

**Detailed Course Scheme**  
**Bachelor of Arts (B.A.)**  
**(History/Political Science/Geography)**

**Semester-VI**  
**(2023-2027)**

DOC202306070019



**RNB GLOBAL UNIVERSITY**

RNB Global City, Ganganagar Road,  
Bikaner, Rajasthan 334601

## **OVERVIEW**

RNB Global University follows Semester System along with Choice Based Credit System as per latest guidelines of University Grants Commission (UGC). Accordingly, each academic year is divided into two semesters, **Odd (July-December) and Even (January-June)**. Also, the university follows a system of continuous evaluation along with regular updating in course curricula and teaching pedagogy.

The curriculum for BA program for (July-December) Odd Semester, 2024 along with Examination pattern is as follows:

### **Semester –VI**

<b>S. No</b>	<b>Course Code</b>	<b>Course Category</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
1.	12010400	DSC-G6	Geomorphology	5	1	0	6
2.	12001900	DSC-H6	Cultural Heritage of India	5	1	0	6
3.	12002000	DSC-P6	Perspective on Public Administration	5	1	0	6
4.		DSE -2	One from the pool DSE (H, P, G) (Group B)	3	1	0	4
5.	77000100	GE-6	Research Mythology I (GE-6)	3	1	0	4
6.	99003800	IAPC-4	Internship/Apprenticeship / <b>Project</b> / Community Outreach	0	0	4	2
<b>Total</b>				<b>21</b>	<b>5</b>	<b>4</b>	<b>28</b>

## **EVALUATION SCHEME**

The evaluation of the BA program would be based on Internal and External Assessments. Internal Assessment would consist of 50% of the marks (50 marks) and external assessment (in form of End Term Exam) would consist of remaining 50% marks (50 marks). Detailed scheme of Internal and External Assessments as follows:

### **Internal Assessment**

The distribution of Internal Assessment Marks is as follows:

Type	Details	Marks
Mid Term	Two Mid-term Sessional of 15 marks each (15+15)	30
Marks obtained in various Tests, Assignments, Presentations, Quiz, Tutorials, etc.	Average of marks obtained	15
Attendance	75% + : 5 marks	5
<b>TOTAL</b>	<b>50</b>	

### **External Assessment**

Type	Marks
Theory	50

## **EVALUATION SCHEME- WORKSHOPS & SEMINARS AND HUMAN VALUES & SOCIAL SERVICE/NCC/NSS**

1. The evaluation of Workshops & Seminar and Human Values & Social Service/NCC/NSS will be completed from Semester I – Semester VI. It will be evaluated internally by the various Forums & Schools Concerned. The credit for this will be given at the end of each Semester.
2. The students have to join club/clubs/Forums with the active participation in different activities of club. The students would be continuously assessed from Semester-I to Semester-IV and credits and marks would be given after the end of each Semester

## **1. Vision**

Vision of BA Program is to develop comprehensive skill for competitive exams, establish advanced studies and research-based Centre for students and scholars.

## **2. Mission**

Mission of Department of Arts is to cultivate a scholarly mindset and analytical abilities in students, as well as train them in social and economic sphere, to reach the dynamic knowledge in the field of social science and to develop social values.

## **3. Program Educational Objectives (PEO's)**

**PEO1:** To overall develop deep knowledge of the social science through a flexible, research and cultural-oriented curriculum designed to meet the current demand of academia and research industry.

**PEO2:** To identify gap, formulate, comprehend, analysis, design and solve societal issues and challenges.

**PEO3:** To acquire techno-economic aptitude and apply the acquired practical skills and to develop broad training for better reach.

#### **4. Programme Outcomes (PO's)**

After the completion of this program students will be able to:

**PO1.** Apply knowledge to the complex Socio-Political problems.

**PO2.** Identify and analyse challenging issues in society at national or international level. Inculcate values of rights and duties, and transfer these values to real-life and for promoting community welfare.

**PO3.** Use research-based knowledge and research methodologies to obtain reliable outcomes and develop socio-scientific research skills and apply it during programme & in practice.

**PO4.** Interpret social and political problems and work towards finding solutions for the betterment of the Nation.

**PO5.** Understand the impact of the societal & environmental contexts, and demonstrate the knowledge and need for sustainable development for society.

**PO6.** Apply principles of professional ethics of respective profession.

**PO7.** Develop leadership qualities amongst students.

**PO8.** Communicate effectively with the social, cultural, national and international community. Ability to learn the art of communicating and demonstrating their skills.

**PO9.** Provide a platform of self-employability by developing professional skills in respective social industry.

**PO10.** Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broader context of social and political change.

#### **5. Program Specific Outcome (PSO's)**

**PSO1:** To demonstrate knowledge and understanding of various social issues and challenges.

**PSO2:** To develop the problem solving methods of Analysing social problems and understanding social dynamics.

**PSO3:** To function in multi-disciplinary work environment, good interpersonal skills as a leader in a team in appreciation of professional ethics and societal responsibilities.

## 6. Course outcomes

Course Code and Course Name	After completion of these courses' students should be able to
12010400- Geomorphology	<p><b>C01:</b> Understand the nature and scope of geomorphology, including key concepts and the systems approach.</p> <p><b>C02:</b> Analyze the interior structure of the Earth and understand various earth movements, including isostasy and plate tectonics.</p> <p><b>C03:</b> Examine various geomorphic processes, including weathering and mass wasting, and understand the cycle of erosion according to Davis and Penck.</p> <p><b>C04:</b> Evaluate the evolution of different landforms, including fluvial, karst, aeolian, glacial, and coastal, both erosional and depositional.</p> <p><b>C05:</b> Apply geomorphological concepts to real-world environmental issues and understand the significance of applied geomorphology.</p>
12001900- Cultural Heritage of India	<p><b>C01:</b> Find out the Indian Cultural Heritage: An Introduction, Meaning, Definition and Historical background of Cultural Heritage and Significance of Cultural Heritage in Human life.</p> <p><b>C02:</b> Explain the Fairs Festivals, Rituals: Ethnic Indian Cultural Construct: Folk, Tribal, National; Some major festivals of India: Buddha Purnima, Diwali, Dusshera, Holi, Onam, Pongal, Guru Parb, Eid- Ul-Fitr, Navroz, Swatantra Diwas</p> <p><b>C03:</b> Develop of the legends, Narratives and Cultural Ethos: Ramayana and Mahabharata: Tradition of Cultural Heritage; Ancient Indian fables.</p> <p><b>C04:</b> Analyse of Traditional Performing Art: Folk dances and theatre: Regional variation, some important folk dances, Garba and Oral Tradition and performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible cultural Heritage.</p> <p><b>C05:</b> Assess the Architecture and Built Heritage: Brief survey of Shelter, pit dwellings, Rock alignments, Memorials, Shrines, Water tanks, Garden and Some important Monuments of India Shore Temple (Mahabalipuram), Ajanta- Bhimbetka, Sarnath, Nalanda, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Chittorgarh Fort &amp; Kirti Stambh, Gwalior Fort &amp; Data bandi Chhod fort, Taj mahal.</p>
12002000- Perspective on Public Administration	<p><b>C01:</b> Define the Public Administration and evolution of the subject as systematic study of Public Administration.</p> <p><b>C02:</b> Analyse the relevance of Public Administration and its operation with respect to India.</p> <p><b>C03:</b> Identify theory of the Public Administration.</p> <p><b>C04:</b> Compare between Public Administration, New Public Administration, and new Public Management.</p> <p><b>C05:</b> Evaluate the Decision making, Leadership and Communication meaning, importance and methods of effective coordination.</p>

12009700- Biogeography	<p><b>C01:</b> Understand the Nature and Scope of Biogeography</p> <p><b>C02:</b> Analyze world climatic patterns using Koppen's classification and their relationship with biogeographical regions.</p> <p><b>C03:</b> Explore the evolution of major groups of floral and faunal provinces.</p> <p><b>C04:</b> Examine the stages of ecological successions and understand the concept of climax communities.</p> <p><b>C05:</b> Understand the concepts of biodiversity, identify biodiversity hotspots, and discuss biodiversity conservation strategies.</p>
12008200- Idea of Bharat	<p><b>C01:</b> Define the historical, cultural, and philosophical underpinnings that have shaped the idea of Bharat (India) over millennia, including its ancient civilizations, empires, and socio-cultural movements.</p> <p><b>C02:</b> Appreciate the rich tapestry of cultural diversity present in Bharat, encompassing languages, art forms, rituals, and traditions, and recognize the significance of unity in diversity.</p> <p><b>C03:</b> Critically evaluate the philosophical foundations that have contributed to the conception of Bharat, including Dharmic principles, philosophical schools, and modern ideologies.</p> <p><b>C04:</b> Assess the impact of historical and contemporary global interactions on the idea of Bharat, including colonialism, globalization, and transnational cultural exchanges.</p> <p><b>C05:</b> Synthesize knowledge from multiple disciplines, including history, sociology, political science, economics, philosophy, and cultural studies, to develop a holistic understanding of the idea of Bharat.</p>
12006300- India's Foreign Policy	<p><b>C01:</b> Develop a comprehensive understanding of the factors influencing India's foreign policy formulation, including its historical, cultural, and geopolitical contexts, enabling students to analyze India's world view and the principles guiding its foreign relations.</p> <p><b>C02:</b> Evaluate the dynamics of India's relations with its South Asian neighbors, including Afghanistan, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and Maldives, with a focus on understanding the complexities and challenges in bilateral and regional interactions.</p> <p><b>C03:</b> Analyze India's engagement with multilateralism and its role in international organizations, such as the General Agreement on Tariffs and Trade (GATT) and the World Trade Organization (WTO), as well as its advocacy for reforms in institutions like the United Nations Security Council, enhancing students' understanding of India's contributions to global governance.</p> <p><b>C04:</b> Examine India's strategic partnerships and engagements with major powers such as the United States, Russia, and China, assessing the evolving dynamics, opportunities, and challenges in India's relationships with these key actors in the international system.</p> <p><b>C05:</b> Understand India's nuclear doctrine and its stance on non-proliferation treaties such as the Nuclear Non-Proliferation Treaty (NPT) and the Comprehensive Nuclear-Test-Ban Treaty (CTBT), enabling students to</p>

	critically analyze India's nuclear policies and their implications for regional and global security dynamics.
77000100- Research Methodology	<p><b>C01:</b> Define what constitutes a research problem and identify its significance in the research process.</p> <p><b>C02:</b> Frame a hypothesis that is testable and aligns with the defined research problem.</p> <p><b>C03:</b> Recognize the limitations of various hypothesis tests and develop strategies to address them.</p> <p><b>C04:</b> Understand and be able to create the appropriate layout for a research report.</p> <p><b>C05:</b> Write and present a thesis, including text setting, footnotes, conclusions, and suggestions.</p>



