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**Department of Humanities & Social Sciences**

**Syllabus**

**BA (Political Science)  
Double Major**

**(Session 2025-26)**

**Semester – I**



**INTEGRAL UNIVERSITY  
LUCKNOW**





### Integral University, Lucknow

|                                 |  |                     |  |   |   |   |   |
|---------------------------------|--|---------------------|--|---|---|---|---|
| Effective from Session: 2025-26 |  |                     |  |   |   |   |   |
| Course Code                     | A060101T/HP109   | Title of the Course | Indian National Movement & Constitution of India | L | T | P | C |
| Year                            | Ist  | Semester            | Ist  | 4 | 0 | 0 | 4 |
| Pre-Requisite                   | Intermediate   | Co-requisite        | None   |   |   |   |   |
| Course Objectives               | After successful completion, students will learn about the role of the Indian freedom fighters and constitutional growth in India. |                     |  |   |   |   |   |

| Course Outcomes |  |
|-----------------|--|
| CO1             | To develop a general understanding of Indian National Movement.              |
| CO2             | To examine the basic concepts of constitutional development and citizenship. |
| CO3             | To analyze fundamental rights and duties.                                    |
| CO4             | To explain conflict between fundamental rights and DPSP                      |
| CO5             | To evaluate the political setup of the union government.                     |
| CO6             | To examine to the political setup of a state.                                |
| CO7             | To outline an overview of Indian judicial system.                            |
| CO8             | To examine centre and state relationships.                                   |

| Unit No. | Title of the Unit                    | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|--------------------------------------|--|--------------|-----------|
| 1        | Beginning and Development            | Beginning, Development and The Political Trends in The Indian National Movement.   | 08           | CO1       |
| 2        | Stages Of Constitutional Development | Stages Of Constitutional Development, Making of The Constituent Assembly, Philosophy of Indian Constitution, Citizenship.  | 10           | CO2       |
| 3        | Fundamental Rights:                  | Human Rights: Fundamental Rights, Fundamental Duties, Directive Principles of State Policy.  | 10           | CO3       |
| 4        | Major Amendments                     | History of Conflict Between Fundamental Rights & Directive Principles, Process of Amendment, Concept of Basic Structure of Constitution: Major amendments and effects. | 08           | CO4       |
| 5        | Union Executive                      | Union Executive & Union Legislature President, Cabinet, Prime Minster Lok Sabha and Rajya Sabha, Speaker: Roles and Responsibilities.                                  | 06           | CO5       |
| 6        | State Executive                      | State Executive & Legislature: Powers, Functions and The Relationship Between the Governor & Chief Minister, The Legislative Assembly, The Legislative Council.        | 04           | CO6       |
| 7        | Judiciary                            | Judiciary: Composition, Powers & Jurisdiction of Supreme Court, High Court, District Court. Study of notable cases.  | 06           | CO7       |
| 8        | Centre-State Relations               | Centre-State Relations: Administrative, Legislative & Financial, Special Provisions for Tribal Areas And N-E, Composition, Function and Power of Election Commission.  | 08           | CO8       |

**Reference Books:**


1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt. Ltd. India
2. Basu D. (2012) 'Introduction to the Constitution of India' Lexis Nexis New Delhi (English & Hindi)
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press New Delhi
4. Biswal Tapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantra aur Rajneetik Prakriya' Orient Blackswan New Delhi
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, New Delhi

**e-Learning Source:** [https://www.constitutionofindia.net/constitution\\_assembly\\_debates](https://www.constitutionofindia.net/constitution_assembly_debates)

[https://onlinecourses.nptel.ac.in/noc20\\_lw03/preview](https://onlinecourses.nptel.ac.in/noc20_lw03/preview)

| PO-PSO CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1       | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 3   | 2    | 1    | 2    |
| CO2       | 3   | 2   | 3   | 2   | 3   | 2   | 1   | 2   | 1    | 1    | 2    |
| CO3       | 2   | 2   | 2   | 3   | 3   | 1   | 3   | 2   | 3    | 3    | 3    |
| CO4       | 1   | 2   | 3   | 3   | 3   | 1   | 3   | 3   | 1    | 2    | 3    |
| CO5       | 3   | 2   | 1   | 1   | 1   | 3   | 2   | 3   | 3    | 3    | 3    |
| CO6       | 3   | 3   | 3   | 3   | 3   | 2   | 1   | 3   | 2    | 2    | 2    |
| CO7       | 3   | 3   | 2   | 3   | 2   | 3   | 2   | 2   | 2    | 2    | 2    |
| CO8       | 2   | 1   | 3   | 2   | 1   | 3   | 3   | 2   | 1    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|   |   |
|---|---|
| <br>Name & Sign of Program Coordinator | <br>Sign & Seal of HoD |
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**Integral University, Lucknow**

