

1st SEMESTER
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC-II)
Prescribed for all streams of
BA/BSc/ BBA/BCA/BMMMC/FAZILA/ OC&MIL/ BCOM
(GENERAL/HONOURS) PROGRAMMES

EVS120: ENVIRONMENTAL STUDIES

Credits: 04

UNIT I: UNDERSTANDING ENVIRONMENTAL

1. Environment: Concepts and importance;
2. Component of environment: Physical, biological and social;
3. Eco-system definition, structure and function: producers, consumers and decomposers, food chains, food webs and ecological pyramids, energy flow in an ecosystem;
4. Eco-system services: ecological, economic, social, aesthetic and informational value.

UNIT II: NATURAL RESOURCES

1. Land resources: global land use patterns, concept land degradation and desertification;
2. Forest resources: use and consequences of over-exploitation;
3. Water resources: use and consequences of over-utilization, concept of water harvesting and water shed management, water conflicts; energy resources;
4. Renewable and non-renewable energy sources, growing energy needs and alternate energy sources.

UNIT III: BIO DIVERSITY AND ITS CONSERVATION

Bio Diversity: definition, levels and values (commercial, ecological, social and aesthetic);
Threats to bio diversity: habitat loss, poaching of wild life, man-wildlife conflicts, biological invasions; Concept of endemism and hot-spots of bio-diversity;
Conservation of Bio-diversity: In-Situ and Ex-Situ concepts.

UNIT IV: ENVIRONMENTAL ISSUES, POLICIES AND PRACTICES

Causes, effects and control measures of: air, water, soil, noise and solid waste pollution;
Concept of natural disasters and global environmental issues: increase in greenhouse gases, climate change, acid rain and stratospheric ozone layer depletion; salient features of: water (prevention and control of pollution) Act, 1974, air (prevention and control of pollution) Act, 1981, environment protection Act, 1986; Environmental education, environmental movements (Chipko, silent valley) and environmental ethics.

SUGGESTED READINGS:

1. Bharucha, Erach, 2005. Text Book of Environmental Studies, Universities Press (India), Hyderabad.
2. Joseph, Benny, 2005. Environmental Studies, McGraw Hill companies.
3. De, Anil Kumar and De, Arnab Kumar, 2nd edition. New Age International Publishers.
4. Kanagasabai, S. 2010. Text Book on Environmental Studies. PHI Learning.
5. Sharma, P. D. 2015. Ecology and Environment.
6. Chauhan, B. S. 2008, Environmental Studies. University Science Press.
7. Kaushak and Kaushak. 2016. Perspectives in Environmental Studies.
8. Jaiswal, P.S.2007.Environmental Law. Pioneer Publications, Delhi.
9. Ghosh, G.K.1992. Environmental Pollution. Ashiah Publication, Delhi.

6th SEMESTER
SKILL ENHANCEMENT COURSE (SEC)

PS617S: CONFLICT AND PEACE BUILDING

Credits: THEORY: 02, TUTORIAL: 02

***Course Objective:** This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through various.*

Theory (02 Credits)

Unit I. Concepts

Understanding Conflict.
Conflict Management, Conflict Resolution and Conflict Transformation.
Peace Building.

Unit II: Dimensions of Conflict

Ideology.
Economic/Resource Sharing Conflicts.
Socio-Cultural Conflicts (Ethnic, Religious, Sender-based).

Tutorial (02 Credits)

Unit III: Sites of Conflict

Local
Sub- National
International

Unit IV: Conflict Responses: Skills and Techniques

Negotiations: Trust Buildings
Mediation: Skill Building; Active Listening
Track I, Track II & Multi Track Diplomacy
Gandhian Methods.

Suggested Readings:

1. O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in **Contemporary Conflict Resolution**, (Third Edition), Cambridge: Polity Press, pp.94-122.
2. W. Zartman, (1995) '**Dynamics and Constraints in Negotiations in Internal Conflicts**', in William Zartman (ED.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
3. P. Wallensteen, (2012) '**Armed Conflicts**,'in *Understanding Conflict Resolution*, (Third Edition), London: Sage, pp. 13-28.
4. C. Mitchell, (2002) '**Beyond Resolution: What Does Conflict Transformation Actually Transform?**' in **Peace and Conflict Studies**, 9:1 May, pp. 1-23.
5. S.Ryan, (1990) '**Conflict Management and Conflict Resolution**,' in **Terrorism and Political Violence**, 2:1, pp. 54-71.
6. J. Lederch, (2003) *the Little book of a conflict transformation*, London: Good Books
7. I. Doucet, (1996) *Thinking about conflict*, Resource Pak for conflict reformation: International Alert
8. M. Lund, (2001) "a tool Box for responding to Conflicts and Building Peace,
In L. Reyhler and T. Paffenholz, eds. *Peace Building A Field Guide*, Bolder: Lynne Rienner, PP. 16-20
9. L. Schirch, (2004) *The Little Book of StrejicPeace- building*, London: Good Books.
10. R. Rubenstein, (2003) "Source" in S. Cheldeln, D. Durckmen and L. Fast (eds.) *Conflict: from Amylases to intervention*, London : Continuum ,PP.55-67
11. P. Le Billon, (2009) "Sources" Economic and Resourcecauses of Conf licts, In J. Bercovitch, V. Kremenyuk and I. Zartman(eds) *the sage Hand Book of Conflict Resolution*, London: Sage Publications, PP. 2010-2024.
12. S. AyseKdyificOrellana, (2009), *Ethno-Relious Conflicts , Exploring the Role of Religion in Conflict Resolution*, In J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *the Sage Hands Book of ConflictResolution*, London : Sage Publications, PP. 264-284
13. b. Barsh and C. Webel, (2009) *Peace and Conflict Studies* , London Sage Publications PP. 91-117
14. b. Sandole , (2003) "Typology" in S. Cheldelin, b. bruckman and L. Fast (eds.) *Conflict: From Amylases to intervention* , London: Continuum, PP, 39-54
15. P. Wallentein, (2007) *Understanding conflict Reselution (2nd -Ed.)* London : Sage Publications
16. H. Saunders, (1999) *A Public Pace Process : Sustained biologue to Transform Racial and Ethnic Conf licts* , Palgrave Macmillan : New York ,PP1-30
17. N. Behera , "Foging new Soldarities : non-official dialogues" ^ M. Mekenkamp, P. Tongeren and H. Van be Veen (eds.), *Serching for Pace in Centrsl and South Asia* , London : Lynne Raenner Publishers, PP 210-236.

6th SEMESTER
SKILL ENHANCEMENT COURSE (SEC)

SO617S: SOCIOLOGY OF CRIME

CREDITS: THEORY: 2, TUTORIAL: 2
MAXIMUM MARKS: THEORY: 30; TUTORIAL: 30
MINIMUM MARKS: THEORY: 12; TUTORIAL: 12

Course Objectives:

The course is designed to acquaint the learners with the concept, theories and changing scenario of crime in society in the wake of changing social order.