## 7. CO PO Mapping

12010400	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	3	3	3	3	2	2	2	3	2	3
C02	2	3	2	2	3	2	3	3		3
C03	3	2	3	3	3	2	2	3	2	3
C04	2	3	2	3	2	3		2	2	2
C05	3	2	3		3	1	2	3	2	3

212001900	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	2	3	3	3	2	2	2	3	2	3
C02	2	3	2	2	3	2	3	3	3	3
C03	3	2	3	3	3	2	2	3	2	3
C04	2	3	2	0	2	3	2	2	2	2
C05	3	2	3	3	3	3	2	3	2	3

12002000	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	3	2	3	3	1	2	3	1	1	3
C02	2	2	1	1	2	3	2	2	1	2
C03	1		2	2	2	1	2			2
C04	2	2		2	2	2	1	2		2
C05	2	2	2	3	3	3	2	3	2	3

12009700	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	2	3	2	3	2	2		2	2	3
C02		3	2	2	3	2		2		2
C03	2	3	3	3	3		2	3	2	3
C04	2	3	3	3	3			2	2	
C05	2		3		3		2	3	2	3

12008200	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	2	2	2	2	2				2	3
C02	3	2	2	2			2			3
C03	2	2	3		2	2		3		3
C04	2	2	2	2	3		2		3	3
C05	3	2	2	2	3		2	2	3	3

12006300	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	2	2	2	2	2				2	3
C02	3	2	2	2			2			3
C03	2	2	3		2	2		3		3
C04	2	2	2	2	3		2		3	3
C05	3	2	2	2	3		2	2	3	3

77000100	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010
C01	2	2	2	2	2				2	3
C02	3	2	2	2			2			3
C03	2	2	3		2	2		3		3
C04	2	2	2	2	3		2		3	3
C05	3	2	2	2	3		2	2	3	3

## **8. Curriculum**

**Course Name: Geomorphology (DSC)**

**Course Code: 12010400**

### **Course objectives**

After the completion of course, the students will have ability to:

1. Understand the functioning of Earth systems in real time and analyze how the natural and anthropogenic operating factors affect the development of landforms
2. Distinguish between the mechanisms that control these processes
3. Assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.

### **Course Outline**

#### **Unit I**

Geomorphology: Nature, Scope, Key concepts and Systems approach; Earth: Interior Structure.

#### **Unit II**

Earth Movements: Isostasy. Plate Tectonics, Types of Folds and Faults, Earthquakes and Volcanoes.

#### **Unit III**

Geomorphic Processes: Weathering, Mass Wasting, Cycle of Erosion (Davis and Penck).

#### **Unit IV**

Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial, and Coastal.

#### **Unit V**

Applied Geomorphology and Environment.

### **Suggested Readings:**

1. Bloom, A. L., (2003): Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.
2. Bridges, E. M., (1990): World Geomorphology, Cambridge University Press, Cambridge.
3. Christopherson, R. W. and Birkeland, G. H., (2012) Geosystems: An Introduction to Physical Geography (8th edition), Pearson Education, New Jersey.
4. Das Gupta, A and Kapoor, A.N., (2001) Principles of Physical Geography, S.C. Chand & Company Ltd. New Delhi.
5. Dayal, P., (1996) A Text book of Geomorphology. Shukla Book Depot, Patna.
6. Huggett, R.J. (2007) Fundamentals of Geomorphology, Routledge, New York.
7. Kale, V. S. and Gupta A., (2001): Introduction to Geomorphology, Orient Longman, Hyderabad.
8. Khullar, D.R., (2012) Physical Geography, Kalyani Publishers, New Delhi.

9. Mal, Suraj, Singh, R.B. and Huggel, Christian (2018): Climate Change, Extreme Events and Disaster Risk Reduction, Springer, Switzerland, pages 309.
10. Selby, M.J., (2005): Earth's Changing Surface, Indian Edition, OUP
11. Singh, S (2009): Bhautik Bhugol ka Swaroop (Hindi), Prayag Pustak, Allahabad.
12. Skinner, Brian J. and Stephen C. Porter (2000), The Dynamic Earth: An Introduction to Physical Geology, 4th Edition, John Wiley and Sons.
13. Strahler, A. H. and Strahler, A N., (2001): Modern Physical Geography (4/E), John Wiley and Sons, Inc., New York.
14. Summerfield M. A. (2013): Global Geomorphology, Routledge, New York
15. Thornbury, W. D., (2004): Principles of Geomorphology, Wiley, New York.
16. Tikka, R N (1989): Bhautik Bhugol ka Swaroop (Hindi), Kedarnath Ram Nath, Meerut.

## **Course Name: Cultural Heritage of India (DSC)**

**Course code: 12001900**

### **Course objectives**

This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India. As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

### **Course Outline**

#### **UNIT I Indian Cultural Heritage: An Introduction**

- I. Meaning, Definition and Historical background of Cultural Heritage
- II. Concepts, Characteristics types of Indian Cultural Heritage: Tangible, intangible Oral and Living traditions.
- III. Impact and significance of geography on Indian culture.
- IV. Significance of Cultural Heritage in Human life.

#### **UNIT II Fairs Festivals, Rituals: Ethnic Indian Cultural Construct**

- I. Significance, concepts, historical background of fairs, festivals, rituals and their importance in Human life and their general Introduction of social, cultural and religious culture of India.
- II. Festivals: Regional, Folk, Tribal, National; Some major festivals of India: Buddha Poornima Diwali, Dusshera, Holi, Onam, Pongal Guru Parb, Eid- Ul-Fitr, Navroz, Swatantra Diwas
- III. Fairs: Religious, Folk, Animal, Monsoon; Some Major Fairs of India: Kumbha Mela, Pushkar Mela, Baisakhi, The Urs of Ajmer, Rath Yatra, Gangaur, Hemis Gompa.
- IV. Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)

### **UNIT III legends, Narratives and Cultural Ethos**

- I. Meaning, significance, forms and tradition of legends and their historical background in India.
- II. Ramayana and Mahabharata: Tradition of Cultural Heritage; Ancient Indian fables of ethical and moral values: Panchtantra, Jataka.
- III. Geographical and regional variation of the holistic approach of Nutrition; social and ceremonial role of food and food habits; Traditional foods with regional variations (brief survey with some examples)
- IV. Nature, Culture and Environment in India; Inter relationship; Environment and Environmental consciousness in Indian ethos and philosophy.

### **UNIT IV Traditional Performing Art**

- I. Folk dances and theatre: Regional variation, some important folk dances, Garba, Ghoomar, Lavani, Changlo, Giddha, Kalbelia etc. Prevailing folk tradition in Ram Lila, Nautanki, Kathputli & Puppet Show, Swang etc.
- II. Bharat Natya Shastra: The Source of Performing Indian Classical Arts; Study of Kalidasa and Bhasa as other Sources.
- III. Indian Classical dances as Cultural Heritage.
- V. Oral Tradition and performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible cultural Heritage.

### **UNIT V Architecture and Built Heritage**

- I. Meaning, Definition and Ideas of Built Heritage: Brief survey of Shelter, pit dwellings, Rock alignments, Memorials, Shrines, Water tanks, Garden
- II. History and development of Built Heritage: An Introduction
- III. Significance and contribution of Architecture and Built heritage in Cultural Life of India.
- IV. Some important Monuments of India Shore Temple (Mahabalipuram), Ajanta-Ellora, Bhimbetka, Sarnath, Nalanda, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Chittorgarh Fort & Kirti Stambh, Gwalior Fort & Data bandi Chhod fort, Taj mahal, Golden Temple, Red fort, Amber fort, Hazratbal, Edakkal caves and Pattadakal.

### **Suggested Readings:**

1. Bose, N. S. (2003). The Culture and Civilisation of Ancient India in Historical Outline. London: Routledge.
2. Chandra, S. (2009). Medieval India: From Sultanat to the Mughals. New Delhi: Har-Anand Publications.
3. Cohen, S. P. (2001). India: Emerging Power. Washington, D.C.: Brookings Institution Press.
4. Devi, I. (2011). Indian Folk and Tribal Lore. New Delhi: Wisdom Press.
5. Ghurye, G. S. (1969). Caste and Race in India. Bombay: Popular Prakashan.
6. Jain, J. (2010). Indian Ethnic Art Forms and Their Cultural Significance. New Delhi: Abhinav Publications.