|  |  |                            |                            |          |          |          |          |
|--|--|----------------------------|----------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2025-26</b> |  |                            |                            |          |          |          |          |
| <b>Course Code</b>                     | A060102P/HP110   | <b>Title of the Course</b> | Awareness of Rights & Laws | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | Ist  | <b>Semester</b>            | Ist                        | <b>0</b> | <b>0</b> | <b>2</b> | <b>2</b> |
| <b>Pre-Requisite</b>                   | Intermediate   | <b>Co-requisite</b>        | None                       |          |          |          |          |
| <b>Course Objectives</b>               | After successful completion, students will aware about their rights given by the Indian constitution and laws to protect them. |                            |                            |          |          |          |          |

| <b>Course Outcomes</b> |   |
|------------------------|---|
| <b>CO1</b>             | To assess about the Equality and Freedom mentioning in the Constitution of India.   |
| <b>CO2</b>             | To examine the concept of individual Rights & Obligations and analyze its relation.   |
| <b>CO3</b>             | To develop understanding of Gender sensitivity, Unity in Diversity, Nation Building, Affirmative Actions and Universal declaration of Human Rights. |
| <b>CO4</b>             | To evaluate the Government Policies, program, and Campaign.   |

| <b>Unit No.</b> | <b>Title of the Unit</b>     | <b>Content of Unit</b>   | <b>Contact Hrs.</b> | <b>Mapped CO</b> |
|-----------------|------------------------------|--|---------------------|------------------|
| 1               | Equality and Freedom         | Preamble of the Indian Constitution, Equality Before Law and Equality of Opportunity, Freedom of Speech and Expression and Right to Dissent, Cyber Crime, State & Cyber security.  | 08                  | CO1              |
| 2               | Rights and Obligations       | Rights And Obligations, Right to Education, Right to Practice Religion, Correlation Between Rights and Duties, Justiciability of Fundamental Rights, Digital Empowerment through social networking sites, Citizen’s Charter. | 08                  | CO2              |
| 3               | Universal Human Rights       | Gender sensitivity, Unity in Diversity, State and Government, Nation Building, Affirmative Action, Universal Human Rights.   | 08                  | CO3              |
| 4               | Govt. Policies and Campaigns | Govt. Policies and Campaigns: Practical Teachings, Right to Information, Lokpal (Ombudsman). Central Vigilance Commission, Central Bureau of Investigation.  | 06                  | CO4              |

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| <b>Reference Books:</b>   |
| 1. Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New Delhi: OUP                                  |
| 2. Basu D. (2012) ‘Introduction to the Constitution of India’ Lexis Nexis New Delhi (English & Hindi)                           |
| 3. Bhargava (ed.) ‘Politics & Ethics of the Indian Constitution’ Oxford University Press New Delhi                              |
| 4. Biswal Tapan (2017) ‘Bharatiya Shasan Samvaidhanik Loktantra aur Rajneetik Prakriya’ Orient Blackswan New Delhi              |
| <b>e-Learning Source:</b> <a href="https://www.india.gov.in/topics/law-justice">https://www.india.gov.in/topics/law-justice</a> |
| <a href="https://www.india.gov.in/topics/law-justice">https://www.india.gov.in/topics/law-justice</a>                           |
| <a href="https://egyankosh.ac.in/handle/123456789/57861">https://egyankosh.ac.in/handle/123456789/57861</a>                     |

| <b>PO-PSO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|---------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| <b>CO1</b>    | 2          | 3          | 3          | 3          | 3          | 2          | 2          | 2          | 2           | 2           | 2           |
| <b>CO2</b>    | 3          | 3          | 3          | 2          | 3          | 2          | 1          | 3          | 1           | 2           | 2           |
| <b>CO3</b>    | 2          | 2          | 2          | 2          | 3          | 1          | 3          | 2          | 3           | 3           | 3           |
| <b>CO4</b>    | 1          | 2          | 3          | 3          | 3          | 1          | 3          | 3          | 2           | 2           | 2           |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|                                    |                    |
|------------------------------------|--------------------|
|                                    |                    |
| Name & Sign of Program Coordinator | Sign & Seal of HoD |