The course seeks to achieve the following fundamental objectives as:-

- *To acquaint them with the concept of crime and its changing profile*
- *To acquaint them with the Major theoretical perspectives in the sociology of crime.*
- *To familiarize the learners with the criminal justice system dealing with the punishment and rehabilitation of the criminals.*
- *To prepare the learners for pursuing high studies and career in law.*

Learning Outcomes:

At the completion of course, the learners are expected to be well versed with the concept, sociology of crime. The learners are also expected to possess a deep understanding of the various theoretical perspectives on crime.

Note: In order to have linkage with the community, the students have to be exposed to fieldwork studies given the thrust of the paper.

Part I: THEORY (2 CREDITS)

Unit 1: Introduction

15 Marks

- a. Types of Crime
- b. Deviance and Society
- c. Nature and Concept of Crime

Unit 2: Theoretical Perspectives

15 Marks

- a. Biological
- b. Psychological
- c. Sociological

Part II: TUTORIAL (2 CREDITS)

Unit 3: Fieldwork: Emerging Issues

15 Marks

Unit 4: Report Writing

15 Marks

References:

- Teeters. Negley and HaryElnar Barnes, (1959), New Horizons in Criminology. New Delhi. Prentice Hall of India,
- Sutherland, Edwin. H. and Donald R. Cressey. (1968). Principles of Criminology'. Bombas: Times offndia Press,
- Parsonage, William 11 {1979), Perspectives on Criminology. London: Sage Publications
- O. Brien M and 'sat. M 2008). Criminology: the key concept New York: Routledge Ahuja. R, (2005). Criminology. Jaipur: Rawat Publications,
- Williams, K. S, (2001), Textbook on Criminology (f Ed.). New York: Oxford University Press,
- Walsh. A. and Ellis, L (2007). Criminology: An Interdisciplinary Approach. New Delhi: Sage Publications
- SeigeL L. J, (2010), Criminology: Theories. Patterns and Typologies (10th Ed.) USA: Cengage
- Merton. R. K.: 1972. Social Theory and Social Structure. New Delhi: Emerind Publishing Co.

Note: List of readings provided is not absolute and additions may be made to it

4th SEMESTER
SKILL ENHANCEMENT COURSES (SEC)
SO418S2: TECHNIQUES OF SOCIAL RESEARCH

CREDITS: THEORY: 2, TUTORIAL: 2

Course Overview:

The course constitutes four credits which are divided into four units. The course has been divided into two parts, each part constitutes two credits. Part first is theoretical for which class work and tutorials are compulsory. Part second is practical which shall be evaluate by the concerned teacher through- Field work, Project Work, Assignments and other practical assignments. The concerned teacher shall distribute practical individually or in groups and shall evaluate the same.

Course Objectives:

The basic aim of the course is to introduce the learners to the methodology of social research in order to enable them to have an elementary understanding of research. The course also intends to gamer proper research aptitude among the readers in order to enable them to undertake research works later in their career.

The course seeks to enable the learners to:

Understand the meaning, scope and significance of the research

- *Learn the fundamental tools and techniques of undertaking the social research*
- *Understand the various research designs underlying the research*
- *Acquaint them with the basic statistical measures used in social research*
- *Prepare them for undertaking research at a later stage.*

Learning Outcomes:

After completing the course, the students are expected to be well versed with the fundamentals of social research. The students should be able to understand the essence of the social research besides possessing the required capabilities to be able to understand and differentiate the various types of research designs and their application in researching the myriad social problems.

PART-1: THEORY: 2 CREDITS

Unit 1: Questionnaire as a research technique a. Concept and Types b; Formulation of Questionnaire c. Administration of Questionnaire d. Advantage and Disadvantages of Questionnaire

Unit 2: Interview as a research Technique a. Concept and Types b. Interview schedule c. Interview Guide d. Advantages and Disadvantages of Interview Tool

PART- II: TUTORIAL: 2 CREDITS

Unit 3: Formulation of different types of Questionnaire b. Administration of Questionnaire in the Field c. Coding and Tabulation

Unit 4: Formulation of interview Schedules b. Administration of interview Schedules c. Coding, decoding and Tabulation of collected data

REFERENCES:

- *Ahuja, Ram. 2001. Research Methods. New Delhi: Rawat Publications*
- *Bose, Pradip Kumar. 1995. Research Methodology. New Delhi: Indian Council of Social Science Research*
- *Bryman, Alan. 1988. Quality and Quantity in Social Research. London: Unwin Hyman*
- *Kothari, C.R. 1989. Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern.*
- *Young, P.V. 1988. Scientific Social Surveys and Research. New Delhi: Prentice Hall.*

Note: *List of readings provided is not absolute and additions may be made to it.*

4th SEMESTER
SKILL ENHANCEMENT COURSES (SEC)

SO418S1: GENDER SENSITIZATION

CREDITS: THEORY: 2, TUTORIAL: 2

Course Overview:

The course constitutes four credits which are divided into four units. The course has been divided into two parts, each part constitutes two credits. Part first is theoretical for which class work and tutorials are compulsory. Part second is practical which shall be evaluate by the concerned teacher through- Field work, Project Work, Assignments and other practical assignments.

Course Objectives:

The course is fundamentally designed to sensitize the learners towards the issues of gender empowerment. The course also intends to acquaint the learners with the academic area of gender and development studies. As its long term objective, the course aims to create among learners the necessary inquisition to pursue the higher studies and to explore career options in the area of Gender and Development studies. The course seeks to enable learners to:

- *Conceptualize the sociological contours of gender*
- *To locate the gender differentials in various development sectors*
- *Inculcate the appropriate skills for carrying out the gender analysis*
- *Understand the need towards gender-empowerment*
- *Prepare them for the further studies in area of gender and women/development studies*

Learning Outcomes:

After completing the course, the learners are expected to understand the importance of gender empowerment and gender studies. Besides, the learners are also expected to be able to critically analyse gender differentials in various development sectors. More importantly, the learners are supposed to possess the commensurate knowledge to pursue higher studies in the area of Gender and Women/Developmental studies

PART-1: THEORY: 2CREDITS

Unit 1: Introducing Sex and Gender a. Concept of Sex and gender b. Social construction of gender

Unit 2: Basic concepts a. Gender Socialization b. Gender role c. Gender Inequality

PART- II: TUTORIAL: 2 CREDITS

Unit 3: Gender in Social Institution a. Family b. Caste c. Class

Unit 4: Gender Socialisation in Social Institutions: a. Gender in language and symbols in Family b. Gender in language, symbols and syllabus in educational institutions, c.

REFERENCES:

- Abbott, et.al. 2005. Introduction to Sociology: A Feminist Perspective, Routledge: London
- Holmes, M. 2007. What is Gender? Sociological Approaches, Sage Publication: New Delhi
- Wharton, A.S. 2005. The Sociology of Gender: An Introduction to Theory and Research, Blackwell Publications: Oxford
- Philcher, J and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies, Sage Publications: New Delhi
- Jones, E.A. and Olson, G.A. 1991. The Gender Reader, Allyn and Bacon:USA
- Ardener, E. 1975. "Belief and the Problem of Women" and "The Problem Revisited", in S. Ardener (ed.), Perceiving Women, London: Malaby Press.
- Barrett, M. 1980. Women's Oppression Today, London: Verso. (Chapters 1 to 4, and 6).
- Boserup, E. 1974. Women's Role in Economic Development, New York: St. Martin's Press.
- Douglas. M. 1970. Purity and Danger, Haimondsworth: Penguin.
- Engels, F.1972. The Origin of the Family, Private Property and, the State, London:
- Lawrence and Wishart. Hershman, P. 1977. "Virgin and Mother" in I.M. Lewis (Ed.). Symbols and Sentiments: Gross-Culture Studies in Symbolism, London: Academic Press.
- Hirschon, R. 1984 "Introduction: Property, Power and Gender Relations" in R. Hirschon (ed.). Women and Property. Women as Property, Beckenham: Croom Helm. Note: List of readings provided is not absolute and additions may be made to it.