7. Jha, D. N. (2002). Ancient India in Historical Outline. New Delhi: Manohar Publishers.
8. Khandekar, R. (2001). Indian Classical Dance: The Tradition of Odissi. Mumbai: Marg Publications.
9. Kumar, R. (1998). The Making of a Nation: Essays in Indian History and Culture. New Delhi: Manohar.
10. Lal, B. B. (2005). The Saraswati Flows On: The Continuity of Indian Culture. New Delhi: Aryan Books International.
11. Majumdar, R. C. (2001). History of Ancient Bengal. Calcutta: G. Bhattacharya.
12. Mukherjee, S. (1999). A History of Indian Literature, Vol. 1. New Delhi: Sahitya Akademi.
13. Nair, S. (2014). Cultural Heritage of India. New Delhi: Anmol Publications.
14. Pandey, R. (2008). Hindu Samskaras: Socio-Religious Study of the Hindu Sacraments. Delhi: Motilal Banarsidass Publishers.
15. Ray, A. K. (2011). The Religious Heritage of India. New Delhi: Rupa Publications.
16. Sharma, R. S. (2006). India's Ancient Past. New Delhi: Oxford University Press.
17. Singh, U. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson Education India.
18. Smith, V. A. (2007). The Early History of India. New Delhi: Atlantic Publishers & Distributors.
19. Thapar, R. (2004). Early India: From the Origins to AD 1300. Berkeley: University of California Press.
20. Varadpande, M. L. (1987). History of Indian Theatre: Classical Theatre. New Delhi: Abhinav Publications.

**Course Name: Perspectives on Public Administration (DSC)**  
**Course Code: 12002000**

### **Course objectives**

This course aims to provide students with a comprehensive understanding of the theoretical foundations, historical development, and practical applications of public administration. It will explore key concepts and theories, such as bureaucratic management, public policy formulation, and administrative ethics. Students will analyze the role of public administration in governance and its impact on society. The course will also examine contemporary challenges and innovations in the field, including e-governance, public-private partnerships, and performance management. Through case studies and interactive discussions, students will develop critical thinking and problem-solving skills essential for effective public administration.

### **Course Outline**

#### **Unit I: Public Administration:**

- a. Meaning, Nature, Scope and Significance. Evolution of Public Administration.
- b. Public and Private Administration: Similarities and Dissimilarities.
- c. Public Administration as an Art and Science.
- d. Relationship of Public Administration with Political Science, Sociology and Economics.
- e. New Public Administration: New Public Management

**Unit II: Principles of Organization:**

- a. Hierarchy, Unity of Command, and Span of Control,
- b. Centralization: Meaning, merits & demerits
- c. Decentralization: Meaning, merits & demerits
- d. Delegation: meaning, need, elements and hindrances
- e. Supervision: meaning, need and methods of supervision
- f. Authority and Responsibility

**Unit III: Forms of Organization:**

- a. Forms of Organization:
- b. Meaning, Elements and Basis of Organization.
- c. Formal and Informal Organization: Meaning, Significance.
- d. Difference between Formal and Informal Organization
- e. Theories of Organization: Brief introduction of Scientific Management Theory, Human Relations Theory Bureaucratic Theory

**Unit IV: Decision making:**

- a. Meaning, types and functions
- b. Leadership: meaning, types and functions
- c. Communication: meaning, importance and types
- d. Coordination: meaning, importance and methods of effective coordination

**Suggested Readings**

1. Arora, K., 2006, Public Administration in India – Tradition, Trends and transformation, Paragon International Publishers, New Delhi.
2. Arora. K. Ramesh, 2001. People Centred Administration, Aalekh Publishers, Jaipur.
3. Bhagawan, Vishnu Bushan; Vidya - Public Administration, S. Chand and Company New Delhi. 1994
4. Avasthi and Maheswari - Public Administration, Laxmi Narayan Agarwal, 2000.
5. Sharma, M.P. - Public Administration (Theory Concept), KitabMehal Allahabad 2007.
6. Maheshwari, Sriram – Administrative Theory, Mcmilan New Delhi, 2009.
7. Fadia & Fadia - Public Administration, Sahitya Bhawan Publication Agra, 2007.
8. Tyagi, A.R. - Principles & Practice of Public Administration 1987.
9. Chakrabarty, Bidyut and Chand; Prakash, Public Administration in a Globalizing World: Theories and Practices, Sage, New Delhi, 2012.
10. Srivatava, Smita Theory and Practice of Public Administration, Pearson, 2011.
11. Singh, Hoshier and Sachdeva; Pradeep, Public Administration Through Practice, Pearson, 2010.
12. Basu; Rumki, Public Administration (Concepts and theories) Sterling Publishers, New Delhi 1994

## **Course Name: Biogeography (DSE)**

**Course Code: 12009700**

### **Course Objective**

After the completion of course, the students will have ability to:

1. Familiarise the dynamics of climate and related theories.
2. Understand of Vegetation as an index of climate.
3. Assess of different aspects of floral and faunal provinces.

### **Detailed Syllabus**

#### **Unit I**

Introduction to Bio-geography: Nature, scope, and components.

#### **Unit II**

World Climatic Patterns (Koppen) vis-à-vis biogeographical regions

#### **Unit III**

Evolution of major groups of floral and faunal provinces.

#### **Unit IV**

Ecological successions: stages and climax.

#### **Unit V**

Biodiversity; bio-diversity hotspots, biodiversity conservation.

### **Suggested Readings:**

1. Bhattacharyya, N.N.(2003): Biogeography, Rajesh Publications, New Delhi.
2. Clarke, G. L. (1967): Elements of ecology, New York: John Wiley Pub.
3. Haden-Guest, S., Wright, J. K. and Teclaff, E. M. (1956): World Geography of Forest Resources, New York: Ronald Press Co.
4. Hoyt, J.B. (1992): Man, and the Earth, Prentice Hall, U.S.A.
5. Huggett, R.J. (1998): Fundamentals of Biogeography, Routledge, U.S.A.
6. Lal, D. S. 2003. Climatology, Allahabad: ShardaPustakBhawan.
7. Lapedes, D.N. (1974): Encyclopaedia of Environmental Science (eds.), McGraw Hill.
8. Mal, Suraj., and Singh, R.B. (Eds.) (2009):Biogeography and Biodiversity, Rawat Publication, Jaipur
9. Mathur, H.S. (1998): Essentials of Biogeography, Anuj Printers, Jaipur.
10. Mountain and Tree cover in Mountain Regions Report - 2002, UNEP-WCMC.
11. Parmesan, C., Yohe, G. (2003):A globally coherent fingerprint of climate change impacts across natural systems. Nature, 421 (6918), 37–42
12. Singh, Savindra (2015): Paryawaran Bhoogol (Hindi), PrayagPustakBhawan, Allahabad (Hindi).



13. Sivaperuman, Chandrakasan et al., (2018): Biodiversity and Climate Change Adaptation in Tropical Islands, Academic Press, London.
14. Trewartha, G. T., (1980): An Introduction to Climate, McGraw Hill Company, New York.

**Course Name: Idea of Bharat (DSE)**  
**Course Code: 12008200**

**Course Objectives**

Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

**Course Outline:**

**UNIT I Concept of Bharatvarsha**

- a. Understanding of Bharatvarsha
- b. Eternity of synonyms Bharat
- c. Indian concept of time and space
- d. The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.

**UNIT II Indian Knowledge Tradition, Art and Culture**

- a. Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri etc
- b. Salient features of Indian Art & Culture
- c. Indian educational system
- d. The ethics of Indian valor

**UNIT III Dharma, Philosophy and Vasudhaiva Kutumbakam**

- a. Indian perception of Dharma and Darshan
- b. The concept of Vasudhaiva Kutumbakam : Man, Family, Society and world
- c. Polity and governance
- d. The concept of Janpada & Gram Swarajya

**UNIT IV Science, Environment and Medical science**

- a. Science and Technology in Ancient India
- b. Environmental conservation: Indian View
- c. Health consciousness of (Science of Life):
- d. Ayurveda Yoga and Naturopathy
- e. Indian numeral system and Mathematics

## **UNIT V Indian economic traditions**

- a. Indian economic thoughts
- b. Concept of land, forest and agriculture
- c. Industry, inland trade commerce
- d. Maritime Trade

### **Suggested Readings:**

1. Bajpai, R. (2011). *Debating Difference: Group Rights and Liberal Democracy in India*. Oxford University Press.
2. Bhargava, R. (2010). *The Promise of India's Secular Democracy*. Oxford University Press.
3. Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
4. Cohn, B. S. (1996). *Colonialism and Its Forms of Knowledge: The British in India*. Princeton University Press.
5. Desai, A. R. (1948). *Social Background of Indian Nationalism*. Popular Prakashan.
6. Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*. HarperCollins.
7. Jalal, A. (1995). *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. Cambridge University Press.
8. Jha, D. N. (2004). *Early India: A Concise History*. Manohar Publishers & Distributors.
9. Kaviraj, S. (2010). *The Imaginary Institution of India: Politics and Ideas*. Columbia University Press.
10. Khilnani, S. (1997). *The Idea of India*. Farrar, Straus and Giroux.
11. Kumar, R. (2003). *The Rise and Fall of the Congress Party*. Chronicle Books.
12. Metcalf, B. D., & Metcalf, T. R. (2006). *A Concise History of Modern India*. Cambridge University Press.
13. Nandy, A. (1983). *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. Oxford University Press.
14. Pandey, G. (1990). *The Construction of Communalism in Colonial North India*. Oxford University Press.
15. Parekh, B. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Harvard University Press.
16. Prakash, G. (1999). *Another Reason: Science and the Imagination of Modern India*. Princeton University Press.
17. Sen, A. (2005). *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Farrar, Straus and Giroux.
18. Singh, K. (2006). *The Idea of India: Rediscovering the History and Philosophy of Indian Culture*. Penguin Books.
19. Thapar, R. (2000). *Cultural Pasts: Essays in Early Indian History*. Oxford University Press.
20. Varshney, A. (2002). *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press.