**Integral University, Lucknow**

Effective from Session: 2025-26

|                      |                 |                            |                              |          |          |          |          |
|----------------------|-----------------|----------------------------|------------------------------|----------|----------|----------|----------|
| <b>Course Code</b>   | A080101T/HE107  | <b>Title of the Course</b> | Principles of Microeconomics | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>          | I <sup>st</sup> | <b>Semester</b>            | I <sup>st</sup>              | 6        | 0        | 0        | 6        |
| <b>Pre-Requisite</b> | Intermediate    | <b>Co-requisite</b>        | None                         |          |          |          |          |

**Course Objectives**  
This Paper is designed to provide a sound knowledge of macro-economic theory. The goal of this course is to provide students with a thorough understanding of the fundamental principles of macroeconomics that establish a functional relationship between large aggregates. This course looks at the determination of income and employment, consumption function, theories of investment, multiplier, and accelerator.

**Course Outcomes**

|            |  |
|------------|--|
| <b>CO1</b> | Given foundational microeconomic concepts, students will identify and analyze laws of demand and supply, elasticity, and apply them to real-world market scenarios.                                      |
| <b>CO2</b> | With consumer behavior models, students will interpret and evaluate utility-based approaches such as cardinal, ordinal, and revealed preference theories.  |
| <b>CO3</b> | Using production theory and cost analysis, students will construct and analyze isoquants, returns to scale, and cost curves to evaluate firm behavior.   |
| <b>CO4</b> | Given different market structures, students will compare pricing and output decisions under perfect competition, monopolistic competition, monopoly, and oligopoly using appropriate theoretical models. |
| <b>CO5</b> | Provided monopoly frameworks, students will assess the implications of monopoly pricing, social costs, and policy interventions such as antitrust laws and regulation.                                   |
| <b>CO6</b> | Given concepts of externalities, public goods, and imperfect information, students will analyze causes of market failure and evaluate government policies for correcting them.                           |
| <b>CO7</b> | Using factor market theories, students will evaluate how wages, rents, and profits are determined and examine the distribution of income across different economic agents.                               |
| <b>CO8</b> | Given welfare economics criteria, students will apply Pareto efficiency, Kaldor-Hicks criterion, and social welfare functions to assess resource allocation and equity.                                  |

| Unit No. | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|--|--------------|-----------|
| 1        | <b>Introduction:</b> Nature and Scope of Economics; Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Law of demand, law of supply, market equilibrium. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: Price, income and cross elasticities and their measurement.  | 7            | CO1       |
| 2        | <b>Consumer Theory:</b> Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint. Theory of Revealed Preference   | 7            | CO2       |
| 3        | <b>Production and Costs:</b> Production functions, law of variable proportions, returns to scale, choice of technology, isoquant and iso-cost lines, cost minimizing equilibrium condition.<br>Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.  | 7            | CO3       |
| 4        | <b>Market Structures:</b> Perfect Competition: Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. Welfare: allocative efficiency under perfect competition. Imperfect Competition: Monopolistic competition: Assumptions, SR & LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government. | 7            | CO4       |
| 5        | <b>Theory of a Monopoly Firm:</b> Concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly. Degree of Monopoly power.  | 8            | CO5       |
| 6        | <b>Consumer and Producer Theory:</b> Consumer and Producer Theory in Action: Externalities, marginal cost pricing, internalizing externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency. Markets and Market Failure: Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism.  | 8            | CO6       |
| 7        | <b>Income Distribution and Factor pricing:</b> Input markets: demand for inputs; labour markets, land markets, profit maximization condition in input markets, input demand curves, distribution of Income.  | 8            | CO7       |
| 8        | <b>Welfare Economics:</b> Concept & Definition of Welfare Economics. Normative & Positive Economics. Concepts of Social Welfare. Role of Value Judgment in Welfare Economics, Individual & Social Welfare. Pareto Optimality, Conditions of Pareto Optimality. New Welfare Economics: Kaldor-Hicks Welfare Criterion. Scitovsky Paradox & Scitovsky's Double Criterion. Grand Utility Possibility Frontier. Social Welfare Function..  | 8            | CO8       |