4th SEMESTER

SKILL ENHANCEMENT COURSE (SEC)

ED418S: EARLY CHILDHOOD CARE AND EDUCATION

CREDITS: THEORY: 2, PRACTICAL: 2

THEORY (2 CREDITS)

Unit I Concept and Methods

- i) Meaning of Early Childhood Care and education
- ii) Aims and Objectives of Early Childhood Care and education ~
- iii) Need and Importance of Early Childhood Care and education
- iv) Methods of studying child behaviour- Observation and Case Study
(A case study shall be prepared by students- five to ten in each group)

Unit II Development of Childhood

- i) Concept of Development
- ii) Social and Personal Development
- iii) Emotional and Motor Development
- iv) Development of Creativity

PRACTICAL (2 CREDITS)

A) Visit to nearby ICDS Centre for:

- i) Observation and record of activities carried at ICDS Centre
- ii) Role of Anganwadi worker for all round development of the child
- iii) Facilities available for recreational activities

B) Visit to nearby pre-school for:

- i) Observation and record of activities done at pre-school
- ii) Facilities available for recreational activities

6TH SEMESTER

SKILL ENHANCEMENT COURSE (SEC)

PSY617S: MANAGING HUMAN RESOURCES

Theory: 2 Credits
Tutorials: 2 Credits

Objective: To understand the main concepts related to human resource management and learn related techniques.

Theory (2 Credits)

Unit 1: Introduction: Human resource management. Human resource development.

Unit 2: Strategic Human Resource Management, International Human Resource Management Cross-cultural issues regarding management of Human Resource.

Tutorials (2 credits):

1. Human Resource Practices
2. Personnel Selection, Training and Personnel Evaluation

Readings:

1. Aamodt, M.G. (2001) Industrial / Organizational Psychology. Thompson Wadsworth, division of Thompson learning Inc.
2. Chadha, N, K. (2005),-Human Resource Management-issues, case studies and experiential exercises.3rd edition. New Delhi; Sai Printographers.
3. DeCenzo, D. A. & Robbins, S.P, (2006). Fundamentals of human resource management (8th Ed), NY: Wiley,
4. Larzing,A-W.K and Pennington, A, (201 I). International human resource management New Delhi: Sage publications.'
5. Muchinsky, P.M. (2006) Psychology applied to work; An Introduction to Industrial and Organizational Psychology. NC: Hypergraphic press.

5th SEMESTER
SKILL ENHANCEMENT COURSES (SEC)
SOC517S: SOCIOLOGY OF DEVELOPMENT

CREDITS: THEORY: 2, TUTORIAL: 2
Maximum Marks: 60 Minimum Marks: 24

Course Objectives:

The course intends to acquaint the learners with the fundamental concepts and impact of development in India. In terms of content, the course focuses on major perspectives of development besides unraveling the major models of development in vogue at the national and global levels.

The course aims to enable the learners:

To conceptualize the notion of development

To understand the changing contours of development

To acquaint themselves the major perspectives of development

To familiarize themselves with the national and international experience of development and developmental models in vogue

Part –I: Theory (2 Credits: 30 Hrs.)

Unit 1: Introduction

- a. Concept of Development
- b. Changing conception of Development: Social Development, Human Development and Sustainable Development.
 - c. Sustainable Development

Unit 2: Models of Development

- a. Capitalist
- b. Socialist
- c. Gandhian

Part-II: Tutorial (2 Credits: 30 Hrs.)

Unit 3: Participatory Research

Unit 4: Report Writing

REFERENCES:

Appadurai. Arjun. 1997, Modernity at Large: Cultural Dimensions of Globalization, New Delhi: GUP.

Amin. Samir. 1979. Unequal Development. New Delhi: OUP

Dere/e. Jean and A mart y a Sen. 1996. India: Lconomic Development and Social Opportunity. New Delhi: OUP.

Harrison. D. 1989. The Sociology of Modernization and Development. New Delhi:Sage.

Haq. Mahbub UI.199T Reflections on Human Development. New Delhi: OUP.

UNDP. 1997. Human Development Report. New York: OUP

Note: List of readings provided is not absolute and additions may be made to it.

Learning Outcomes:

Upon completion of the course, the students should be able to understand the concept of development besides being able to differentiate between the various perspectives and models of development. The students are also expected to carry a fundamental awareness about the National/ International scenario of development.

5th SEMESTER

SKILL ENHANCEMENT COURSE (SEC)

ED517S: GUIDANCE AND COUNSELING

CREDITS: THEORY: 2, PRACTICAL: 2

THEORY (2 CREDITS)

Unit I Guidance and Counseling

Guidance

- i) Concept, Type - Educational, Vocational, personal.
- ii) Aims and Basic principles

Counseling

- i) Meaning, Purpose and Steps.
- ii) Directive and non-directive theories of counseling.

Unit II Organization of Guidance Service

- i) Purpose of Organization
- ii) Guidance services at Elementary level.
- iii) Guidance service at Secondary level.

PRACTICAL (2 CREDITS)

A) Case study of any Exceptional child:

- i) Gifted
- ii) Slow Learner
- iii) Delinquent
- iv) Creative

B) Counseling of any Exceptional Child:

- i) Slow Learner
- ii) Delinquent
- iii) Shy
- iv) Under Achiever

5th SEMESTER
SKILL ENHANCEMENT COURSES (SEC)
SOC517S: SOCIOLOGY OF DEVELOPMENT

CREDITS: THEORY: 2, TUTORIAL: 2
Maximum Marks: 60 Minimum Marks: 24

Course Objectives:

The course intends to acquaint the learners with the fundamental concepts and impact of development in India. In terms of content, the course focuses on major perspectives of development besides unraveling the major models of development in vogue at the national and global levels.

The course aims to enable the learners:

To conceptualize the notion of development

To understand the changing contours of development

To acquaint themselves the major perspectives of development

To familiarize themselves with the national and international experience of development and developmental models in vogue

Part –I: Theory (2 Credits: 30 Hrs.)

Unit 1: Introduction

- a. Concept of Development
- b. Changing conception of Development: Social Development, Human Development and Sustainable Development.
 - c. Sustainable Development

Unit 2: Models of Development

- a. Capitalist
- b. Socialist
- c. Gandhian

Part-II: Tutorial (2 Credits: 30 Hrs.)

Unit 3: Participatory Research

Unit 4: Report Writing

REFERENCES:

Appadurai. Arjun. 1997, Modernity at Large: Cultural Dimensions of Globalization, New Delhi: GUP.