**Course Name: India's Foreign Policy (DSE)**  
**Course Code: 12006300**

**Course Objective:**

The purpose of the course is to educate the students about India's foreign policy, particularly towards its neighbors and big powers, leading to a better understanding of how and why India desires to play a bigger role in international politics, shedding off its yesteryears positions and standing on many issues and navigating the foreign policy towards elements of realism. India's demands for democratization of the international bodies like UN and reforms in the Security Council, and seeking a position in the body as a permanent member is a search and quest for the larger role it seeks for itself. Equally important is to know why India, a responsible nuclear power, has not yet signed CTBT or NPT despite all pulls and pressures.

Learning Outcomes:

**Course Outline:**

**Unit I: Making of India's Foreign Policy**

- a. India's World View: Sacred Geographies, Traditions and History
- b. Key Principles of Indian Foreign Policy Continuity and Change
- c. Institutions, Individuals and Strategic Culture

**Unit II: India and its South Asian Neighbours**

- a. Afghanistan
- b. Pakistan
- c. Bangladesh
- d. Sri Lanka
- e. Nepal
- f. Bhutan
- g. Maldives

**Unit III: Engaging with Big Powers**

- a. India and USA
- b. India and Russia
- c. India and China

**Unit IV: India's Nuclear Doctrine**

- a. NPT
- b. CTBT

**Suggested Readings:**

1. Adbhyankar, R. M. (2018). *Beyond Strategic Autonomy: Indian Diplomacy*. New Delhi: Oxford University Press.
2. Pande, A. (2017). *From Chankya to Modi: Evolution of India's Foreign Policy*. New Delhi: Harper Collins Publishers.
3. Rajamohan, C. (2015). *Modi's World: Expanding India's Sphere of Influence*. HarperCollins India.
4. Saran, S. (2017). *How India Sees the World: Kautilya to the 21st Century*. New Delhi: Juggernaut.
5. Ganguly, S., & Pardesi, M. (2009). *Explaining Sixty Years of India's Foreign Policy*.
6. *India Review* 8(1), pp. 4-19.
7. Anderson, W. (2011). *Domestic Roots of Indian Foreign Policy*. In W. Anderson, *Trusts with Democracy: Political Practice in South Asia*. Anthem Press: University Publishing Online.
8. Kapur, A., & Wilsen, A. J. (1996). *Foreign Policy of India and her Neighbors*. Houndmills, Macmillan Press.
9. Kapur, H. (1994). *India's Foreign Policy – Shadows and Substance*. New Delhi: Sage.
10. Muni, S. (2003). *Problem Areas in India's Neighbourhood Policy*. *South Asian Survey*, 10(2), pp. 185-196.
11. Punjabi, R., & A. K., Pasha (Eds.), (1998). *India and the Islamic World*. Delhi: Radiant Publishers.
12. Saran, S. (2017). *How India Sees the World: Kautilya to the 21st Century*. New Delhi: Juggernaut.
13. Scott, D. (2009). *India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power*. *India Review*, 8(2), pp. 107-143.
14. Singh, R. P. (2010). *Geo-political position of Nepal and its impact on Indian security*, *The Indian Journal of Political Science*, 71(4), pp. 1281- 1292.
15. Singh, B. (2016). *India's Neighbourhood Policy: Geopolitical Fault Line of Its Nepal Policy in the Post-2015 Constitution*. *Journal of International and Area Studies*, 23(1), pp. 59-75.
17. Adbhyankar, R. M. (2018). *Beyond Strategic Autonomy: Indian Diplomacy*. New Delhi: Oxford University Press.
18. Lavanya, R. (1995). *Democratisation of the United Nations*. *Economic and Political Weekly*, 30(49), pp. 3140-3143.
19. Luard, E., & Heater, D. (1994). *The United Nations: How It Works and What It Does*. New York: St. Martin's Press.
20. Blum, Y. (2005). *Proposals for UN Security Council Reform*. *The American Journal of International Law*, 99(3), pp. 632-649.
21. Schaffer, T. C., & Schaffer, H.B. (2016). *India at the Global High Table: The Quest for Regional Primacy and Strategic Autonomy*. Harper Collins.
22. Schrijver, N. (2007). *Reforming the UN Security Council in Pursuance of Collective Security*. *Journal of Conflict & Security Law*, 12(1), pp. 127-137.
23. Ramakrishnan, A. K. (2008). *Neoliberal Globalist Transformations in India's Foreign Policy: Implications for West Asia and North Africa*. In Alam, Anwar. (Ed.), *India and West Asia in the Era of Globalisation*. New Delhi: New Century Publications, pp.25-30.
24. Panda, J. P. (2017). *India-China Relations: Politics of Resources, Identity and Authority in a Multipolar World Order*. London, New York: Routledge.
25. Limaye, Satu P. (1993). *U.S-Indian Relations: The Pursuit of Accommodation*. Boulder, Westview.

26. Kheli, Shirim., & Tahir R. (1997). India, Pakistan and the United States: Breaking with the Past. New York, Council on Foreign Relations Press.
27. Gould, Harold A., & Ganguly, S. (Ed.), (1992). The Hope and the Reality: U.S - Indian Relations from Roosevelt to Bush. Boulder: Westview.
28. Jain, B. (2003). India and Russia: Reassessing the Time-Tested Ties. Pacific Affairs, 76(3), pp. 375-397.
29. Sundaram, K., & Ramana, M.V. (2018). India and the Policy of No First Use of Nuclear Weapons. Journal for Peace and Nuclear Disarmament, 1(1), pp. 152-168.
30. Jayaprakash, N. D. (2000). Nuclear Disarmament and India. Economic and Political Weekly, 35(7), pp. 525-533.
31. Jayaramu, P. (1999). Pokharan II: India's Security and CTBT Diplomacy. Indian Journal of Asian Affairs, 12(1), pp. 29-36.
32. Kanwal, G. (2016). India's Nuclear Doctrine: Time for a Review? New Delhi: Institute of Peace and Conflict Studies.
33. Menon, S. (2016). Choices: Inside the Making of India's Foreign Policy. Washington, DC: Brookings Institution.

**Course Name: Research Methodology (GE)**  
**Course Code: 77000100**

**Course objectives**

This course aims to equip students with the essential skills and knowledge needed to design, conduct, and analyze research in various fields. It will cover key aspects of research methodology, including formulating research questions, developing hypotheses, selecting appropriate research designs, and understanding qualitative and quantitative methods. Students will learn to collect, analyze, and interpret data using statistical tools and software. The course will also emphasize ethical considerations in research, ensuring students understand the importance of integrity and responsibility in their work. By the end of the course, students will be prepared to undertake independent research projects and critically evaluate existing research.

**Course Outline**

**Unit I -Research Methodology: An Introduction**

Meaning of Research, Objectives of Research, Motivation in Research, Types of Research, Research Approaches, Significance of Research, Research Methods versus Methodology, Research Topic

**Unit II- Research Design**

Meaning of Research Design, Need for Research Design, Features of a Good Design, Important

Concepts relating to Research Design, Different Research Designs, Basic Principles of Experimental Designs

### **Unit III- Methods of Data Collection**

Collection of Primary Data, Observation Method, Interview Method, Collection of Data through Questionnaires, Collection of Data through Schedules, Difference between Questionnaires and Schedules, Some Other Methods of Data Collection, Collection of Secondary Data

### **Unit IV- Processing and Analysis of Data**

Processing Operations, Elements/Types of Analysis, Statistics in Research, Measures of Central Tendency, Measures of Dispersion, Measures of Asymmetry, Measures of Relationship, Simple Regression Analysis, Multiple Correlation and Regression, Partial Correlation, Association in Case of Attribute

### **Unit V- Practical Training for Research**

Observations, Questionnaires, Interviews

### **Unit VI- Research ethics**

### **Unit VII- Review of published research in the relevant field**

### **Unit VIII- Availability of books at various Libraries**

#### **Suggested Readings:**

1. Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). SAGE Publications.
2. Silverman, D. (2013). Doing Qualitative Research (4th ed.). SAGE Publications.
3. Babbie, E. (2016). The Practice of Social Research (14th ed.). Cengage Learning.
4. Yin, R. K. (2018). Case Study Research and Applications: Design and Methods (6th ed.). SAGE Publications.
5. Flick, U. (2018). An Introduction to Qualitative Research (6th ed.). SAGE Publications.
6. Bryman, A. (2016). Social Research Methods (5th ed.). Oxford University Press.
7. Patton, M. Q. (2015). Qualitative Research & Evaluation Methods: Integrating Theory and Practice (4th ed.). SAGE Publications.
8. Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students (8th ed.). Pearson.
9. Trochim, W. M., & Donnelly, J. P. (2016). The Research Methods Knowledge Base (3rd ed.). Cengage Learning.
10. Cohen, L., Manion, L., & Morrison, K. (2017). Research Methods in Education (8th ed.). Routledge.

