of the Mind, Sāṅkhya Yoga Conception of Mind

Mind in Advaita Vedānta, Mind in Buddhism

Śaṅkara's Views of Cognition and Knowledge

**MODULE 4: SELF AND PERSONALITY**

15 Hrs

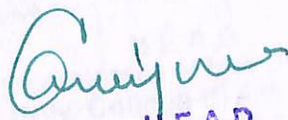
Theories of the "SELF" in Indian Thought

The Concept of Anattā and the Denial of the Self in Buddhism

The Concept of Self in Vedānta and Sāṅkhya-Yoga

Concept of Personality in the Bhagavad Gītā and according to Āyurveda

A Buddhist Perspective on Personality Types



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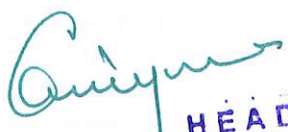
**5. References**


1. Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
2. Cornelissen, Matthijs; Misra, Girishwar; Varma, Suneet, eds. (2011). *Foundations of Indian psychology (Theories and concepts, Vol. 1; Practical applications, Vol. 2)* (1st ed.). Delhi: Pearson.
3. Kuppaswamy, B. (1985). Elements of Ancient Indian Psychology, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road.
4. Tart C. T. (1992). Transpersonal psychologies.(2nd Ed.). New York ; Harper Collins.
5. Vyas R. N. (1984). From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology, New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj.

**6.Syllabus Focus**

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	Students will be able to integrate traditional Indian wisdom with contemporary psychological approaches, offering therapeutic techniques that address the holistic needs of individuals, families, and communities.
Global	Students gain a deeper understanding of Indian cultural values, beliefs, and practices, which can promote cultural sensitivity, cross-cultural communication, and integration in diverse settings.

  
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## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Analyse	Modules 2, 3, 4	Encourage students to analyze the cases through the lens of traditional Indian wisdom and contemporary psychological theories.  Facilitate experiential exercises where students practice these techniques either individually or in pairs/groups.

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Case study analysis	Participative: Encourage students to analyze the cases through the lens of traditional Indian wisdom and contemporary psychological theories.
2.	Research Articles	Participative: Identify Indian origin research related to the topics in the syllabus and discuss the findings.

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA 1 Written Test	Written Exam
CO2	CIA1 Written Test	
CO3	CIA 2 Skill Test	
CO4	CIA 2 Assignment	

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## b) Model Question Paper- End Semester Exam

## INDIAN PSYCHOLOGY

Course Code: U24/PSY/DSE/502  
Credits: 4

Time: 2 Hrs  
Max marks: 60

## SECTION - A

## I. Answer the following

4 x 10 = 40 M

1. What is the significance of psychology in the Indian tradition, and what are the sources of Indian psychology?

OR

2. Discuss the different research methods used in Indian psychology.

3. Explain the Advaita metaphysics of consciousness and its significance in Indian psychology.

OR

4. Describe the Buddhist phenomenology of consciousness.

5. Discuss Śāṅkara's views on cognition and knowledge.

OR

6. Compare and contrast the Sāṅkhya-Yoga and Advaita Vedānta.

7. Explore the theories of the "self" in Indian thought.

OR

8. Analyze the concept of personality in the Bhagavad Gītā and according to Āyurveda.

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## SECTION - B

II. Answer any four of the following.

4 x 5 = 20 M

9. Discuss the Buddhist concept of Anattā.
10. Outline the scope of Indian psychology.
11. Describe personality according to ayurveda.
12. Types of personality according to Buddha.
13. Write about the four planes of consciousness.
14. Explain the concept of mind in Buddhism.

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	15	CO1	2	10	1	5
II	15	CO2	2	10	2	5
III	15	CO3	2	10	1	5
IV	15	CO4	2	10	2	5

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**SEMESTER - V**

**INTERGOVERNMENTAL ORGANIZATIONS**

**1. Course Description**

Programme: BA  
Course Code: U24/POL/SEC/501  
Course Type: SEC  
No. of credits: 2

Max. Hours: 30  
Hours per week: 2  
Max. Marks: 50

**2. Course Objectives**

- To acquaint students with the United Nations
- To acquaint students various regional and intergovernmental organizations

**3. Course Outcomes**

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

- CO1: Illustrate the role and importance of UN in global politics  
CO2: Demonstrate the importance of regional and intergovernmental

**4. Course Content**

**MODULE I: UNITED NATIONS**

- Organs - Structure and Functions
- Role and significance in global politics

**MODULE II: Regional and Intergovernmental Organizations**

- ASEAN
- SAARC
- BRICS

**5. References**

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Chatterjee, Anik. (2010) – *International Relations today: Concepts and Applications*. New Delhi. Pearson.
3. Ghosh, Peu. (2013) – *International Relations*. New Delhi. PHI Learning Pvt. Ltd
4. Keohane, R.O. and Nye, (1991) – 'Transgovernmental Relations and the International Organization' in Smith, M. and Little, R (ed) *Perspectives on World Politics*. New York: Routledge.