Amin. Samir. 1979. Unequal Development. New Delhi: OUP

Dere/e. Jean and A mart y a Sen. 1996. India: Lconomic Development and Social Opportunity. New Delhi: OUP.

Harrison. D. 1989. The Sociology of Modernization and Development. New Delhi:Sage.

Haq. Mahbub UI.199T Reflections on Human Development. New Delhi: OUP.

UNDP. 1997. Human Development Report. New York: OUP

Note: List of readings provided is not absolute and additions may be made to it.

Learning Outcomes:

Upon completion of the course, the students should be able to understand the concept of development besides being able to differentiate between the various perspectives and models of development. The students are also expected to carry a fundamental awareness about the National/ International scenario of development.

4th SEMESTER

SKILL ENHANCEMENT COURSE (SEC)

ED418S: EARLY CHILDHOOD CARE AND EDUCATION

CREDITS: THEORY: 2, PRACTICAL: 2

THEORY (2 CREDITS)

Unit I Concept and Methods

- i) Meaning of Early Childhood Care and education
- ii) Aims and Objectives of Early Childhood Care and education ~
- iii) Need and Importance of Early Childhood Care and education
- iv) Methods of studying child behaviour- Observation and Case Study
(A case study shall be prepared by students- five to ten in each group)

Unit II Development of Childhood

- i) Concept of Development
- ii) Social and Personal Development
- iii) Emotional and Motor Development
- iv) Development of Creativity

PRACTICAL (2 CREDITS)

A) Visit to nearby ICDS Centre for:

- i) Observation and record of activities carried at ICDS Centre
- ii) Role of Anganwadi worker for all round development of the child
- iii) Facilities available for recreational activities

B) Visit to nearby pre-school for:

- i) Observation and record of activities done at pre-school
- ii) Facilities available for recreational activities

4th SEMESTER
SKILL ENHANCEMENT COURSE
PSY418S: DEVELOPING EMOTIONAL COMPETENCE

CREDITS: THEORY: 2, TUTORIALS: 2

Objective: To help the students learn how to understand and manage their emotions and develop emotional competencies

THEORY: (2 credits)

Unit 1 (15 HOURS)

Meaning, Nature and Importance of Emotional Intelligence. Measurement of Emotional Intelligence

Unit 2 (15 HOURS)

Developing. Emotional Intelligence, EQ Competencies: Self-Awareness, Self-Regulation, Motivation, Empathy, and Interpersonal Skills.

TUTORIALS: (2 credits)

1. Emotional Intelligence and Human Relationships
2. Emotional intelligence in Organizations al Context.

Readings:

1. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
2. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
3. Singh, D. (2003). Emotional intelligence at work (2nded.) New Delhi: Response Books.
4. Goleman, D. (2007). Emotional Intelligence, A New Vision for Educators. Amazon Books.
5. Salovey, P., Marc, A., Brackett, and Mayer, J. D., (Eds.). (2007). Emotional Intelligence: Key Readings on the Mayer & Salovey Model. National Professional Resources Inc.

**BA 3rd SEMESTER
COMPULSORY SKILL ENHANCEMENT COURSE**

DM318S: DISASTER MANAGEMENT

CREDITS: THEORY: 2, TUTORIAL/PRACTICAL: 2

Course Objective: The frequency of extreme events resulting in widespread loss of lives and assets has been observed to be increasing globally. Collaborative efforts involving everyone are needed at all levels for making Disaster Risk Reduction (DRR) initiatives effective. In this direction/ the introduction of **disaster management** as a discipline at UG level is an academic initiative expected to be very productive for the process of education., training, mass awareness, and skill enhancement. This course is mandatory for all undergraduate courses. The course comprises of four (4) credits; out of which two credits are theory and other two cover practical/tutorial aspects of the subject.

THEORY

Credit-I: Fundamentals of Disaster Management

- Concept of Disaster, Hazard, Vulnerability, Exposure, Capacity; Disaster Management Continuum; Preparation, Response and Recovery; Disaster Risk Reduction (DRR).
- Disaster Management Act 2005; Jammu and Kashmir State Disaster Management Plan (2016)

Credit-II: Natural and Anthropogenic Hazards

- **Natural:** Flood, Cyclone, Drought, Snow Avalanche, Wildfires, Earthquake, Tsunami, Landslide, Volcanic Eruption.
- **Anthropogenic:** Nuclear (weapon), Chemical (Spill, weapon), Transportation (road accidents), Campus shooting, bomb threats.

TUTORIAL / PRACTICAL:

Credit-III: Disaster Preparedness

Dos and Do not's at individual or household levels (before, during and after a disaster), Communication, Coordination, Cooperation during the emergencies; Community Based First Aid (CBFA); Community Based Disaster Management (CBDM); Mock drills (Fire, Earthquake, Campus Shooting, Bomb Threat).

Credit-IV: Disaster Risk Assessment Techniques

Risk identification; Application of Remote Sensing (RS), Geographic Information System (GIS), and Global Positioning System (GPS) in Risk Assessment

SUGGESTED READINGS:

- A Manual on Disaster Management Parag Diwan (2010), Pentagon, Earth
- Andrew S., 2003. Environmental Modelling with GIS and Remote Sensing
- Bryant Edwards., Natural Hazards, Cambridge University Press, U.K, 2005
- Carter, W. Nick., Disaster Management: A Disaster Manager's Handbook; Asian Development Bank, 2008
- Damon Coppola., Introduction to International Disaster Management 3rd Edition, 2015
- David Etkin., Disaster Theory: An Interdisciplinary Approach to Concepts and Causes, 2014.
- Disaster Risk Management Systems Analysis: A Guide Book
- Stephan Baas (2008), Food and Agriculture Organization of the United Nations.
- Handbook of Disaster Risk Reduction & Management; Christian N Madu and Chu-Hua Kuei, 2017, World Scientific
- N. Peterson, 2009. GIS Cartography: A Guide to Effective Map Design, Gretchen, New York, 2nd Edition.
- Handbook of Hazards and Disaster Risk Reduction; Ben Wisner, J.C. Gaillard, Ilan Kelman, (2012) Routledge
- H.K. Gupta., Disaster Management, 2003
- Patrick L. Abbott., Natural Disasters, McGraw-Hill Higher Education, 2004.
- Systems Approach to Management of Disasters: Methods and Applications, Slobodan P., Simonovic (2011), Wiley
- <http://www.unisdr.org/>
- <http://www.ndma.gov.in/en/>
- <http://nidm.gov.in/default.asp>
- <https://www.ifrc.org/>

B. Sc. 3rd SEMESTER

SKILL ENHANCEMENT COURSE (SEC)

ZOO318S1: APICULTURE

Credits 4 (Theory: 2; Practicals: 2)

THEORY (2 CREDITS)

Unit I: Bee Keeping I (15 Hours)

Introduction to Apiculture, honey bee species
Social organization of bee colony
Life cycle of honey bee
Behavioural patterns (bees dance, swarming)

Unit II: Bee Keeping II (15 Hours)

Methods of bee keeping, beehive and its types
Bee foraging and production of honey
Bee keeping products: honey and bee wax
Enemies and diseases of honey bees

PRACTICAL (2 CREDITS) (60 Hours)