11. Seale, C. (Ed.). (2018). *Researching Society and Culture* (4th ed.). SAGE Publications.
12. Robson, C., & McCartan, K. (2016). *Real World Research* (4th ed.). Wiley.
13. Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research* (3rd ed.). SAGE Publications.
14. Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson.
15. Blaikie, N. (2018). *Designing Social Research: The Logic of Anticipation* (3rd ed.). Polity Press.
16. Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach* (3rd ed.). SAGE Publications.
17. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE Publications.
18. Mertens, D. M. (2014). *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods* (4th ed.). SAGE Publications.
19. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International.
20. Walliman, N. (2017). *Research Methods: The Basics* (2nd ed.). Routledge.

## 9. Lesson Plans

### 12010400-Geomorphology (DSC)

Unit	Particulars	Class No.	Pedagogy of Class
Unit-I	Introduction About the Subject and COS, POS	C-1	Lecture
Unit-I	Geomorphology: Nature, Scope	C-2	Lecture
Unit-I	Geomorphology: Nature, Scope	C-3	Lecture
Unit-I	Geomorphology: Nature, Scope	C-4	Lecture
Unit-I	Geomorphology: Key concepts and Systems approach;	C-5	Lecture
Unit-I	Geomorphology: Key concepts and Systems approach;	C-6	Lecture
Unit-I	Geomorphology: Key concepts and Systems approach;	C-7	Lecture
Unit-I	Geomorphology: Earth: Interior Structure.	C-8	Lecture
Unit-I	Geomorphology: Earth: Interior Structure.	C-9	Lecture
Unit-I	Geomorphology: Earth: Interior Structure.	C-10	Lecture
Unit-I	Geomorphology: Earth: Interior Structure.	C-11	Lecture
Unit-I	Geomorphology: Earth: Interior Structure.	C-12	Lecture
Unit-I	Take Home Assignments		Home Assignment
Unit-I	Clarification Class	C-13	Lecture
Unit-II	Earth Movements : Isostasy	C-14	Lecture
Unit-II	Earth Movements: Isostasy	C-15	Lecture
Unit-II	Earth Movements: Isostasy	C-16	Lecture
Unit-II	Earth Movements: Isostasy	C-17	Lecture
Unit-II	Types of Folds and Faults	C-18	Lecture
Unit-II	Types of Folds and Faults	C-19	Lecture
Unit-II	Activity	C-20	Activity
Unit-II	Classroom Assignment	C-21	Class Assignment
Unit-II	Types of Folds and Faults	C-22	
Unit-II	Earthquakes and Volcanoes.	C-23	Lecture
Unit-II	Earthquakes and Volcanoes.	C-24	Lecture
Unit-II	Earthquakes and Volcanoes.	C-25	Lecture
Unit-II	Earthquakes and Volcanoes.	C-26	Lecture
Unit-II	Clarification Class	C-27	Clarification Class
Unit-II	Take Home Assignments		Home Assignment
Unit-III	Geomorphic Processes: Weathering, Mass Wasting.	C-28	Lecture
Unit-III	Geomorphic Processes: Weathering, Mass Wasting.	C-29	Lecture
Unit-III	Geomorphic Processes: Weathering, Mass Wasting.	C-30	Lecture
Unit-III	Geomorphic Processes: Weathering, Mass Wasting.	C-31	Lecture
Unit-III	Geomorphic Processes: Weathering, Mass Wasting.	C-32	Clarification Class
Unit-III	Activity	C-33	Activity



Unit-III	Geomorphic Processes: Weathering, Mass Wasting.	C-34	Lecture
Unit-III	Classroom Assignment	C-35	Class Assignment
Unit-III	Cycle of Erosion (Davis and Penck).	C-36	Lecture
Unit-III	Cycle of Erosion (Davis and Penck).	C-37	Lecture
Unit-III	Cycle of Erosion (Davis and Penck).	C-38	Lecture
Unit-III	Cycle of Erosion (Davis and Penck).	C-39	Lecture
Unit-III	Cycle of Erosion (Davis and Penck).	C-40	Lecture
Unit-III	Cycle of Erosion (Davis and Penck).	C-41	Lecture
Unit-III	Clarification Class	C-42	Clarification Class
Unit-IV	Evolution of Landforms	C-43	Lecture
Unit-IV	Presentation	C-44	Presentation
Unit-IV	Evolution of Landforms	C-45	Lecture
Unit-IV	Classroom Assignment	C-46	Class Assignment
Unit-IV	Evolution of Landforms	C-47	Lecture
Unit-IV	Evolution of Landforms	C-48	Lecture
Unit-IV	Evolution of Landforms	C-49	Lecture
Unit-IV	Take Home Assignment		Home Assignment
Unit-IV	Erosional and Depositional	C-50	Lecture
Unit-IV	Presentation	C-51	Presentation
Unit-IV	Erosional and Depositional	C-52	Lecture
Unit-IV	Erosional and Depositional	C-53	Lecture
Unit-IV	Erosional and Depositional	C-54	Lecture
Unit-IV	Fluvial, Karst	C-55	Lecture
Unit-IV	Fluvial, Karst	C-56	Lecture
Unit-IV	Aeolian, Glacial, and Coastal.	C-57	Lecture
Unit-IV	Classroom Assignment	C-58	Class Assignment
Unit-IV	Presentation	C-59	Presentation
Unit-IV	Aeolian, Glacial, and Coastal.	C-60	Lecture
Unit-IV	Aeolian, Glacial, and Coastal.	C-61	Lecture
Unit-IV	Aeolian, Glacial, and Coastal.	C-62	Lecture
Unit-IV	Aeolian, Glacial, and Coastal.	C-63	Lecture
Unit-IV	Clarification Class	C-64	Clarification Class
Unit-V	Applied Geomorphology	C-65	Lecture
Unit-V	Applied Geomorphology	C-66	Lecture
Unit-V	Applied Geomorphology	C-67	Lecture
Unit-V	Applied Geomorphology	C-68	Lecture
Unit-V	Applied Geomorphology	C-69	Lecture
Unit-V	Applied Geomorphology	C-70	Lecture
Unit-V	Applied Geomorphology and Environment	C-71	Lecture
Unit-V	Applied Geomorphology and Environment	C-72	Lecture
Unit-V	Applied Geomorphology and Environment	C-73	Lecture
Unit-V	Applied Geomorphology and Environment	C-74	Lecture
Unit-V	Clarification Class	C-75	Clarification Class

## 12001900– Cultural Heritage of India

Unit	Particulars	Class No.	Pedagogy of Class
Unit-I	Introduction About the Subject and COS, POS	C-1	Lecture
Unit-I	Meaning, Definition and Historical background of Cultural Heritage	C-2	Lecture
Unit-I	Meaning, Definition and Historical background of Cultural Heritage	C-3	Lecture
Unit-I	Concepts, Characteristics types of Indian Cultural Heritage:	C-4	Lecture
Unit-I	Concepts, Characteristics types of Indian Cultural Heritage:	C-5	Lecture
Unit-I	Tangible, intangible Oral and Living traditions	C-6	Lecture
Unit-I	Tangible, intangible Oral and Living traditions	C-7	Lecture
Unit-I	Impact and significance of geography on Indian culture.	C-8	Lecture
Unit-I	Impact and significance of geography on Indian culture.	C-9	Lecture
Unit-I	Significance of Cultural Heritage in Human life.	C-10	Lecture
Unit-I	Clarification Class	C-11	Clarification Class
Unit-II	Significance, concepts, historical background of fairs, festivals, rituals	C-12	Lecture
Unit-II	Importance in Human life and their general Introduction of social, cultural and religious culture of India	C-13	Lecture
Unit-II	Take Home Assignments 1	C-14	Home Assignments
Unit-II	Importance in Human life and their general Introduction of social, cultural and religious culture of India	C-15	Lecture
Unit-II	Importance in Human life and their general Introduction of social, cultural and religious culture of India	C-16	Lecture
Unit-II	Festivals: Regional, Folk, Tribal, National; Some major festivals of India: Buddha Poornima Diwali, Dusshera,	C-17	Lecture
Unit-II	Holi, Onam, Pongal Guru Parb, Eid- Ul-Fitr, Navroz, Swatantra Diwas	C-18	Lecture
Unit-II	Fairs: Religious, Folk, Animal, Monsoon; Some Major Fairs of India: Kumbha Mela, Pushkar Mela, Baisakhi, The Urs of Ajmer, Rath Yatra, Gangaur, HemisGompa	C-19	Lecture

Unit-II		C-20	
Unit-II	Fairs: Religious, Folk, Animal, Monsoon; Some Major Fairs of India: Kumbha Mela, Pushkar Mela, Baisakhi, The Urs of Ajmer, Rath Yatra, Gangaur, HemisGompa	C-21	Lecture
Unit-II	Fairs: Religious, Folk, Animal, Monsoon; Some Major Fairs of India: Kumbha Mela, Pushkar Mela, Baisakhi, The Urs of Ajmer, Rath Yatra, Gangaur, HemisGompa	C-22	Lecture
Unit-II	Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life:	C-23	Lecture
Unit-II	Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara)	C-24	Lecture
Unit-II	Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)	C-25	Lecture
Unit-II	Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)	C-26	Lecture
Unit-II	Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)	C-27	Lecture
Unit-II	Activity- I	C-28	Activity
Unit-II	Class Room Assignment-I	C-28	Class Assignment
Unit-II	Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)	C-28	Lecture