**6. Syllabus Focus**

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Regional	The syllabus addresses the importance of regional organizations
Global	The Syllabus addresses the role and functions of the UN



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**b) Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I and II	Case Study
EMP	Module I and II	Research

**7. Pedagogy**

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Project
2.	Participative Learning	Group Discussion

**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	Presentation	Written Exam
CO2	Project	

## b) Model Question Paper- End Semester Exam

## INTERGOVERNMENTAL ORGANIZATIONS

TIME: 1 Hour  
MAX.MARKS: 30

Course Code:U24/POL/SEC/501

Answer Any Five Marks – 5x6 = 30

1. Critically evaluate the role of Security Council in global politics
2. Examine the organization and functions of International Court of Justice
3. Is the UN able to fulfil its role of maintaining peace and security? Comment.
4. What are the main goals of ASEAN? Examine its functioning.
5. What are the main reasons for the non-performance of SAARC?
6. Examine the effect of BRICS expansion.
7. What is the role of the General assembly in global politics?

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
1	15	1	3	15
2	15	2	3	15

## 9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1		Analyze	15
2		Analyze	15

Prepared by	Checked & Verified by	Approved by
Dr. Sinjini Bhattacharya <i>Sinjini</i>	Dr. Afshan Shireen <i>Afshan</i>	Dr. T. Uma Joseph <i>T. Uma</i>

**METHODOLOGY OF RESEARCH IN SOCIAL SCIENCES**

**1. Course Description**

**Programme: BA**

**Max. Hours: 30**

**Course Code: U24/PUB/SEC/501**

**Hours Per Week:2**

**Course Type: SEC**

**Max. Marks: 50**

**No. of Credits: 2**

**2. Course Objectives:**

To provide students with the foundational knowledge in social sciences research and familiarize them with academic research writing skills

**3. Course Outcomes**

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

CO 1 - To understand the principles and concepts of research in social sciences. (Understand)

CO 2 - To equip students with academic research writing skills. (Apply)

**4. Course Content**

**Module I – Introduction to Research**

**15 HOURS**

- Research - Meaning, definition, characteristics, objectives, ethical considerations and limitations of social sciences research.
- Types and Methods of Research.
- Planning of Research – Selection of research problem, formulation of a selected problem.
- Methods of Data Collection – Primary and secondary methods.

**Module II – Academic Writing**

**15 HOURS**

- Critically reading and evaluating relevant literature.
- Summarizing and synthesizing research articles.
- Paraphrasing techniques – Quoting, in-text citation and referencing.
- Forms and styles of Thesis writing and manuscript formatting.

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**5. Reference Books:**

1. Anil Kumar Dhiman, *E-Governance – Good Governance using ICT*, S K Book Agency, 2017.
2. Bagel C.L, Yogendra Kumar, *Good Governance – Concept and Approaches*, Kanishka Publishers, 2006.
3. Jain R.B, *Public Administration in India – 21<sup>st</sup> Century Challenges for Good Governance*, Deep & Deep Publications, 2001.
4. Jain R.B, *Public Administration in India – 21<sup>st</sup> Century Challenges for Good Governance*, Deep & Deep Publications Private Ltd, New Delhi, 2002.
5. Nippani K. S, Murthy B. *Digital India – Governance Transformation*, Vitasta Publishing Pvt. Ltd, New Delhi, 2018.

**6. Syllabus Focus****a) Relevance to Local, regional, National and Global Development Needs**

Local / Regional / National/ Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
Global	Students gain a foundational understanding of research principles, enabling them to actively contribute to the writing of research papers

**b) Components on Skill Development / Entrepreneurship Development/ Employability**

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module 1	Assignment
SD	Module 2	Assignment

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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Cos	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO 1	Case Study	Written Exam
CO 2	Presentations	



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## b) Model Question Paper – End Semester Exam

## METHODOLOGY OF RESEARCH IN SOCIAL SCIENCES

## MODEL QUESTION PAPER

Course Code: U24/PUB/SEC/501

Credits: 2

Max Marks: 30

Time: 1 Hr

SECTION A			5 Q X 6M =30 M	
ANSWER ANY FIVE QUESTIONS				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Define Research. Mention the objectives of the research.	CO 1	BL2
2	Module 1	Explain types and methods of research.	CO 1	BL2
3	Module 1	Describe primary and secondary methods of data collection.	CO 1	BL2
4	Module 2	Explain the importance of a review of literature in research.	CO 2	BL3
5	Module 2	Mention techniques of paraphrasing in research.	CO 2	BL3
6	Module 2	Explain the forms and styles of thesis writing.	CO 2	BL 3
7	Any module	Describe the steps in research writing.	CO 1/2	BL2 / 3

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	No. of Questions	Total Marks
1	15	CO-1	3	18
2	15	CO-2	2	12

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## SEMESTER -V

## PERSONNEL AND FINANCIAL ADMINISTRATION

## 1. Course Description

Programme: BA

Max. Hours: 75

Course Code: U20/PUB/DSC/501

Hours Per Week: 5

Course Type: DSC

Max. Marks: 100

No. of Credits: 5

## 2. Course Objectives:

To understand the concepts, functioning, importance and issues of personnel and financial administration.