**Reference Books:**

1. Koutsiyannis, A, Modern Microeconomics, Macmillan Publishers, London.
2. Baumol, W.J, Economic Theory & Operation Analysis, Prentice-Hall of India, New Delhi
3. Varian, H, Microeconomics Analysis, Viva Books, New Delhi.
4. Production, Price & Distribution, Tata McGraw Hill, New Delhi. Barthwal, R.R, Microeconomic Analysis, New Age, New Delhi.
5. Ahuja, H.L (2013): Advanced Economic Theory", S. Chand & Company. Shastri, Rahul. A (1999): Microeconomics", Orient Blackswan
6. Dwivedi, D.N (2011): Microeconomics-Theory & Applications", Pearson.
7. Lipsey, Richard & Chrystal, Alec (2011) : Economics", Oxford University Press Publications, New Delhi.
8. Pindyck, Robert. S., Rubinfeld. Daniel. L., Mehta. Prem. L (2009): Microeconomics", Pear son.
9. Salvatore, Dominic (2010) : Principles of Microeconomics", Oxford University Press Publications, New Delhi.
10. Samuelson, Paul. A& Nordhaus, William. D (2010): Economics", Tata McGraw Hill.

**E-Learning Source:**

<https://swayam.gov.in/> ; <http://www.ignouhelp.in/ignou-study-material/>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

| PO-PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1    | 3   | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 2    |
| CO2    | 3   | 3   | 2   | 2   | 1   | 2   | 1   | 2   | 3    | 3    | 2    |
| CO3    | 3   | 3   | 1   | 2   | 1   | 2   | 2   | 3   | 3    | 3    | 2    |
| CO4    | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 3    |
| CO5    | 3   | 3   | 2   | 2   | 3   | 3   | 3   | 2   | 3    | 2    | 3    |
| CO6    | 3   | 3   | 2   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    |
| CO7    | 3   | 3   | 2   | 2   | 2   | 3   | 2   | 3   | 3    | 2    | 3    |
| CO8    | 3   | 3   | 2   | 2   | 3   | 3   | 3   | 3   | 3    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |                        |
|--|------------------------|
| <br>Name & Sign of Program Coordinator | <br>Sign & Seal of HoD |
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|  |   |                            |                               |          |          |          |          |
|--|---|----------------------------|-------------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2022-23</b> |   |                            |                               |          |          |          |          |
| <b>Course Code</b>                     | A090101T/H<br>S109  | <b>Title of the Course</b> | Basic Psychological Processes | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | I   | <b>Semester</b>            | I                             | 4        | 0        | 0        | 4        |
| <b>Pre-Requisite</b>                   | Intermediate  | <b>Co-requisite</b>        | None                          |          |          |          |          |
| <b>Course Objectives</b>               | To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life. |                            |                               |          |          |          |          |

| <b>Course Outcomes</b> |  |
|------------------------|--|
| CO1                    | Understanding about the Psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.   |
| CO2                    | Enable to Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.   |
| CO3                    | Knack to link up theory with individual experiences and varied applied settings..  |
| CO4                    | Understanding about the structural and functional dynamics of each of the mental processes and their interconnectedness  |
| CO5                    | Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes. |
| CO6                    | Knowledge about the structural components and functional dynamics of both intelligence and personality   |
| CO7                    | Understanding of the significance of emotion and motivation in behavior management.  |
| CO8                    | Development of scientific temperament in studying and understanding human behavior.  |