Unit-II	Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)	C-28	Lecture
Unit-II	Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)	C-29	Lecture
Unit-II	Clarification Class-	C-30	Clarification Class
Unit-III	Meaning, significance, forms and tradition of legends and their historical background in India.	C-31	Lecture
Unit-III	Meaning, significance, forms and tradition of legends and their historical background in India.	C-32	Lecture
Unit-III	Ramayana and Mahabharata: Tradition of Cultural Heritage; Ancient Indian fables of ethical and moral values: Panchtantra, Jataka.	C-30	Activity
Unit-III	Ramayana and Mahabharata: Tradition of Cultural Heritage; Ancient Indian fables of ethical and moral values: Panchtantra, Jataka.	C-31	Lecture
Unit-III	Take Home Assignments 2	C-32	Home Assignment
Unit-III	Geographical and regional variation of the holistic approach of Nutrition; social and ceremonial role of food and food habits; Traditional foods with regional variations (brief survey with some examples)	C-33	Lecture
Unit-III	Geographical and regional variation of the holistic approach of Nutrition; social and ceremonial role of food and food habits; Traditional foods with regional variations (brief survey with some examples)	C-34	Lecture
Unit-III	Geographical and regional variation of the holistic approach of Nutrition; social and ceremonial role of food and food habits; Traditional foods with regional variations (brief survey with some	C-35	Lecture

	examples)		
Unit-III	Nature, Culture and Environment in India; Inter relationship; Environment and Environmental consciousness in Indian ethos and philosophy.	C-36	Lecture
Unit-III	Nature, Culture and Environment in India; Inter relationship; Environment and Environmental consciousness in Indian ethos and philosophy.	C-37	Lecture
Unit-III	Nature, Culture and Environment in India; Inter relationship; Environment and Environmental consciousness in Indian ethos and philosophy.	C-38	Lecture
Unit-IV	Clarification Class-	C-39	Clarification Class-
Unit-IV	Activity- II	C-40	Activity
Unit-IV	Folk dances and theatre: Regional variation, some important folk dances, Garba, Ghoomar, Lavani, Changlo, Giddha, Kalbelia etc.	C-41	Lecture
Unit-IV	Quiz I	C-42	Quiz
Unit-IV	Folk dances and theatre: Regional variation, some important folk dances, Garba, Ghoomar, Lavani, Changlo, Giddha, Kalbelia etc.	C-43	Lecture
Unit-IV	Prevailing folk tradition in Ram Lila, Nautanki, Kathputli & Puppet Show, Swang etc.	C-44	Lecture
Unit-IV	Prevailing folk tradition in Ram Lila, Nautanki, Kathputli & Puppet Show, Swang etc.	C-45	Lecture
Unit-IV	Bharat Natya Shastra: The Source of Performing Indian Classical Arts; Study of Kalidasa and Bhasa as other Sources.	C-46	Lecture
Unit-IV	Bharat Natya Shastra: The Source of Performing Indian Classical Arts; Study of Kalidasa and Bhasa as other Sources.	C-47	Lecture
Unit-IV	Indian Classical dances as Cultural Heritage.	C-48	Lecture
Unit-IV	Oral Tradition and performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible cultural Heritage.	C-49	Lecture
Unit-IV		C-50	Lecture
Unit-IV	Oral Tradition and performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible cultural Heritage.	C-51	Lecture
Unit-IV	Activity	C-52	Activity
Unit-IV	Clarification Class	C-53	Clarification Class

Unit-V	Class Room Assignment	C-54	Class Assignment
Unit-V	Meaning, Definition and Ideas of Built Heritage: Brief survey of Shelter, pit dwellings, Rock alignments, Memorials, Shrines, Water tanks, Garden.	C-55	Lecture
Unit-V	Meaning, Definition and Ideas of Built Heritage: Brief survey of Shelter, pit dwellings, Rock alignments, Memorials, Shrines, Water tanks, Garden.	C-56	Lecture
Unit-V	History and development of Built Heritage: An Introduction	C-57	Lecture
Unit-V	Take Home Assignment		Home Assignment
Unit-V	Significance and contribution of Architecture and Built heritage in Cultural Life of India	C-58	Lecture
Unit-V	Presentation	C-59	Presentation
Unit-V	Significance and contribution of Architecture and Built heritage in Cultural Life of India	C-60	Lecture
Unit-V	Some important Monuments of India Shore Temple (Mahabalipuram),	C-61	Lecture
Unit-V	Ajanta-Ellora,	C-62	Lecture
Unit-V	Konark, Khajuraho,	C-63	Lecture
Unit-V	Bhimbetka, Sarnath, Nalanda, Sanchi, Konark, Khajuraho,	C-64	Lecture
Unit-V	Bhimbetka, Sarnath, Nalanda, Sanchi, Konark, Khajuraho,	C-65	Lecture
Unit-V	Hampi, Vijayanagar	C-66	Lecture
Unit-V	Chittorgarh Fort	C-67	Lecture
Unit-V	Kirti Stambh, Gwalior Fort	C-68	Lecture
Unit-V	Data bandi Chhod fort, Taj mahal, Golden Temple,	C-69	Lecture
Unit-V	Red fort, Amber fort	C-70	Lecture
Unit-V	Hazratbal, Edakkal caves and Pattadkal.	C-71	Lecture
Unit-V	Clarification Class-	C-72	Clarification Class-
Unit-V	Class Room Assignment	C-73	Class Assignment
Unit-V	Seminar	C74	Seminar
Unit-V	Activity	C-75	Activity-

**12002000– Perspective on Public Administration**

Unit	Particulars	Class No.	Pedagogy of Class
Unit-I	Introduction About the Subject and COS, POS	C-1	Lecture
Unit-I	Meaning, Nature, Scope and Significance. Evolution of Public Administration	C-2	Lecture
Unit-I	Meaning, Nature, Scope and Significance. Evolution of Public Administration	C-3	Lecture
Unit-I	Public and Private Administration: Similarities and Dissimilarities.	C-4	Lecture
Unit-I	Public and Private Administration: Similarities and Dissimilarities.	C-5	Lecture
Unit-I	Public Administration as an Art and Science.	C-6	Lecture
Unit-I	Relationship of Public Administration with Political Science, Sociology and Economics.	C-7	Lecture
Unit-I	Relationship of Public Administration with Political Science, Sociology and Economics.	C-8	Lecture
Unit-I	Relationship of Public Administration with Political Science, Sociology and Economics.	C-9	Lecture
Unit-I	New Public Administration: New Public Management	C-10	Lecture
Unit-I	New Public Administration: New Public Management	C-11	Lecture
Unit-I	Clarification Class	C-12	Clarification Class
Unit-I	Take Home Assignments 1		Home Assignment
Unit-II	Hierarchy, Unity of Command, and Span of Control,	C-13	Lecture
Unit-II	Hierarchy, Unity of Command, and Span of Control	C-14	Lecture
Unit-II	Hierarchy, Unity of Command, and Span of Control	C-15	Lecture
Unit-II	Centralization: Meaning, merits & demerits	C-16	Lecture
Unit-II	Centralization: Meaning, merits & demerits	C-17	Lecture
Unit-II	Centralization: Meaning, merits & demerits	C-18	Lecture
Unit-II	Decentralization: Meaning, merits & demerits	C-19	Lecture
Unit-II	Decentralization: Meaning, merits & demerits	C-20	Lecture
Unit-II	Decentralization: Meaning, merits & demerits	C-21	Lecture
Unit-II	Delegation: meaning, need, elements and hindrances	C-22	Lecture
Unit-II	Activity- I	C-23	Activity
Unit-II	Delegation: meaning, need, elements and hindrances	C-24	Lecture
Unit-II	Delegation: meaning, need, elements and hindrances	C-25	Lecture
Unit-II	Supervision: meaning, need and methods of supervision	C-26	Lecture
Unit-II	Supervision: meaning, need and methods of supervision	C-27	Lecture
Unit-II	Authority and Responsibility	C-28	Lecture
Unit-II	Authority and Responsibility	C-29	Lecture
Unit-II	Authority and Responsibility	C-30	

Unit-II	Clarification Class	C-31	Clarification Class
Unit-III	Forms of Organization:	C-32	Lecture
Unit-III	Forms of Organization:	C-33	Lecture
Unit-III	Take Home Assignments	C-34	Home Assignment
Unit-III	Forms of Organization:	C-25	Lecture
Unit-III	Meaning, Elements and Basis of Organization.	C-36	Lecture
Unit-III	Meaning, Elements and Basis of Organization.	C-37	Lecture
Unit-III	Formal and Informal Organization: Meaning, Significance.	C-38	Lecture
Unit-III	Formal and Informal Organization: Meaning, Significance.		Lecture
Unit-III	Clarification Class	C-39	Clarification Class
Unit-III	Activity	C-34	Activity
Unit-III	Formal and Informal Organization: Meaning, Significance.	C-41	Lecture
Unit-III	Quiz	C-42	Quiz
Unit-III	Difference between Formal and Informal Organization	C-43	Lecture
Unit-III	Difference between Formal and Informal Organization	C-44	Lecture
Unit-III	Theories of Organization: Brief introduction of Scientific Management Theory.	C-45	Lecture
Unit-III	Theories of Organization: Brief introduction of Scientific Management Theory.	C-46	Lecture
Unit-III	Theories of Organization: Brief introduction of Scientific Management Theory.	C-46	Lecture
Unit-III	Theories of Organization: Brief introduction of, Human Relations Theory.	C-47	Lecture
Unit-III	Theories of Organization: Brief introduction of, Human Relations Theory.	C-48	Lecture
Unit-III	Theories of Organization: Brief introduction of, Human Relations Theory.	C-49	Lecture
Unit-III	Theories of Organization: Brief introduction of Scientific Bureaucratic Theory	C-50	Lecture
Unit-III	Theories of Organization: Brief introduction of Scientific Bureaucratic Theory	C-51	Lecture
Unit-III	Theories of Organization: Brief introduction of Scientific Bureaucratic Theory	C-52	Lecture
Unit-III	Clarification Class-	C-53	Clarification Class
Unit-IV	Activity	C-54	Lecture
Unit-IV	Decision making	C-55	Lecture
Unit-IV	Class Room Assignment	C-56	Class Assignment
Unit-IV	Meaning, types and functions	C-57	Lecture
Unit-IV	Meaning, types and functions	C-58	Lecture
Unit-IV	Leadership: meaning, types and functions	C-59	Lecture