## 3. Course Outcomes

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

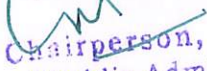
CO 1: Understand the functioning and career opportunities in personnel administration. (Understand)

CO 2: Understanding the intricacies of recruitment and training processes, promotion principles, and pay structures. (Understand)

CO 3: Understand the functioning and budgetary processes of financial administration. (Understand)

CO 4: Demonstrate a comprehensive understanding of various aspects of financial accountability. (Understand)

CO 5: Examine and evaluate issues in personnel and financial administration. (Evaluate)

  
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**4. Course Content****Module I - Concept of Personnel Administration****15 HOURS**

- a. Personnel Administration – Concept, nature, scope, functions, significance & recent trends in personnel administration.
- b. Bureaucracy – Concept, role, functions, significance, advantages, disadvantages & recent trends in modern society.
- c. Civil Services in India – Classification of civil services, All-India services - Nature role and rationale.

**Module II – Components of Personnel Administration****15 HOURS**

- a. Recruitment – Concept, process, methods, systems and problems of recruitment.  
Selection - Concept, objectives, types  
Training - Concept, objectives, types and techniques of training.
- b. Promotion and Pay – Concept, significance and principles of promotion. Pay – Concept, 7<sup>th</sup> pay commission recommendations, principles, allowances and retirement benefits.
- c. Service Conditions & Retirement Benefits – Conduct rules, disciplinary actions, removal & retirement benefits.

**Module III – Financial Administration****15 HOURS**

- a. Financial Administration – Meaning, definition, nature, functions, significance and scope.
- b. Budget: Meaning, Objectives, principles and types of budget – Line-item budgeting, Programme Budgeting, Performance Budgeting, Planning Programming Budgeting system (PPBS) and Zero Base Budgeting (ZBB).
- c. Process of Budget Preparation, Enactment & Execution.

**Module IV – Financial Accountability****15 HOURS**

- a. Organization & function of the Finance Ministry.
- b. Accounting and Auditing System in India - Difference between Accounting & Auditing; Accounting – Meaning, Features, Accounting System in India; Auditing – Meaning, Types & Auditing System in India & Comptroller General of India.
- c. Union - State Financial Relations, Finance Commission and Parliamentary Financial Committees.

**Module V- Issues in Personnel and Financial Administration****15 HOURS**

- a. Politicization of Higher Civil Services in India – Principle of Anonymity, Principle of Neutrality and Principle of Commitment
- b. Opportunities and Challenges in financial administration.
- c. Opportunities and Challenges in personnel administration.

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**5. Reference Books:**

1. Bidyut Chakrabarty, Prakash Chand, Public Administration in a Globalised World – Theories and Practice, Sage Publications, 2012.
2. Goel S L, Shalini Rogneesh, Public Personnel Administration – Theory and Practice, Deep & Deep Publications, 2002.
3. Janak Singh Meena, Administrative reforms & Good Governance, Aavishkar Publishers, 2016.
4. Marshal Edward Dimock, Gladdys Odgen Dimmock, Public Administration, Mohan Prinlani Oxford and IBH Publishers, 1975.
5. Naseen Ahmed, Indian Public Administration, Anmol Publications, 2005.
6. Nicholas Henry, Public Administration and Public Affairs, Prentice Hall of India, New Delhi, 2007.
7. Prem Latha Sharma, Public Administration – Theory and Practice, MangaldeepPublications, 2004.
8. R K Arora, Public Administration in India – Continuity & Change, Rajat Publications, 2006.
9. Rakesh Hooja, Parnami K.K, Civil Service Training in India, Rawat Publications, 2011.
10. Saxena A. P, Governance & Administrative Reforms, Ane Books Pvt. Ltd, 2016.
11. Sharma P. D, Sharma B. M, Indian Administration – Retrospect & Prospect, Rawat Publications, New Delhi, 2009.
12. Urmila Sharma, S K Sharma, Public Administration, Nice Printing Press, Delhi, 2006.

**6. Syllabus Focus****a) Relevance to Local, regional, National and Global Development Needs**

Local / Regional / National/ Global Development Needs  (Mention any ONE at a time)	Relevance  (Describe how the course addresses the need) Maximum 15 words
Global	Students will develop the expertise needed to adeptly handle the intricacies of both Personnel and Financial Administration.

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## b) Components on Skill Development / Entrepreneurship Development/ Employability


SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module 2	Assignment
SD	Module 4	Assignment

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

  
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## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	} CIA-1	End Semester examination
CO2		
CO3	} CIA-2 Presentation CIA-2 Quiz, Written Test, Assignment	
CO4		
CO5		

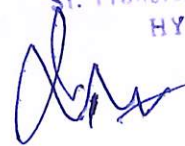


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## PERSONNEL AND FINANCIAL ADMINISTRATION