| Unit No. | Title of the Unit      | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|------------------------|--|--------------|-----------|
| 1        | Psychology             | Nature ( <b>Psychology as Science</b> ), Goals and Scope, and Applications; Approaches: Psychodynamic, Behavioristic, Cognitive, Humanistic & Indigenous Indian Psychology (with special reference to Shrimad Bhagwad Gita, Sankhya Darshan and Buddhism).   | 7            | CO1       |
| 2        | Attention Processes::  | Selective and Sustained Attention: Nature and Determinants; Perceptual Processes: Nature and Determinants; <b>Gestalt Laws of Perceptual Organization; Errors in Perception- 1. Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement; 2. Hallucination- Visual, Auditory and Tactile</b>   | 7            | CO2       |
| 3        | Learning:              | <b>Definition, Factors Influencing Learning; Types of Learning: Trial and Error Learning; Classical Conditioning, Extinction, Spontaneous Recovery, Generalization, Discrimination; Operant Conditioning: Schedules of Reinforcement, Cognitive Learning: Insightful (Kohler) and Observational (Bandura); Verbal Learning: Methods and Procedure; Transfer of Learning and its types.</b> | 7            | CO3       |
| 4        | Memory and Forgetting: | Stages of Memory: Encoding, Storage and Retrieval; Types of Memory: Sensory, Short Term and Long Term Memory, <b>Working Memory, Semantic Memory, Autobiographical Memory and Flashbulb Memory (Basic Introduction); Forgetting: Interference and Cue-Dependent Forgetting, Forgetting Curve.</b>  | 7            | CO4       |
| 5        | Intelligence:          | Nature and Definition; Concept of IQ; Theories of Intelligence (Introduction of Basic Concepts): Spearman, Thurston, Guilford, Sternberg, Gardner; <b>Concept of Emotional Intelligence; and Social Intelligence.</b>  | 8            | CO5       |
| 6        | Personality:           | Definition and Determinants; Approach of Personality (Basic Concepts): Trait approaches (Allport and Cattell); Psychodynamic (Freud); Humanistic (Rogers and Maslow).  | 8            | CO6       |
| 7        | Motivation:            | Nature and Concept (Needs, Drives, Instincts); Types of Motives: Biological and Social Motives; Pull and Push Mechanism; <b>Intrinsic vs. Extrinsic Motivation</b>   | 8            | CO7       |
| 8        | Emotion:               | Nature of Emotion; Basic Emotions; Expressions of Emotion: Universal Versus Culture Specific; Theories of Emotion: James-Lange, Cannon-Bard, <b>Schechter-Singer, Appraisal Theory, and Cognitive Activation Theory</b>  | 8            | CO8       |

**Reference Books:**

- 1 Baron, R. & Misra, G. (2016). *Psychology* (5th edition). New Delhi: Pearson.
2. Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology* (5th ed., South sian Edition). New Delhi: Pearson Education..
3. Cornelissen, M., Mishra, G. & Verma, S. (2014). *Foundations of Indian Psychology*. New Delhi: Pearson Education
4. De Silva, P. (2005). *An introduction to Buddhist psychology*. Springer.
5. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
- Feldman, R. S. (2006). *Understanding Psychology*. India: Tata McGraw Hill
- Mishra, G. (Edited) (2019). *Personality in Indigenous Tradition*. In ICSSR Research Surveys & explorations Psychology (Vol.2): Individual and the Social Processes & Issues. New Delhi: Oxford University Press.
- Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th ed.). New York: McGraw Hill.
- Suhotra (2007). *Vedantic Psychology: India's ancient vision of the Mind*. The Bhaktivedanta Academy.

Dr. Farah Sheikh

Zilba Akh



## Integral University, Lucknow

|  |  |                     |          |   |   |   |   |
|--|--|---------------------|----------|---|---|---|---|
| <b>Effective from Session: 2022-2023</b> |  |                     |          | L | T | P | C |
| Course Code                              | A090102P/<br>HS110   | Title of the Course | Lab Work | 0 | 0 | 2 | 2 |
| Year                                     | I  | Semester            | I        |   |   |   |   |
| Pre-Requisite                            | Intermediate   | Co-requisite        | None     |   |   |   |   |
| Course Objectives                        | To assess of Cognitive functioning and Its application in day to day life. |                     |          |   |   |   |   |

### Course Outcomes

|     |   |
|-----|---|
| CO1 | Students will be imparted a variety of skills to design and conduct psychological experiments/tests ensuring controlled conditions. |
| CO2 | Understanding of the standard steps for Empirical Report Writing and interpretations of the results                                 |
| CO3 | Learning about the usage of equipments in lab.  |
| CO4 | Enhance observational skills and build up rapport with the subjects   |

| Unit No. | Title of the Unit | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|-------------------|---|--------------|-----------|
| 1        |                   | Any one experiment based on Attention/Perceptual Processes                              | 8 (16 hrs)   | CO1       |
| 2        |                   | Any one experiment based on Classical Conditioning/Operant Conditioning/Verbal Learning | 8 (16 hrs)   | CO2       |
| 3        |                   | Any one experiment based on Memory/Forgetting   | 7 (14 hrs)   | CO3       |
| 4        |                   | Any one experiment based on Motivation/Emotional Processes                              | 7 (14 hrs)   | CO4       |