Unit-IV	Leadership: meaning, types and functions		
Unit-IV	Take Home Assignment		Home Assignment
Unit-IV	Leadership: meaning, types and functions	C-60	Lecture
Unit-IV	Presentation	C-11	Presentation
Unit-IV	Communication: meaning, importance and types	C-62	Lecture
Unit-IV	Communication: meaning, importance and types	C-63	Lecture
Unit-IV	Communication: meaning, importance and types	C-64	Lecture
Unit-IV	Communication: meaning, importance and types	C-65	Lecture
Unit-IV	Coordination: meaning, importance and methods of effective coordination	C-66	Lecture
Unit-IV	Coordination: meaning, importance and methods of effective coordination	C-67	Lecture
Unit-IV	Coordination: meaning, importance and methods of effective coordination	C-68	Lecture
Unit-IV	Coordination: meaning, importance and methods of effective coordination	C-69	Lecture
Unit-IV	Coordination: meaning, importance and methods of effective coordination	C-70	Lecture
Unit-IV	Clarification Class-	C-71	Clarification Class
Unit-IV	Class Room Assignment	C-72	Class Room Assignment
Unit-IV	Seminar	C-73	Seminar
Unit-IV	Activity	C-74	Activity
Unit-IV	Activity	C-75	Activity

**12009700-Biogeography (DSE)**

<b>Unit</b>	<b>Particulars</b>	<b>Class No.</b>	<b>Pedagogy of Class</b>
Unit-I	Introduction About the Subject and COS, POS	C-1	Lecture
Unit-I	Introduction to Bio-geography	C-2	Lecture
Unit-I	Introduction to Bio-geography	C-3	Lecture
Unit-I	Introduction to Bio-geography	C-4	Lecture
Unit-I	Introduction to Bio-geography	C-5	Lecture
Unit-I	Nature, scope, and components	C-6	Lecture
Unit-I	Nature, scope, and components	C-7	Lecture
Unit-I	Nature, scope, and components	C-8	Lecture
Unit-I	Nature, scope, and components	C-9	Lecture
Unit-I	Clarification Class	C-10	Clarification Class
Unit-II	World Climatic Patterns	C-11	Lecture
Unit-II	World Climatic Patterns	C-12	Lecture
Unit-II	Take Home Assignments		Take Home Assignments
Unit-II	World Climatic Patterns	C-13	Lecture
Unit-II	World Climatic Patterns (Koppen) vis-à-vis biogeographical regions	C-14	Lecture
Unit-II	World Climatic Patterns (Koppen) vis-à-vis biogeographical regions	C-15	Lecture
Unit-II	World Climatic Patterns (Koppen) vis-à-vis biogeographical regions	C-16	Lecture
Unit-II	World Climatic Patterns (Koppen) vis-à-vis biogeographical regions	C-17	Lecture
Unit-II	Class Room Assignment	C-18	Class Room Assignment
Unit-II	World Climatic Patterns (Koppen) vis-à-vis biogeographical regions	C-19	Lecture
Unit-II	World Climatic Patterns (Koppen) vis-à-vis biogeographical regions	C-20	Lecture
Unit-II	World Climatic Patterns (Koppen) vis-à-vis biogeographical regions	C-21	Lecture
Unit-II	World Climatic Patterns (Koppen) vis-à-vis biogeographical regions	C-22	Lecture
Unit-II	Activity	C-23	Activity
Unit-II	Class Room Assignment	C-24	Classroom Assignment
Unit-II	Clarification Class	C-25	Clarification Class
Unit-III	Evolution of major groups of floral	C-26	Lecture
Unit-III	Evolution of major groups of floral	C-27	Lecture
Unit-III	Take Home Assignments		Take Home

			Assignments
Unit-III	Evolution of major groups of floral	C-28	Lecture
Unit-III	Evolution of major groups of floral	C-29	Lecture
Unit-III	Evolution of major groups of floral	C-30	Lecture
Unit-III	Major groups of floral and faunal provinces.	C-31	Lecture
Unit-III	Major groups of floral and faunal provinces.	C-32	Lecture
Unit-III	Activity	C-33	Activity- II
Unit-III	Major groups of floral and faunal provinces.	C-34	Lecture
Unit-III	Quiz	C-35	Quiz
Unit-III	Major groups of floral and faunal provinces.	C-36	Lecture
Unit-III	Major groups of floral and faunal provinces.	C-37	Lecture
Unit-III	Clarification Class-	C-38	Clarification Class-
Unit-IV	Ecological successions	C-39	Lecture
Unit-IV	Ecological successions	C-40	Lecture
Unit-IV	Ecological successions	C-41	Lecture
Unit-IV	Ecological successions	C-42	Lecture
Unit-IV	Ecological successions: stages and climax.	C-43	Lecture
Unit-IV	Activity	C-44	Activity
Unit-IV	Introduction to Indian Public Finances	C-45	Lecture
Unit-IV	Class Room Assignment	C-46	Class Room Assignment
Unit-IV	Ecological successions: stages and climax.	C-47	Lecture
Unit-IV	Ecological successions: stages and climax.	C-48	Lecture
Unit-IV	Ecological successions: stages and climax.	C-49	Lecture
Unit-IV	Take Home Assignment		Take Home Assignment
Unit-IV	Clarification Class	C-50	Clarification Class-
Unit-V	Presentation	C-51	Presentation
Unit-V	Biodiversity; bio-diversity hotspots	C-52	Lecture
Unit-V	Biodiversity; bio-diversity hotspots	C-53	Lecture
Unit-V	Biodiversity; bio-diversity hotspots	C-54	Lecture
Unit-V	Biodiversity conservation	C-55	Lecture
Unit-V	Biodiversity conservation	C-56	Lecture
Unit-V	Biodiversity conservation	C-57	Lecture
Unit-V	Class Room Assignment	C-58	Class Room Assignment
Unit-V	Seminar	C-59	Seminar
Unit-V	Activity	C-60	Activity

## 12008200-Idea of Bharat (DSE)

Unit	Particulars	Class No.	Pedagogy of Class
Unit-I	Introduction About the Subject and COS, POS	C-1	Lecture
Unit-I	Understanding of Bharatvarsha	C-2	Lecture
Unit-I	Understanding of Bharatvarsha	C-3	Lecture
Unit-I	Eternity of synonyms Bharat	C-4	Lecture
Unit-I	Eternity of synonyms Bharat	C-5	Lecture
Unit-I	Indian concept of time and space	C-6	Lecture
Unit-I	Indian concept of time and space	C-7	Lecture
Unit-I	The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.	C-8	Lecture
Unit-I	The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.	C-9	Lecture
Unit-I	The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.	C-10	Lecture
Unit-I	Clarification Class	C-11	Clarification Class
Unit-II	Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri etc	C-12	Lecture
Unit-II	Take Home Assignments		Home Assignment
Unit-II	Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri etc	C-13	Lecture
Unit-II	Salient features of Indian Art & Culture	C-14	Lecture
Unit-II	Salient features of Indian Art & Culture	C-15	Lecture
Unit-II	Indian educational system	C-16	Lecture
Unit-II	Indian educational system	C-17	Lecture
Unit-II	The ethics of Indian valor	C-18	Lecture
Unit-II	The ethics of Indian valor	C-19	Lecture
Unit-II	Activity	C-20	Activity
Unit-II	Class Room Assignment	C-21	Class Assignment
Unit-II	Clarification Class	C-22	Clarification Class-
Unit-III	Indian perception of Dharma and Darshan	C-23	Lecture
Unit-III	Indian perception of Dharma and Darshan	C-24	Lecture
Unit-III	The concept of Vasudhaiva Kutumbakam : Man, Family, Society and world	C-25	Lecture
Unit-III	The concept of Vasudhaiva Kutumbakam : Man, Family, Society and world	C-26	Activity
Unit-III	Polity and governance	C-27	Lecture