Course Code: U20/PUB/DSC/501  
Credits: 5

Max Marks: 60  
Time: 2 Hrs

SECTION A – INTERNAL CHOICE				5 Q X 10 M = 50 M
ANSWER ANY ONE QUESTION FROM EACH MODULE				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Explain the nature and scope of Personnel Administration.	CO 1	BL 2
2	Module 1	Describe the concept and role of Bureaucracy and highlight recent trends in Bureaucracy.	CO 1	BL 2
3	Module 2	Write the process of recruitment in detail.	CO 2	BL 2
4	Module 2	Critically examine the process of Promotion in Personnel Administration in developing countries.	CO 2	BL 2
5	Module 3	Describe the meaning and functions of Financial Administration.	CO 3	BL 2
6	Module 3	Explain the preparation stage in budget formulation in detail.	CO 3	BL 2
7	Module 4	Write an essay on the organisation and functioning of the Finance Ministry.	CO 4	BL 2
8	Module 4	Explain the important features of Accounting and write the difference between Accounting and Auditing.	CO 4	BL 2
9	Module 5	Critically examine the principles regarding the politicization of higher civil services in India.	CO 5	BL 5
10	Module 5	Describe the opportunities and challenges in Personnel Administration.	CO 5	BL 5

SECTION B				5 Q X 2 M = 10 M
ANSWER ANY FIVE QUESTIONS				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
11	Module 1	All-India Services.	CO 1	BL 1
12	Module 2	Objectives of Training.	CO 2	BL 1
13	Module 3	Zero Base Budgeting.	CO 3	BL 1
14	Module 4	Comptroller and Auditor General of India.	CO 4	BL 1
15	Module 5	Principle of Neutrality.	CO 5	BL 1
16	Any Module	Retirement benefits.	Relevant CO	BL 1
17	Any Module	Cut motions.	Relevant CO	BL 1

## SEMESTER - V

## PSYCHOLOGICAL ASSESSMENT

## 1. Course Description

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSE/501/P

Hours per week: 2

Course Type: DSE

Max. Marks: 50 M

No. of credits: 1

## 2. Course Objectives

- To help the students apply the principles of personality psychology to effectively administer, score, and interpret various personality tests,

## 3. Course Outcomes

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

CO1: Apply the knowledge on principles of psychology to administer, score and interpret various psychological tests. **(APPLY, ANALYZE)**

CO2: Use appropriate psychological tests for measurement of corresponding psychological phenomena. **(APPLY, ANALYZE)**

## 4. Course Content

Any 4 to be administered from the following list

1	Dimensions of Friendship Scale
2	Emotional Intelligence Scale
3	Educational Aspiration Scale
4	Dimensions of Rigidity Scale
5	Personal Effectiveness scale
6	Self-confidence
7	Self-efficacy scale

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**5. References**

1. Anastasi, A. (1976). Psychological testing..
2. Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Oxford and IBH Publishing.
3. Stevens, S. S. (1951). Handbook of experimental psychology.

**6.Syllabus Focus**

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	Provide guidance to help individuals identify suitable career paths, occupations, and work environments that align with their personality traits, interests, and values. By matching individuals with careers that fit their personality profiles can contribute to career satisfaction, increased performance and professional fulfillment.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	All tests	Rapport building, administering the test, scoring, result interpretation and recording the results.
EMP	All tests	The skill to perform all of the above provides opportunity in vocational guidance / career counselling. Students can take up internships or assist psychologists in administering the tests.


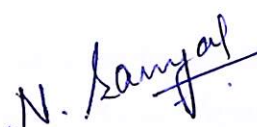

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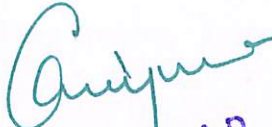
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## 7. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Practical Record Introductions Skill Test	Written Examination Conduction Viva

Prepared by	Checked & Verified by	Approved by
 Ms. Amulya K Faculty- in- charge	 Dr. Nandini Sanyal HoD	 Dr. Uma Joseph Principal

  
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## SEMESTER - V

## PSYCHOLOGICAL SKILLS FOR EFFECTIVE LIVING

## 1. Course Description

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/GE/501

Hours per week: 4

Course Type: GE

Max. Marks: 100 M

No. of credits: 4

## 2. Course Objectives

- To develop a broader understanding of concepts in psychology and facilitate self-awareness through identifying interpersonal skills and emotions.
- To learn theoretical concepts in order to apply the same through mediums of personal assessment and exercise techniques.

## 3. Course Outcomes

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


CO1: Demonstrate an increased understanding of themselves through the application of reflective exercises such as the Johari window and personal SWOT analysis. **(UNDERSTAND, APPLY AND ANALYZE)**

CO2: Grasp the various nuances in interpersonal relationships, communicate and effectively resolve conflicts, applying techniques and strategies learnt. **(UNDERSTAND, APPLY AND ANALYZE)**

CO3: Show development in emotional intelligence skills, including self-awareness, self-regulation, and social skills, as they apply their learnings to engaging activities aimed at assessing and enhancing their emotional intelligence levels. **(UNDERSTAND, APPLY AND ANALYZE)**



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CO4: Equipped with the knowledge and skills necessary to navigate their personal and professional lives with greater confidence, resilience, and interpersonal effectiveness, contributing to their overall well-being and success. (UNDERSTAND, APPLY AND ANALYZE)

4. Course Content

**MODULE 1: UNDERSTANDING SELF / INTRAPERSONAL SKILLS** **15 Hrs**

Self-awareness and Self-acceptance

Facilitating self-awareness through reflective exercises - Johari window, personal SWOT analysis