1. Specimen study of different castes of honey bee species
2. Collection and identification of different honey bee species Viz. *Apis indica*, *A. dorsata*, *A. mellifera*, *A. Florae*
3. *Life cycle study of honey bees*
4. Study of leg modification in workers
5. Temporary mount preparation of mouth parts of honey bees
6. Temporary mount preparation of sting apparatus of honey bees
7. Demonstration of honey testing methods like blot method, burning method and alkali method etc.
8. Study of different bee hives and allied implements used in bee keeping

SUGGESTED READINGS

- 1) Prost, P. J. (1962). *Apiculture*. Oxford and IBH, New Delhi.
- 2) Bisht D.S., *Apiculture*, ICAR Publication.
- 3) Singh S., *Beekeeping in India*, Indian council of Agricultural Research, New Delhi



GEOGRAPHY
COURSE SCHEME FOR UNDER GRADUATE CLASSES UNDER CHOICE BASED CREDIT SYSTEM (CBCS) FROM 2016 ONWARDS

Semester	Core Courses (12) 4+2= 6 credits	AECC (2) Ability Enhancement Course 2 credits each	SEC (4) Skill Enhancement Course 4 Credits each	DSE (6) Discipline Specific Elective 4+2=6 credits	ENG (4) 2 Credits
1st	DSC-1A	Commu Eng-I- 2 Evs -I 2			
	DSC-2A				
	DSC-3A				
2nd	DSC-1B	Commu Eng-II- 2 Evs -II 2			
	DSC-2B				
	DSC-3B				
3rd	DSC-1C		SEC-I		ENG-I
	DSC-2C				
	DSC-3C				
4th	DSC-1D		SEC-II		ENG-II
	DSC-2D				
	DSC-3D				
5th			SEC-III	DSE-1A	ENG-III
				DSE-2A	
				DSE-3A	
6th			SEC-IV	DSE-1B	ENG-IV
				DSE-1B	
				DSE-1B	
	6 x 12= 72	4 x 2 = 8	4 x 4=16	6 x 6=36	2 x 4=8 140 credits

NOTE: For taking Geography as one of the core subject in B.A/B.Sc course, a candidate is required to take one core course from Geography in the first and second semester comprising of 6 credits each (theory 4 credits + practical 2 credits). In third and fourth semester a candidate is required to take one core course of 6 credits each (theory 4 credits +practical 2 credits) along with one skill enhancement course (SEC) comprising of four credits in both third and fourth semesters. In the fifth and sixth semester, a candidate is required to take at least one Discipline Specific Elective (DSE) of 6 credits along with one Skill enhancement course (SEC) of four credits each for fifth and sixth semester.

Course Structure UGSCBCS -2016 B.A/B.Sc. Geography

Semester	Name of the Course	Course Number	Nature of Course	Credits
1 st .	Elements of Physical Geography	GG-CR-16101	CORE	4
	Practical-Cartography	GGP-CR-16101	CORE	2
2 nd .	Philosophies & Methodologies in Geography	GG-CR-16201	CORE	4
	Practical-Surveying	GGP-CR-16201	CORE	2
3 rd .	Human Geography	GG-CR-16301	CORE	4
	Practical- Quantitative Techniques in Geography	GGP-CR-16301	CORE	2
	Surveying and its Applications	GG-SEC-16301	Skill Enhancement Course	4
4 th .	Geography of India	GG-CR-16401	CORE	4
	Practical- Remote Sensing Techniques	GGP-CR-16401	CORE	2
	Regional Planning & Development	GG-SEC-16401	Skill Enhancement Course	4
5 th .	Geography of Tourism	GG-DSE-16501	Discipline Specific Elective	6
	Economic Geography	GG-DSE-16502	Discipline Specific Elective	6
	GIS & GPS Applications	GG-SEC-16501	Skill Enhancement Course	4
6 th .	Fundamental of Disaster Management	GG-DSE-16601	Discipline Specific Elective	6
	Field Techniques and Survey Based Project Report	GG-SEC-16601	Skill Enhancement Course	4

Note: Lectures per week: 4 of one hour. Practical per week: 2 of two hours each



GG-CR-16101

Elements of Physical Geography

Marks: 60

Credit-I

- 1) Introduction to Physical Geography and its Various Branches
- 2) Structure of Earth's Interior
- 3) Wegener's theory of Continental Drift
- 4) Concept of Seafloor spreading, Plate Tectonics and Isostasy
- 5) Earthquakes: origin, types, measurement

Credit –II

- 1) Origin and characteristics and Classification of rocks
- 2) Weathering: Factors and Types
- 3) Earth movements
- 4) Exogenetic and Endogenetic Forces/Processes
- 5) Landform and their formation (Fluvial, Glacial, Aeolian and Karst)

Credit -III

- 1) Definition and Significance of Climatology
- 2) Insolation and Global Energy Budget
- 3) Atmospheric Pressure and Winds (Planetary, Periodic and Local winds)
- 4) Precipitation: Types and Global Distribution Patterns
- 5) Atmospheric Disturbances: Tropical and Temperate Cyclones / Anti-cyclones

Credit -IV

- 1) Surface configuration of the Ocean floor- Continental Shelf, Continental Slope, Abyssal Plain, Mid- Oceanic Ridges and Oceanic Trenches
- 2) Coral reefs: Significance, Origin and Types
- 3) Tides: Origin and Types
- 4) Currents: Origin and Types; Currents of Atlantic ocean
- 5) Oceans as Store-houses of resources for the future

Suggested Readings

1. Singh, S.: Geomorphology, Prayag Pustakalaya, Allahabad, 1998.
2. Sparks, B.N.: Geomorphology, Prayag Pustakalaya, Allahabad, 1998
3. D. S. Lal, Physical Geography, Sharda Pustak Bhawan, 2009
4. Savindra Singh, Physical Geography, Prayag Pustak Bhawan, 2000
5. Majid Hussain, Physical Geography, Anmol Publications Pvt. Ltd., 2007
6. S. A. Qazi, Principles of Physical Geography, AHP Publishing Co. 2004
7. Satopa Mukherjee, Understanding Physical Geography, Oriental Longman 2002
8. A. H. Strahler & A. N. Strahler, Modern Physical Geography, John Willy & sons, Inc. 2001.
9. Barry, R. G & Chorley, R.J., Atmosphere, Weather and Climate Routledge, 1998.
10. Critchfield, H, General Climatology, Prentice Hall, New York, 1975.
11. Stringer, E.T Foundation of Climatology, Surjeet Publication, Delhi, 1982.
12. Grald, S, General Oceanography- An Introduction, John Wiley & Sons, New York, 1980.
13. King, C.A.M., Oceanography for Geographers, E Arnold, London, 1975.