#### Reference Books:

Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas

#### e-Learning Source:

Suggestive digital platforms web links- [www.psytoolkit.org](http://www.psytoolkit.org)  
<http://heecontent.upsdc.gov.in/Home.aspx>,

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

| PO-<br>PSO<br>CO | Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |      |      |      |      |      |      |      |
|------------------|--|-----|-----|-----|-----|------|------|------|------|------|------|------|
|                  | PO1  | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
| CO1              | 3  | 1   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO2              | 3  | 1   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO3              | 3  | 1   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO4              | 3  | 1   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO5              | 3  | 1   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|   |   |
|---|---|
| <p style="text-align: center;">Name &amp; Sign of Program Coordinator</p> | <p style="text-align: center;">Sign &amp; Seal of HoD</p> |
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## Integral University, Lucknow

|                                 |  |                     |   |   |   |   |   |
|---------------------------------|--|---------------------|---|---|---|---|---|
| Effective from Session: 2022-23 |  |                     |   |   |   |   |   |
| Course Code                     | A070101T/S<br>S107   | Title of the Course | Introduction to Basic Concepts of Sociology | L | T | P | C |
| Year                            | 1 <sup>ST</sup>  | Semester            | 1 <sup>ST</sup>                             | 5 | 1 | 0 | 6 |
| Pre-Requisite                   | Intermediate   | Co-requisite        |   |   |   |   |   |
| Course Objectives               | This paper will introduce students to new concepts of Sociology discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology. This paper will contribute in enriching the vocabulary and scientific temperament of the students. The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge. |                     |   |   |   |   |   |

| Course Outcomes |  |
|-----------------|--|
| CO1             | To develop the understanding about the Sociology subject and its emergence |
| CO2             | To Understand the relationship of sociology with other social sciences     |
| CO3             | Enhance Knowledge regarding basic concepts of sociology                    |
| CO4             | Learn about social institutions  |
| CO5             | Learn about Socio-Cultural Processes                                       |
| CO6             | To understand about the social structure                                   |
| CO7             | Extend knowledge regarding Social stratification                           |
| CO8             | To know the about the concept of Culture and Civilization                  |

| Unit No. | Title of the Unit                   | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|-------------------------------------|--|--------------|-----------|
| 1        | Sociology                           | Meaning, Nature, Scope of Sociology, Sociology and Common Sense, Sociology as a Science, Humanistic Orientation in Sociology. History and Emergence of Sociology in India. | 12           | CO1       |
| 2        | Sociology and other Social Sciences | (Anthropology, Economics, History, Psychology, Political Science).   | 12           | CO2       |
| 3        | Basic Concepts                      | Society, Community, Institutions, Association, Social Group, Human and Animal Society.   | 11           | CO3       |
| 4        | Social Institutions                 | Family, Kinship, Marriage, Education, State & Religion.  | 11           | CO4       |
| 5        | Socio-Cultural Processes            | Cooperation, Conflict, Competition, Acculturation, Assimilation and Integration.   | 11           | CO5       |
| 6        | Social Structure                    | Social Structure, Status and Role, Norms, Folkways and Mores, Sanctions and Values.  | 11           | CO6       |
| 7        | Social Stratification               | Meaning, Basis Gender, Class and Caste and Social Mobility: Meaning and Types.   | 11           | CO7       |
| 8        | Culture and Civilization            | Culture and Civilization ,Pluralism, Multiculturalism ,Cultural Relativism   | 11           | CO8       |

**Reference Books:**

- Berger, P.1963.An Invitation to Sociology: A humanistic Perspective.
- Bottomore, T.B.1973.Sociology: A guide to Problems and Literature, (Hindi version available).
- Davis, Kingsley.1973.Human Society
- Giddens.Anthony.2009.Introduction to Sociology