Self-esteem and self-confidence, techniques for building self-confidence

Emotional Intelligence - Goleman’s theory and assessing emotional intelligence

**MODULE 2: INTERPERSONAL SKILLS** **15 Hrs**

Types of interpersonal relationships – family, friends, work and intimate relationships

Effective interpersonal communication - conversational skills, listening skills, reading non-verbal messages, improving communication climates

Nature of Conflict - how and why people conflict, types and levels of conflict, conflict management / conflict resolution

Developing team-work and cooperation

Fostering Positive relationships

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**MODULE 3: EMOTIONAL COMPETENCE****15 Hrs**

Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence

Tools for emotional regulation: Mindfulness, Cognitive reappraisal, Adaptability, Resilience

Exercises for emotional regulation (CBT tools – core beliefs about emotions; distortions checklist & distortions crusher by David Burns)

Role of social media in personal/social disconnect

**MODULE 4: SELF DEVELOPMENT****15 Hrs**

Obstacles to achievement: Procrastination, perfectionism, anxiety, failure avoidance,

Social media de-tox and its benefits

Goal setting – process and steps

Time management: basic principles

Application of time management techniques

**5. References**

1. Santrock, J.W. (2007). *Adolescence* (15<sup>th</sup>ed.). Tata McGraw-Hill Publishing Company Ltd.
2. Vaughan, G., & Hogg, M. A. (2005). *Introduction to social psychology*. Pearson Education Australia.
3. Covey, Sean (2000). *The 7 Habits of Highly Effective Teens*. Salt Lake City, UT, Franklin.
4. Baron, R. A., Byrne, D. E., & Hopkins, Y. (1984). *Social psychology: Understanding human interaction*.
5. Hogg A.M, Vaughan M.G(2002) 3rd edition. *Social Psychology*. Pearson publication.
6. Fiske, S. T., Gilbert, D. T., & Lindzey, G. (2010). *Handbook of social psychology* (Vol. 2). John Wiley & Sons.



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**6.Syllabus Focus**

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	The range of abilities and strategies that individuals can cultivate are highly relevant and applicable in local settings for promoting mental health, personal growth and overall community well-being.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD- Analyze	Module 1,2,3,4	Self report inventories, SWOT analysis, journaling etc will be used to create self awareness. Some tools and techniques are used to promote personal growth.

**7. Pedagogy**

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Self-inventories / self-assessments	Experiential: Students answer self inventories and other techniques for self awareness.
2.	Art project	Participative: Students are divided into groups and given topics to be represented visually.

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**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA 1 Self assessments	Written Exam
CO2	CIA 2 Art projects	
CO3	CIA 2 Skill Test	
CO4	CIA 1 Assignment	

**b) Model Question Paper- End Semester Exam****PSYCHOLOGICAL SKILLS FOR EFFECTIVE LIVING**

Paper Code: U24/PSY/GE/501

Credits : 4

Time : 2 Hrs

Max marks: 60

**Section – A****I. Answer following**

4 x 10 = 40 M

1. What is self-awareness, and why is it important for personal development? Discuss the techniques for facilitating self-awareness.

OR

2. Describe Goleman's theory of emotional intelligence. Give the characteristics of emotionally intelligent people.

3. Discuss nature, types and levels of conflict and provide resolution strategies.

OR

4. Explain and give examples for components of effective interpersonal communication.

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5. What are some techniques for emotion regulation?

OR

6. How do individuals understand and express emotions effectively?

7. What are the obstacles to achievement? Discuss in detail.

OR

8. Discuss the importance of time management and its principles.

**SECTION - B**

**II. Answer any four of the following.**

**4 x 5 = 20 M**

9. What are the techniques for building self-confidence?


10. Write a note on the types of interpersonal relationships.


11. How do the various tools for emotional regulation help?

12. Discuss the role of social media in personal disconnect.

13. Explain the benefits of social media detox.

14. Discuss team-work and cooperation.

  
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**SEMESTER-V**  
**PUBLIC OFFICE ADMINISTRATION**

**1. Course Description**

Programme: B.A

Max. Hours: 60

Course Code: U20/PUB/GE/301

Hours per week: 4

Type of Course: Generic Elective

Max. Marks: 100

No. of Credits: 4

**2. Course Objective:**

To equip students with the knowledge and skills necessary to effectively manage administrative tasks within governmental or public sector organizations

**3. Course Outcome:**

On completion of the course the students should be able to:


CO 1: Understand the basic Concepts and principles of public office management. (Understand)

CO2: Students will develop proficiency in office communication, correspondence, record management. (Understand)

CO 3: Familiarize students with the management techniques that are applied in public administration. (Apply)

CO 4: Understand the work environment and staff welfare measures implemented by the management. (Understand)

  
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## 4. Course Content

**Module I - Introduction to Public Office Administration** **15 HOURS**

- a. Public Office Administration – Nature, scope and importance.
- b. Principles of Office Organization and Management
- c. Differences between Public Office & Private Office

**Module II – Office Communication and Records Management.** **15 HOURS**


- a. Paperless Administration
- b. Office Communication and Correspondence.
- c. Records Management.