Unit-III	Take Home Assignments		Home Assignment
Unit-III	Polity and governance	C-28	Lecture
Unit-III	The concept of Janpada & Gram Swarajya	C-29	Lecture
Unit-III	The concept of Janpada & Gram Swarajya	C-30	Lecture
Unit-III	The concept of Janpada & Gram Swarajya	C-31	Lecture
Unit-III	Clarification Class-	C-32	Clarification Class
Unit-IV	Activity	C-33	Activity
Unit-IV	Science and Technology in Ancient India	C-34	Lecture
Unit-IV	Quiz	C-35	Quiz
Unit-IV	Science and Technology in Ancient India	C-36	Lecture
Unit-IV	Environmental conservation: Indian View	C-37	Lecture
Unit-IV	Environmental conservation: Indian View	C-38	Lecture
Unit-IV	Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy	C-39	Lecture
Unit-IV	Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy	C-40	Lecture
Unit-IV	Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy	C-41	Lecture
Unit-IV	Indian numeral system and Mathematics	C-42	Lecture
Unit-IV	Indian numeral system and Mathematics	C-43	Lecture
Unit-IV	Activity	C-44	Lecture
Unit-IV	Clarification Class	C-45	Clarification Class-
Unit-IV	Class Room Assignment	C-46	Class Assignment
Unit-V	Indian economic thoughts	C-47	Lecture
Unit-V	Indian economic thoughts	C-48	Lecture
Unit-V	Concept of land, forest and agriculture	C-49	Lecture
Unit-V	Take Home Assignment		Home Assignment
Unit-V	Concept of land, forest and agriculture	C-50	Lecture
Unit-V	Presentation	C-51	Presentation
Unit-V	Concept of land, forest and agriculture	C-52	Lecture
Unit-V	Industry, inland trade commerce	C-53	Lecture
Unit-V	Industry, inland trade commerce	C-54	Lecture
Unit-V	Maritime Trade	C-55	Lecture
Unit-V	Maritime Trade	C-56	Lecture
Unit-V	Clarification Class-	C-57	Clarification Class-
Unit-V	Class Room Assignment	C-58	Class Assignment
Unit-V	Seminar	C-59	Seminar
Unit-V	Activity	C-60	Activity

**12006300 -India's Foreign Policy (DSE)**

Unit	Particulars	Class No.	Pedagogy of Class
Unit-I	Introduction About the Subject and COS, POS	C-1	Lecture
Unit-I	India's World View: Sacred Geographies, Traditions and History	C-2	Lecture
Unit-I	India's World View: Sacred Geographies, Traditions and History	C-3	Lecture
Unit-I	India's World View: Sacred Geographies, Traditions and History	C-4	Lecture
Unit-I	India's World View: Sacred Geographies, Traditions and History	C-5	Lecture
Unit-I	Key Principles of Indian Foreign Policy Continuity and Change	C-6	Lecture
Unit-I	Key Principles of Indian Foreign Policy Continuity and Change	C-7	Lecture
Unit-I	Key Principles of Indian Foreign Policy Continuity and Change	C-8	Lecture
Unit-I	Institutions, Individuals and Strategic Culture	C-9	Lecture
Unit-I	Institutions, Individuals and Strategic Culture	C-10	Lecture
Unit-I	Institutions, Individuals and Strategic Culture	C-11	Lecture
Unit-I	Clarification Class	C-12	Clarification Class
Unit-I	Take Home Assignments		Take Home Assignments
Unit-II	India and its South Asian Neighbours Afghanistan	C-13	Lecture
Unit-II	India and its South Asian Neighbours Afghanistan	C-14	Lecture
Unit-II	India and its South Asian Neighbours Pakistan	C-15	Lecture
Unit-II	India and its South Asian Neighbours Pakistan	C-16	Lecture
Unit-II	India and its South Asian Neighbours Pakistan	C-17	Lecture
Unit-II	India and its South Asian Neighbours Bangladesh	C-18	Lecture
Unit-II	India and its South Asian Neighbours Bangladesh	C-19	Lecture
Unit-II	Activity	C-20	Activity
Unit-II	Class Room Assignment	C-21	Class Room Assignment
Unit-II	India and its South Asian Neighbours Sri Lanka	C-22	Lecture
Unit-II	India and its South Asian Neighbours Sri Lanka	C-23	Lecture
Unit-II	India and its South Asian Neighbours Nepal	C-24	Lecture
Unit-II	India and its South Asian Neighbours Nepal	C-25	Lecture
Unit-II	India and its South Asian Neighbours Bhutan	C-26	Activity
Unit-II	India and its South Asian Neighbours Bhutan	C-27	Lecture
Unit-II	Take Home Assignments		Take Home Assignments
Unit-II	India and its South Asian Neighbours Maldives	C-28	Lecture
Unit-II	India and its South Asian Neighbours Maldives	C-29	Lecture

Unit-II	Clarification Class	C-30	Clarification Class
Unit-III	India and USA	C-31	Lecture
Unit-III	India and USA	C-32	Lecture
Unit-III	Activity	C-33	Activity
Unit-III	India and USA	C-34	Lecture
Unit-III	Quiz	C-35	Quiz
Unit-III	India and Russia	C-36	Lecture
Unit-III	India and Russia	C-37	Lecture
Unit-III	India and Russia	C-38	Lecture
Unit-III	India and China	C-39	Lecture
Unit-III	India and China	C-40	Lecture
Unit-III	India and China	C-41	Lecture
Unit-III	India and China	C-42	Lecture
Unit-III	Clarification Class-	C-43	Clarification Class-
Unit-IV	Activity	C-44	Lecture
Unit-IV	NPT	C-45	
Unit-IV	Class Room Assignment	C-46	Class Room Assignment
Unit-IV	NPT	C-47	Lecture
Unit-IV	NPT	C-48	Lecture
Unit-IV	NPT	C-49	Lecture
Unit-IV	Take Home Assignment		Take Home Assignment
Unit-IV	CTBT	C-50	Lecture
Unit-IV	Presentation	C-51	Presentation
Unit-IV	CTBT	C-52	Lecture
Unit-IV	CTBT	C-53	Lecture
Unit-IV	CTBT	C-54	Lecture
Unit-IV	CTBT	C-55	Lecture
Unit-IV	CTBT	C-56	Lecture
Unit-IV	Clarification Class	C-57	Clarification Class-
Unit-IV	Class Room Assignment	C-58	Class Room Assignment
Unit-IV	Seminar	C-59	Seminar
Unit-IV	Activity	C-60	Activity

**77000100-Research Methodology (GE)**

<b>Unit</b>	<b>Particulars</b>	<b>Class No.</b>	<b>Pedagogy of Class</b>
Unit-I	Introduction About the Subject and COs, POs	C-1	Lecture
Unit I	Meaning of Research	C-2	Lecture
Unit I	Objectives of Research	C-3	Lecture
Unit I	Motivation in Research	C-4	Lecture
Unit I	Types of Research	C-5	Lecture
Unit I	Research Approaches	C-6	Lecture
Unit I	Significance of Research	C-7	Lecture
Unit I	Research Methods versus Methodology	C-8	Lecture
Unit I	Research Topic	C-9	Lecture
Unit I	Clarification Clas	C-10	Clarification Class
Unit-II	Meaning of Research Design	C-11	Lecture
Unit-II	Need for Research Design	C-12	Lecture
Unit-II	Take Home Assignments		Take Home Assignments
Unit-II	Features of a Good Design	C-13	Lecture
Unit-II	Important Concepts relating to Research Design	C-14	Lecture
Unit-II	Important Concepts relating to Research Design	C-15	Lecture
Unit-II	Different Research Designs	C-16	Lecture
Unit-II	Different Research Designs	C-17	Lecture
Unit-II	Basic Principles of Experimental Designs	C-18	Lecture
Unit-II	Basic Principles of Experimental Designs	C-19	Lecture
Unit-II	Activity	C-20	Activity
Unit-II	Class Room Assignment	C-21	Class Room Assignment
Unit-II	Clarification Class	C-22	Clarification Class-
Unit-III	Collection of Primary Data	C-23	Lecture
Unit-III	Observation Method	C-24	Lecture
Unit-III	Interview Method	C-25	Lecture
Unit-III	Collection of Data through Questionnaires	C-26	Activity
Unit-III	Collection of Data through Schedules	C-27	Lecture
Unit-III	Take Home Assignments		Take Home Assignments
Unit-III	Difference between Questionnaires and Schedules	C-28	Lecture
Unit -III	Some Other Methods of Data Collection	C-29	Lecture
Unit-III	Some Other Methods of Data Collection	C-30	Lecture
Unit-III	Collection of Secondary Data	C-31	Lecture
Unit-III	Clarification Class	C-32	Clarification Class
Unit III	Activity	C-33	Activity
Unit IV	Processing Operations	C-34	Lecture
Unit IV	Quiz	C-35	Quiz



Unit IV	Elements of Analysis	C-36	Lecture
Unit IV	Types of Analysis	C-37	Lecture
Unit IV	Statistics in Research	C-38	Lecture
Unit IV	Measures of Central Tendency	C-39	Lecture
Unit IV	Measures of Dispersion	C-40	Lecture
Unit IV	Measures of Asymmetry	C-41	Lecture
Unit IV	Measures of Relationship	C-42	Lecture
Unit IV	Activity	C-43	Activity
Unit IV	Multiple Correlation	C-44	Lecture
Unit-IV	Class Room Assignment	C-45	Class Room Assignment
Unit-IV	Regression	C-46	Lecture
Unit-IV	Partial Correlation	C-47	Lecture
Unit-IV	Association in Case of Attribute	C-48	Lecture
Unit-IV	Clarification Class	C-49	Clarification Class
Unit-IV	Take Home Assignment		Take Home Assignment
Unit-IV	Presentation	C-50	Presentation
Unit-V	Practical Training for Research	C-51	Lecture
Unit-V	Observations	C-52	Lecture
Unit-V	Questionnaires	C-53	Lecture
Unit-V	Interviews	C-54	Lecture
Unit-VI	Research Ethics	C-55	Lecture
Unit-VII	Review of published research in the relevant field	C-56	Lecture
Unit-VIII	Availability of books at various Libraries	C-57	Lecture
Unit-VIII	Class Room Assignment	C-58	Class Room Assignment
Unit-V-VIII	Seminar	C-59	Seminar
Unit-V-VIII	Activity- IV	C-60	Activity

**Note:**

This is a tentative lesson plan. The same may change from faculty to faculty as per the teaching pedagogy adopted by the faculty.

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