GGP-CR-16101- Practical Cartography 30 Marks

Credit – I

- 1) Essentials of Map: Scale, Projection, Direction and Conventional Signs
- 2) Scales: Definition and Types
- 3) Construction of Scales: Plain, Diagonal and Comparative
- 4) Contours: Definition and importance:
Representation of different Landforms by
Contours

Credit – II

- 1) Drawing of Profile: Serial, Longitudinal, Superimposed, Composite and Projected Profiles
- 2) Uses of line and Bar graphs for representing population, agriculture, industry and transport data
- 3) Representation of population distribution, density, growth by different Cartographic methods – Point, Line and Area.
- 4) Digital Cartography : Definition, Scope and Applications

Suggested Readings

1. Robinson, A.H et al., Elements of Cartography, John Wiley & Sons, U.S.A., 1995.
2. Sarkar, A.K., Practical Geography: A Systematic Approach, Oriental Longman, Calcutta, 1997.
3. Singh, R.L and Dutt, P.K., Elements of Practical Geography, Kalyani Publishers New Delhi, 1979.
4. Gopal Singh, Map World and Practical Geography, Vikas Publishing House, 2000
5. Kali Charan Sahu, Textbook of Remote Sensing and Geographic Information System, Atlantic Publishers and Distributors, 2008

**PROGRAMME: BACHELOR OF ARTS (B.A) GENERAL
SUBJECT: SOCIOLOGY**

COURSE DISTRIBUTION OF SOCIOLOGY IN DIFFERENT SEMESTERS OF BA (GENERAL) FOR 2020 AND ONWARDS

CORE COURSES

SEMESTER	COURSE CODE	TYPE OF COURSE	TITLE OF COURSE	CREDITS	
				THEORY	TUTORIAL
I	SOC120C	CORE	SOCIOLOGY: INTRODUCTION TO SOCIOLOGY	4	2
II	SOC220C	CORE	SOCIOLOGY: SOCIOLOGICAL THOUGHT	4	2
III	SOC320C	CORE	SOCIOLOGY: INDIAN SOCIETY: STRUCTURE AND CHANGE	4	2
IV	SOC420C	CORE	SOCIOLOGY: METHODOLOGY OF SOCIAL RESEARCH	4	2
VA OR VB	SOC520DA	DSE	SOCIOLOGY: FAMILY, MARRIAGE AND KINSHIP	4	2
	SOC520DB	DSE	SOCIOLOGY: SOCIAL MOVEMENTS	4	2
VIA OR VIB	SOC620DA	DSE	SOCIOLOGY: SOCIAL STRATIFICATION	4	2
	SOC620DB	DSE	SOCIOLOGY: RELIGION AND SOCIETY	4	2

GENERIC ELECTIVES (GE)

SEMESTER	COURSE CODE	TYPE OF COURSE	TITLE OF COURSE	CREDITS	
				THEORY	TUTORIAL
V	SOC520GA	GE	SOCIOLOGY: BASIC CONCEPTS IN SOCIOLOGY	4	2
VI	SOC520GB	GE	SOCIOLOGY: SOCIAL PROBLEMS	4	2

BA 1st SEMESTER
DISCIPLINE SPECIFIC COURSE (CORE-1)
SOC120C: SOCIOLOGY: INTRODUCTION TO SOCIOLOGY

CREDITS: THEORY: 4, TUTORIAL: 2
MAXIMUM MARKS: THEORY: 60, TUTORIAL: 30
MINIMUM MARKS: THEORY: 24, TUTORIAL: 12

Course Objectives:

The course is meant to introduce the learners to the discipline of sociology. Besides acquainting the students with the evolution of the discipline, it also intends to familiarize the learners with the fundamental concepts and concerns of sociology.

Broadly, the course seeks to enable the learners to:

- *Acquaint the students with the evolution of the subject.*
- *Develop among the learners fundamental clarity about the subject.*
- *Unravel the fundamental concerns of the discipline.*

Learning Outcomes:

After finishing the course, the learners are expected to be well versed with the emergence and domain of the sociology. The learners are also expected to carry a very good understanding of the fundamental concepts and schools of thought in sociology.

Unit 1: Nature of Sociology

- a. Nature and Subject matter
- b. Emergence and Development of Sociology: Enlightenment, French Revolution and Industrial Revolution
- c. Relationship of Sociology with other Social Sciences: Philosophy and Anthropology

Unit 2: Schools of Thought

- a. Formalistic School
- b. Synthetic School
- c. Comparison of two schools

Unit 3: Basic Concepts

- a. Society, Community, Association and Institution
- b. Social Groups: Primary, Secondary and Reference Group
- c. Role and Status; Norms and Values, Folkways and Mores

Unit 4: Social Processes

- a. Social Change
- b. Socialization
- c. Social Control

TUTORIALS: PROJECT WORK/PRESENTATION/DEBATES/TERM PAPER (2 CREDITS)

TUTORIAL 1:

- a) Enlightenment
- b) Industrial Revolution
- c) Social Change in Kashmir Society

TUTORIAL 2:

- a) Society
- b) French Revolution
- c) Pattern of Socialization of children in Kashmir Society

REFERENCES:

- Giddens, A., 2006 (5th ed.), *Sociology*, London: Oxford University Press. Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill.
- Horton, P.B. and C.L. Hunt, 1985, *Sociology*, New York: McGraw Hill.
- Bottomore, T. B. 1972. *Sociology: A guide to problems and literature*. Bombay: George Allen and Unwin (India).
- Harlambos, M. 1998. *Sociology: Themes and perspectives*. New Delhi: Oxford University Press.
- Inkeles, Alex. 1987. *What is Sociology?* New Delhi: Prentice-Hall of India.
- Johnson, Harry M. 1995. *Sociology: A systematic introduction*. New Delhi: Allied Publishers.

Note: List of readings provided is not absolute and additions may be made to it.

CHOICE BASED CREDIT SCHEME AT UNDER-GRADUATE LEVEL

Semester - I

Core Course: Botany Paper I

BOT116C BIODIVERSITY (MICROBES, ALGAE, FUNGI AND ARCHEGONIATE)

(Credits: Theory-4, Practicals-2)

THEORY

Lectures: 60

Unit 1: Microbes and Fungi

(18 Lectures)

Viruses: Discovery, general structure, replication, DNA virus (T-phage); lytic and lysogenic cycle, RNA virus (TMV).

Bacteria: General characteristics and cell structure; reproduction – vegetative, asexual and recombination (conjugation, transformation and transduction); economic importance.

Fungi: General characteristics, classification (Alexopolous, Mims & Blackwell), cell wall composition, nutrition and reproduction; life cycle of *Rhizopus* (Zygomycota), *Venturia* (Ascomycota), *Agaricus* (Basidiomycota).

Symbiotic Associations: Lichens and Mycorrhiza - general account and significance.

Unit 2: Algae

(13 Lectures)

General characteristics, classification of algae (Round 1965), criteria for algal classification; range of thallus organization; morphology, reproduction and life cycle of *Nostoc*, *Chlamydomonas*, *Oedogonium*, *Vaucheria*, *Ectocarpus*, *Batrachospermum*; economic importance of algae.

Unit 3: Bryophytes

(13 Lectures)

Archegoniate – General characteristics, adaptations to land habit.

Bryophytes - General characteristics, Proskauer's classification (upto family); morphology, anatomy and reproduction (excluding developmental details) of *Marchantia* and *Funaria*; Evolution of sporophyte; apogamy and apospory; alternation of generation; economic importance of bryophytes.

Unit 4: Pteridophytes and Gymnosperms

(16 Lectures)

Pteridophytes - General characteristics; classification of pteridophytes (Sporne 1965); Early land plants (*Rhynia*); morphology, anatomy and reproduction (excluding developmental details) of *Equisetum* and *Dryopteris*; heterospory and origin of seed habit; evolution of stellar systems in pteridophytes.