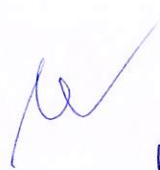
**Module III – Office Management Techniques** **15 HOURS**

- a. Work Study - Meaning, definition, need, advantages, pre-requisites and steps taken in work study.
- b. Work Measurement - Meaning, definition advantages, procedures and techniques.
- c. Management by Objectives – Meaning, need prerequisite, techniques, advantages, features, methods and problems.

**Module IV – Work Environment and Employee Welfare** **15 HOURS**

- a. Work and Conditions of Work – Introduction, meaning, significance, and relationship among job characteristics, working conditions and job performance.
- b. Work Environment – Meaning significance, advantages, features, types, favorable conditions of work environment and limitations.
- c. Employee Welfare – Meaning, features, objectives, employee welfare agencies and provisions.

  
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### 5. BOOKS RECOMMENDED:

1. Avasthi and Maheshwari, *Public Administration*, Lakshmi Narain Agarwal, Agra-3, 22nd Revised edition, 1997.
2. Bidyut Chakrabarty, Prakash Chand, *Indian Administration Evolution and Practice*, Sage Publications, New Delhi, 2016.
3. Goel S. L., *Advanced Public Administration: Theory and practice*, Deep and Deep Publications Pvt. Ltd, 2003.
4. Hoshiar Singh, Mohinder Singh, Revised Edition, *Public Administration in India*, Sterling Publications, 1993.
5. Krishna Murthy P, *Indian Administration*, MS Book Distributors, 1989.
6. RadhaKrishan Sapru, *Indian Administration- A foundation of Governance*, Sage Publications, 2018.
7. Ramesh K. Arora, Rajni Goyal, *Indian Public Administration Institutions and Issues*, New Age International Publishers, 2018.
8. Sharma M.P, Sadhana B.L., *Public Administration in Theory and Practice*, KitabMahal, 1992.
9. Siuli Sarkar, *Public Administration in India*, PHI Learning Private Ltd. Delhi, 2018.
10. Vishnoolal Bhagwan, Vidya Bhushan, *Public Administration*, S. Chand and Company Ltd, reprinted, 2011.

### 6. Syllabus Focus

a) Relevance to Local, regional, National and Global Development Needs

Local / Regional / National/ Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
National	The students acquire knowledge in fundamental principles and techniques applicable in public office administration.

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b) Components on Skill Development / Entrepreneurship Development/ Employability

SD/ED/EMP  (Mention any ONE of the above at a time)	Syllabus Content  (Mention Module part content applicable)	Description of Activity  (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module 2	Assignment
SD	Module 2	Presentation

### 7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

### 8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	CIA-1	End Semester examination
CO2		
CO3	CIA-2 Presentation	
CO4	CIA-2 Quiz, Written Test, Assignment	

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## b) Model Question Paper – End Semester Exam


## PUBLIC OFFICE ADMINISTRATION

SECTION A			4 Q X 10 M =40 M	
ANSWER ANY ONE QUESTION FROM EACH MODULE				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Explain the nature and scope of Public office Administration.	CO 1	BL2
2	Module 1	Describe the important principles of Office organization and management.	CO 1	BL2
3	Module 2	Illustrate the importance of paperless administration.	CO 2	BL2
4	Module 2	Define record management and explain how it plays a critical role in office administration.	CO 2	BL2
5	Module 3	Highlight the need for work-study and steps taken in work-study.	CO 3	BL4
6	Module 3	Discuss the techniques and advantages of management by objectives.	CO 3	BL4
7	Module 4	Explain the meaning and significance of the work environment.	CO 4	BL2
8	Module 4	Define employee's welfare and what are the objectives of employee's welfare.	CO 4	BL2

SECTION B			4 Q X 5 M = 20 M	
ANSWER ANY FOUR QUESTIONS				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
9	Module 1	Public Office.	CO 1	BL 1
10	Module 2	Advantages of Office Communication	CO 2	BL 1
11	Module 3	Work Measurement.	CO 3	BL 1
12	Module 4	Features of employee welfare.	CO 4	BL 1
13	Any Module	Features of paperless administration.	CO 2	BL 1
14	Any Module	Limitation of the work environment.	CO 4	BL 1



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**SEMESTER - V****STATISTICS AND RESEARCH METHODOLOGY****1. Course Description**

Programme: B.A	Max. Hours: 60 hours
Course Code: U24/PSY/DSE/501	Hours per week: 4
Course Type: DSE	Max. Marks: 100 M
No. of credits: 4	

**2. Course Objectives**

- To provide a foundation of statistics in psychology including statistical procedures, variables, measurement scales, data organization methods, and graphical representation techniques commonly used in psychological research.
- To introduce students to the concepts of central tendency, normal probability curve and its applications, variability, parametric and non-parametric tests, hypothesis testing, and related concepts in psychological research.
- To teach computation of t-test and correlations and draw inferences.