Gymnosperms - General characteristics, classification – Christenhusz et al. 2011 (upto family); morphology, anatomy and reproduction (excluding developmental details) of *Cycas* and *Pinus*; economic importance of gymnosperms.

Practical

- i. Models / photographs of viruses – T-Phage and TMV, drawing / photograph of lytic and lysogenic Cycle.
- ii. Types of bacteria from temporary/permanent slides/photographs; Gram staining
- iii. Study of vegetative and reproductive structures of *Nostoc*, *Chlamydomonas*, *Oedogonium*, *Vaucheria*, *Ectocarpus* and *Batrachospermum* through temporary preparations and permanent slides. iv. *Rhizopus* and *Venturia*: Asexual stages from temporary mounts and sexual structures through permanent slides. v. *Agaricus*: Specimens of button stage and full grown mushroom; sectioning of gills of *Agaricus*.
- vi. Study of growth forms of lichens (crustose, foliose and fruticose)
- vii. *Marchantia*- morphology of thallus, w.m. rhizoids and scales, v.s. thallus through gemma cup, w.m. gemmae (all temporary slides), v.s. antheridiophore, archegoniophore, l.s. sporophyte (all permanent slides).

- viii. *Funaria*- morphology, w.m. leaf, rhizoids, operculum, peristome, annulus, spores (temporary slides); permanent slides showing antheridial and archegonial heads, l.s. capsule and protonema.
- ix. *Selaginella*- morphology, w.m. leaf with ligule, t.s. stem, w.m. strobilus, w.m. microsporophyll and megasporophyll (temporary slides), l.s. strobilus (permanent slide).
- x. *Equisetum*- morphology, t.s. internode, l.s. strobilus, t.s. strobilus, w.m. sporangiophore, w.m. spores (wet and dry - temporary slides); t.s rhizome (permanent slide).
- xi. *Dryopteris*- morphology, t.s. rachis, v.s. sporophyll, w.m. sporangium, w.m. spores (temporary slides), t.s. rhizome, w.m. prothallus with sex organs and young sporophyte (permanent slide).
- xii. *Cycas*- morphology (coralloid roots, bulbil, leaf), t.s. coralloid root, t.s. rachis, v.s. leaflet, v.s microsporophyll, w.m. spores (temporary slides), l.s. ovule, t.s. root (permanent slide). xiii. *Pinus*- morphology (long and dwarf shoots, w.m. dwarf shoot, male and female), w.m. dwarf shoot, t.s. needle, t.s. stem, l.s./t.s. male cone, w.m. microsporophyll, w.m. microspores (temporary slides), l.s. female cone, t.l.s. & r.l.s. stem (permanent slide).

Suggested Readings

1. Alexopoulos, C.J. and Mims, C.W. 2002. Introductory Mycology. 5th edition. John Wiley and Sons, New York.
2. Alexopoulos, C.J., Mims, C.W., Blackwell, M. (1996). Introductory Mycology, John Wiley and Sons (Asia), Singapore. 4th edition.
3. Bhatnagar, S.P. and Moitra, A. (1996). Gymnosperms. New Age International (P) Ltd Publishers, New Delhi, India.
4. Kumar, H.D. (1999). Introductory Phycology. Affiliated East-West. Press Pvt. Ltd. Delhi. 2nd edition.
5. Kumar, H.D. 1999. Introductory Phycology. East-west Press Ltd., New Delhi.
6. Parihar, N.S. (1991). An introduction to Embryophyta. Vol. I. Bryophyta. Central Book Depot, Allahabad.
7. Raven, P.H., Johnson, G.B., Losos, J.B., Singer, S.R., (2005). Biology. Tata McGraw Hill, Delhi, India.
8. Sethi, I.K. and Walia, S.K. (2011). Text book of Fungi & Their Allies, MacMillan Publishers Pvt. Ltd., Delhi.
9. Singh, R.S. 1990. Principles of Plant Pathology. Oxford and IBH Publishers, New Delhi
10. Singh, V., Pande, P. C. and Jain, D. K. 2010. Diversity of Microbes and Cryptogams. Rastogi Publications, Meerut, India.
11. Tortora, G.J., Funke, B.R., Case, C.L. (2010). Microbiology: An Introduction, Pearson Benjamin Cummings, U.S.A. 10th edition.
12. Vashishta, B.R., Sinha, A.K. and Singh, V.P. 2008. Botany for Degree Students-Algae. S. Chand and Company Pvt. Ltd., New Delhi.
13. Vashishta, P.C., Sinha, A.K., Kumar, A., (2010). Pteridophyta, S. Chand. Delhi, India.

**CHOICE BASED CREDIT SYSTEM SCHEME AT UNDERGRADUATE LEVEL
FOR BACHLOR OF ARTS WITH PSYCHOLOGY FOR 2020 AND ONWARDS**

COURSE STRUCTURE:

SEM	COURSE CODE	COURSE TYPE	TITLE OF COURSE	CREDITS		
				THEORY	PRACTICUM	TUTORIAL
I	PSY120C	DSC-I (6 CREDITS)	FOUNDATIONS OF PSYCHOLOGY	4	2	-
II	PSY220C	DSC-II (6 CREDITS)	INTRODUCTION TO SOCIAL PSYCHOLOGY	4	2	-
III	PSY320C	DSC-III (6 CREDITS)	PSYCHOLOGICAL DISORDERS CREDITS 4+2=6	4	2	-
IV	PSY420C	DSC-IV (6 CREDITS)	STATISTICAL METHODS & PSYCHOLOGICAL RESEARCH	4	2	-
V A (OR) V B	PSY520DA	DSE-I (6 CREDITS)	ORGANISATIONAL PSYCHOLOGY	4	2	-
	PSY520DB	DSE-II (6 CREDITS)	LIFE-SPAN DEVELOPMENT	4	2	-
VI A (OR) VIB	PSY620DA	DSE-I (6 CREDITS)	COUNSELLING PSYCHOLOGY	4	2	-
	PSY620DB	DSE-II (6 CREDITS)	HEALTH & WELL-BEING	4	2	-

GENERIC ELECTIVE COURSES: 6 CREDITS (4+2 CREDITS) (For non-Psychology students of 5th & 6th Semester)

SEM	COURSE CODE	COURSE TYPE	TITLE OF COURSE	CREDITS		
				THEORY	PRACTICUM	TUTORIAL
V	PSY520G	GE (6 CREDITS)	Foundations of Psychology-I	4	-	2
VI	PSY620G	GE (6 CREDITS)	Foundations of Psychology-II	4	-	2

1st SEMESTER
DISCIPLINE SPECIFIC COURSE (CORE-I)

PSY120C: PSYCHOLOGY: FOUNDATIONS OF PSYCHOLOGY

CREDITS: THEORY = 4; PRACTICUM = 2

Objectives: To understand the basic psychological processes and their applications in everyday life.

THEORY: 4 CREDITS

Unit 1: Introduction: Psychology as a science, origin and development of psychology, perspectives (cognitive, behavioural, psychoanalytic, humanistic & Socio-cultural), methods (Experimental & Quasi-Experimental).