**3. Course Outcomes**

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

- CO1: Develop a comprehensive understanding of statistical concepts and techniques relevant to psychology. (UNDERSTAND)
- CO2: Demonstrate proficiency in computing and interpreting measures of central tendency, recognize the characteristics and applications of normal probability in describing the distribution of data and analyze deviations from normality. (UNDERSTAND AND APPLY)

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- CO3: Summarize and contrast parametric and non-parametric tests, hypothesis testing, and related concepts in psychological research, enabling them to effectively compute t-test and interpret the scores to test the formulated hypothesis. Compute correlations and draw inferences. **(UNDERSTAND AND APPLY)**
- CO4: Outline the steps of research, explain sampling techniques and describe the methods of data collection. **(UNDERSTAND AND APPLY)**

#### 4. Course Content

##### MODULE 1: BASIC CONCEPTS

12 Hrs

Definition of Statistics, importance and applications of statistics in psychology (uses, misuses, limitations of statistics), Overview of classification of statistical procedures - descriptive statistics & Inferential Statistics

Measurement - Scales of measurement (Nominal scale, Ordinal Scale, Interval scale & Ratio scale)

Organization of Data - meaning of data, methods of organizing data (grouped and ungrouped data), frequency distribution,

Graphical representation of data - bar graph, frequency polygon, histogram and pie diagram

##### MODULE 2: DESCRIPTIVE STATISTICS

15 Hrs

###### Measures of central tendency

Meaning, Uses and Computation of Mean, Median and Mode.

Computation of Combined Mean.

###### Normal Curve and its applications / Normal Probability Curve

Characteristics and Applications of Normal probability curve

Deviation from normality – Skewness and Kurtosis

Concept of z-score

Meaning, Uses and Computation of Percentiles

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**Measures of variability**

Meaning, Uses and Computation of Range, Quartile deviation, Average Deviation and Standard Deviation

Meaning, Uses and Computation of Variance

**MODULE 3: INFERENCE STATISTICS AND CORRELATION****20 Hrs**

Meaning and uses of Parametric and Non-parametric tests

Hypothesis testing, levels of significance

Standard error of mean

Type I and Type II errors

t-test, t-distribution

Assumptions and computation of t for independent and correlated samples

Correlation - meaning, characteristics, usage and types of correlation

Meaning, assumptions and computation of Pearson's Product Moment Correlation and Spearman's Rank Order Correlation.

**MODULE 4: RESEARCH METHODOLOGY****13 Hrs**

Meaning and characteristics of research, steps of research

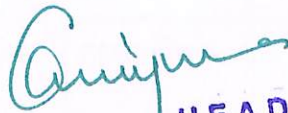
Variables (continuous, discrete variables; quantitative and qualitative)

Sampling techniques, types of sampling (probability and non-probability)

Methods of data collection - Observation, Questionnaires, Inventories, Rating Scales, Check

Lists, Personal Data Schedules, Case Studies

Ethical concerns in Psychological Research; Concept of Social desirability



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**5. References**

1. Mohanty, B., & Misra, S. (2016). *Statistics for Behavioural and Social Sciences*. Sage Publications
2. Mangal, S. K. (2002). *Statistics In Psychology And Education*. PHI Learning Pvt. Ltd..
3. Singh, A. K. (1986). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.
4. Garrett, H. E. (1937). *Statistics in psychology and education* .
5. Ferguson, G. A. (1959). *Statistical analysis in psychology and education*.
6. Coakes, S. J., & Steed, L. (2009). *SPSS: Analysis without anguish using SPSS version 14.0 for Windows*. John Wiley & Sons, Inc..

**6.Syllabus Focus**

**a) Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
National	Statistics in psychology provide the tools to analyze and interpret data collected in research studies, promote evidence-based practices and rigorous research in the field.

**b) Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Analysis	Modules 2, 3, 4	Students conduct descriptive and inferential statistical analyses to explore differences and relationships within the data and interpret their findings.

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*P. Swathi*

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1	Participative Learning	Assignment: Students are given computation problems to practice the statistical procedure.
2	Participative learning	Skill Test: Their level of learning is tested through skill tests where students compute a given problem.

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	Written Exam
CO2	CIA-1	
CO3	CIA-2 (Assignment on computation)	
CO4	CIA-2 (Skill Test)	

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## b) Model Question Paper- End Semester Exam

## STATISTICS IN PSYCHOLOGY

Course Code: U24/PSY/DSE/501  
Credits: 4

Time: 2 Hrs  
Max marks: 60

## SECTION - A

## I. Answer the following

4 x 10 = 40 M

1. Define statistics, its applications in psychology and an overview of statistical procedures.

OR

2. Prepare a frequency distribution from the following data and plot a frequency polygon for the same.

30	42	30	54	40	48	15	25	41	36
32	27	42	36	36	28	26	44	31	40
33	36	22	30	31	16	42	21	22	40
36	41	17	51	37	17	42	54	48	51

3. Explain the concept of the normal probability curve and its characteristics.

OR

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4. Briefly discuss the measures of central tendency. Compute Mean using the following data.

C.I	F
90 – 100	2
80 – 90	5
70 – 80	7
60 – 70	5
50 – 60	10
40 – 50	12
30 – 40	7
20 – 30	4
10 – 20	7
0 - 10	0

5. (a) Write a brief note on parametric and non-parametric statistics and the differences between them.