Unit 2: Cognitive processes: Perception, nature of perception, laws of perceptual organization, learning: conditioning, observational learning; memory-processes, information processing model, techniques for improving memory.

Unit 3: Motivation and Emotion: Motives: biogenic and Psychogenic, Emotions: aspects of emotions, key emotions (Paul Ekman's model), Intelligence: nature & Theories (Spearman, Gardner and Sternberg).

Unit 4: Personality: nature and theories (Allport, Freud, Roger and McCrae & Costa).

PRACTICUM: 2 CREDITS (Any two from below 4 practicals)

1. Learning
2. memory
3. personality
4. intelligence

READINGS:

1. Wani, N. A. (2019). Introduction to Psychology. Wisdom Press New Delhi.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
4. Feldman. S. R. (2009).Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill.
5. Glassman,W. E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press.

Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Semester	Course Code	Course Name	Description
4	ED418S	EARLY CHILDHOOD CARE & EDUCATION	4-Credit
4	SO418S2	TECHNIQUES OF SOCIAL RESEARCH	4-Credit
6	SO617S	SOCIOLOGY OF CRIME	4-Credit
6	PS617S	CONFLICT AND PEACE BUILDING	4-Credit
1	EVS120	ENVIRONMENTAL STUDIES	4-Credit
1	PSY120C	PSYCHOLOGY: FOUNDATIONS OF PSYCHOLOGY	6-Credit
1	EVS120	ENVIRONMENTAL STUDIES	4-Credit
1	BOT116C	BOTANY: BIODIVERSITY (MICROBES, ALGAE, FUNGI & ARCHEGONIATE)	6-Credit
1	SOC120C	SOCIOLOGY: INTRODUCTION TO SOCIOLOGY	6-Credit
1	GG116C	GEOGRAPHY	6-Credit
1	SW120C	SOCIAL WORK: INTRODUCTION TO SOCIAL WORK	6-Credit
3	BO318S	MEDICINAL BOTANY	4-Credit
3	ZO318S1	APICULTURE	4-credit
3	DM318S	DISASTER MANAGEMENT	4-Credit
4	ED418S	EARLY CHILDHOOD CARE AND EDUCATION	4-Credit
4	PSY418S	DEVELOPING EMOTIONAL COMPETENCE	4-Credit
5	SO517S	SOCIOLOGY OF DEVELOPMENT	4-Credit
5	ED517S	GUIDANCE AND COUNSELLING	4-Credit
5	SO517S	SOCIOLOGY OF DEVELOPMENT	4-Credit
6	PSY617S	MANAGING HUMAN RESOURCE	4-Credit



Swatch Bharat week



Fire service week

GOVERNMENT DEGREE COLLEGE KULGAM
 DEPARTMENT OF ENVIRONMENTAL SCIENCE AND NSS UNIT
 IS ORGANIZING
ENVIRONMENT WEEK
 FROM 6th To 11th June-2022

Patron
 Prof. Dr. Manzoor Ahmad Lone

PROGRAMME ACTIVITIES

Campus Cleanliness Drive	: 6th June
Poster Making Competition	: 7th June
Seminar on Environmental Preservation	: 9th June
Awareness Rally on Plastic Use	: 11th June

Organising Committee

Prof. Zubair Ahmad Wani : HOD Environmental Studies;	
Dr. Safeer Ahmad Bhat : NSS Programme Officer;	
Prof. Iftikhar Ahmad Pall	Dr. Jahangir Afzal
Prof. Irshad Ahmad Lone	Dr. Muslim Ahmad Shah
Dr. Shahid Ahmad Wani	Dr. Subzar Ahmad Mir

Environmental week

GOVERNMENT DEGREE COLLEGE KULGAM
 IN COLLABORATION WITH
DISTRICT LEGAL SERVICES AUTHORITY KULGAM
 Is organizing
 National Seminar on
RISING DRUG ABUSE: CAUSES & IMPACT
 27th June, 2022

Coordinators

Ms. Mehreen Mushtaq
 Secretary DL&A Kulgam

Dr. Safeer Ahmad Bhat
 NSS Programme Officer GDC Kulgam

Key Speakers

- **Mr. Tahir Khurshid Raina**
 District Sessions Judge Kulgam
- **Ms. Mehreen Mushtaq**
 Sub-Judge Kulgam

Director Food & Drug Control Organization (J&K)

- **Dr. H. Ahsan Faiz**
 Assistant Professor GDC Kulgam

Patron
 Prof. (Dr.) Manzoor Ahmad Lone
 Principal

Organizers
 NSS Advisory Board
 GDC Kulgam

Seminar on rising Drug Abuse: Causes and Impact



Seminar on “Life of Dr. B. R. Ambedkar” (Department of History)



Quiz on the topic “Fundamental Duties”



Signature campaign on Clean Campus



Workshop on cleanliness



Swachhata Hi Seva



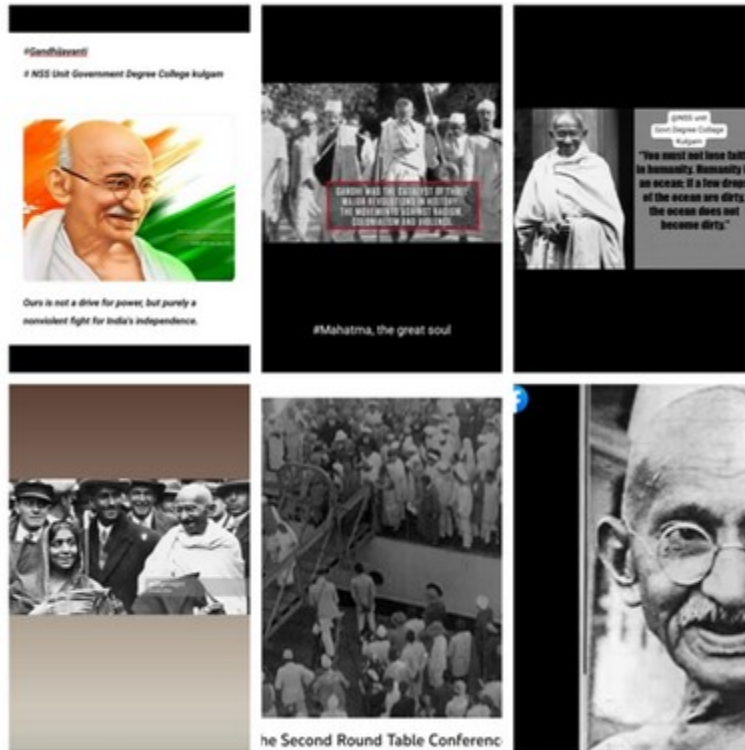
Visit to Tehsil Library on theme, "Truth & Non-Violence"



Painting competition on theme 'Stop sexual harassment against women'



Mental Health awareness week



Youth through Reels on Gandhi Jayanti 2023 on theme Truth and Nonviolence



Anti-Corruption Bureau of the Government of UT organized a groundbreaking awareness program in collaboration with GDC Kulgam



"One Bottle One Plant" Plantation Drive in Honour of Local Defence Heroes Under "Meri Mati Mera Desh (MMMD)"