(b) Following are the scores of 11 boys and 6 girls on a reasoning test. Find out if the mean difference between them is significant at 0.05 level.

	Mean	SD	N	df
Boys	40.50	4.5	11	10
Girls	38.00	5.5	6	5

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OR

6. (a) Using the Product Moment method, find the correlation coefficient between the following two sets of the scores and interpret the coefficients.

Individuals	A	B	C	D	E	F	G	H	I	J
Variable X	14	7	10	17	15	12	2	8	1	4
Variable Y	13	9	12	20	24	16	5	2	7	1

(b) Explain Standard error of mean.

7. Explain sampling and discuss the sampling techniques.

OR

8. Examine the meaning and characteristics of research and write an overview of techniques of data collection.

### SECTION - B

II. Answer any four of the following.

4 x 5 = 20 M

9. Classify the statistical procedures.

10. Draw a pie diagram for the following:

Blood Groups	O	A	B	AB	TOTAL
Frequencies	258	172	387	43	860

11. What does it mean to deviate from the normal curve?

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12. In the following sample what is the mean of A and B when combined into one distribution of 225 cases?

A	B
N = 150	N = 75
M = 120	M = 126

13. Define hypothesis and write a note on the types of hypotheses.

14. Explain type I and type II errors.

### c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	15	CO-1	2	10	1	5
II	15	CO-2	2	10	2	5
III	15	CO-3	2	10	2	5
IV	15	CO-4	2	10	1	5

### 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	1	Understand, Apply	15
3	3	Understand, Apply	15
4	3	Understand, Apply	15

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**SEMESTER - V****STRESS MANAGEMENT****1. Course Description**

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/SEC/501

Hours per week: 2

Course Type: SEC

Max. Marks: 50 M

No. of credits: 2

**Course Objectives**

- To describe the nature of stress, causes and its effects on health.
- To equip students with strategies for managing and coping with stress in different contexts to help themselves and others.

**3. Course Outcomes**

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

CO1: Understand the various types of stress and analyze the effects of stress on both physical and mental health. **(UNDERSTAND)**

CO2: Explore different methods of managing stress, apply coping strategies to promote overall well being. **(UNDERSTAND AND APPLY)**

**4. Course Content****MODULE 1: NATURE OF STRESS****15 Hrs**

Definition, Indian and Western Concept of Stress

Types of stress (eustress, distress), Theories of stress - Selye,

Various sources of stress: environmental, social (interpersonal), physiological (neuro-endocrinology) and psychological (intrapersonal &amp; personality)

Effects of stress on physical and mental health (somatic and anxiety problems)

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**MODULE 2: STRESS MANAGEMENT****15 Hrs**

Concepts and theoretical perspectives of coping

Personal coping resources

Coping styles and strategies


Managing stress: yoga, meditation, relaxation techniques,


Problem focused and emotion focused approaches to stress management

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

**5. References**

1. Conrad, C.D. (2011). The Handbook of Stress: Neuropsychological Effects on the Brain. Wiley-Blackwell.
2. Goldberger, L. & Brezenitz, S. (1982). Handbook of stress: Theoretical and Clinical Approaches. NY Free Press.
3. Greenberg J. S., (2009). Comprehensive Stress Management, 10th Ed. Tata McGraw-Hill Publications.
4. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
5. DiMatteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi: Pearson
6. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Delmar Learning.

  
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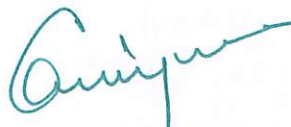
## 6.Syllabus Focus


a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	With a rise in the number of cardiac issues among young adults in India, awareness about chronic stress and its link to various physical and mental health problems, including cardiovascular diseases, immune system dysfunction, anxiety, and depression helps the community understand the impact of stress on health and learn preventive measures to mitigate its adverse effects, thereby promoting better health outcomes.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD-Communication Skills	Module 2	Facilitate a group discussion to identify strategies for recognizing signs of stress in oneself and others.

  
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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Inventories / self assessments / techniques : Time management simulation activity where students must prioritize tasks and manage their time effectively to meet deadlines. Guided mindfulness meditation session.
2.	Participative Learning	Group discussion and social support : Assign students to keep a stress journal for a week, reflect on their entries and discuss findings as a class and explore effective coping mechanisms based on their experiences.

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA 1 Group discussion	Written Exam
CO2	CIA 2 Skill test	



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## b) Model Question Paper- End Semester Exam

## STRESS MANAGEMENT

Course Code: U24/PSY/SEC/501  
Credits: 2

Time: 1 Hrs  
Max marks: 30

## SECTION - A

Answer any five of the following

5 x 6 = 30 M

1. Define stress and explain the types of stress.
2. Compare and contrast the Indian and Western concepts of stress, highlighting their similarities and differences.
3. Identify various sources of stress and explain in detail.
4. Identify personal coping resources for stress management.
5. Differentiate between problem-focused and emotion-focused coping strategies, providing examples of each.
6. Discuss the role of yoga, meditation, and relaxation techniques in managing stress.
7. Explore the concept of resilience.

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
1	15	CO1	4	6
2	15	CO2	3	6

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