**e-Learning Source:**

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad

| PO-PSO<br>CO | Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |      |      |      |      |      |      |
|--------------|--|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
|              | PO1  | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| CO1          | 3  | 2   | 3   | 1   | 3   | 1   | 1   | 1   | 3    | 1    | 1    | 3    | 3    | 3    |
| CO2          | 3  | 1   | 2   | 1   | 2   | 2   | 1   | 3   | 3    | 3    | 1    | 3    | 3    | 3    |
| CO3          | 3  | -   | -   | 2   | 1   | 2   | 1   | 3   | 3    | 3    | 1    | 3    | 3    | 3    |
| CO4          | 3  | 1   | -   | 3   | 3   | -   | 2   | 3   | 3    | 3    | -    | 2    | 3    | 3    |
| CO5          | 3  | 2   | 2   | 2   | 2   | 1   | 2   | 3   | 3    | 3    | 2    | -    | 2    | 3    |
| CO6          | 3  | -   | 3   | 3   | 3   | 2   | 3   | 3   | 3    | 3    | 3    | 2    | 2    | 2    |
| CO7          | 3  | -   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 1    | 3    | -    | 3    | 3    |
| CO8          | 3  | -   | 2   | 3   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | -    | 3    | 3    |
|              |  |     |     |     |     |     |     |     |      |      |      |      |      |      |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |  |
|--|--|
| <p style="margin: 0;">Name &amp; Sign of Program Coordinator</p> | <p style="margin: 0;">Sign &amp; Seal of HoD</p> |
|--|--|



Integral University, Lucknow

|                                 |  |                     |  |   |   |   |   |
|---------------------------------|--|---------------------|--|---|---|---|---|
| Effective from Session: 2022-23 |  |                     |  |   |   |   |   |
| Course Code                     | A050101<br>T/HH107   | Title of the Course | ANCIENT AND EARLY MEDIEVAL INDIA<br>(Till 1206 A.D.) | L | T | P | C |
| Year                            | Ist  | Semester            | Ist  | 5 | 1 | 0 | 6 |
| Pre-Requisite                   | Intermediate   | Co-requisite        | None   |   |   |   |   |
| Course Objectives               | The purpose of this undergraduate course is to equip students with strong foundation of knowledge and skills in the fields of History. By using the principal of History, students learn to think critically about the past and develop the curiosity needed to pursue in- depth knowledge of particular historical subjects. After successfully completion of course, the student will be able to explore subject into the irrespective dimensions. |                     |  |   |   |   |   |

| Course Outcomes |   |
|-----------------|---|
| CO1             | To know about sources of Ancient Indian History and develop knowledge about Pre-Historic Age. |
| CO2             | To develop the basic understanding of the Indus Valley Civilization and Vedic Period.         |
| CO3             | To Know about the emergence of Janapadas and Mahajanapadas and Rise of Magadha dynasty.       |
| CO4             | To acquaint with Political, administrative and Cultural structure of Gupta period.            |
| CO5             | To acquaint with the power of struggle between Rajput States.                                 |
| CO6             | To develop knowledge about the Indian Feudal System.  |
| CO7             | To develop knowledge about Indian Culture and Social Structure.                               |
| CO8             | To understand the evolving Political Structure, Invasion of Mahmood Ghazni and Muhammad Ghori |

| Unit No. | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|---|--------------|-----------|
| 1        | Introduction to Ancient History, Sources: (A) Literary (B) Archaeological (C) Numismatic (D) Foreign Accounts (E) Epigraphy. Historians of Ancient India, Indian Knowledge System, Brief History of Pre-Historic age: Paleolithic, Mesolithic, Neolithic. | 14           | CO1       |
| 2        | Indus Valley Civilization: Major Sites, extent, salient features, decline, debate about the original home of the Aryans. Vedic and Later Vedic Period: extent Major characteristics, Buddhism and Jainism: an overview.                                   | 18           | CO2       |
| 3        | Political Condition of North India in 6th century B.C. Monarchies & republics, Rise of Janapadas & Mahajanapadas, Rise of Magadha: Maurya dynasty: Chandragupta Maurya, Bindusara, Ashoka the Great, Shunga & Kushana dynasty, Sangam Age.                | 12           | CO3       |
| 4        | Gupta dynasty: Chandragupta 1st, Samudra Gupta, Chandragupta 2nd, Kumargupta & Skandagupta, Golden Era of ancient India: Literature, Art, Architecture and Coins.   | 12           | CO4       |
| 5        | Harshavardhan and Rise of Rajput states – Pratihar, Chaulukya, Paramar and Chahman, Chandel. The Tripartite struggle: Pala, Pratihara and Rashtrakuta.  | 12           | CO5       |
| 6        | Rise of Feudalism: Salient features, Society & Economy during this age.   | 6            | CO6       |
| 7        | Customs, rituals and beliefs of Hindus: - Social structure of the society, Varna, Jati, ashram, Purusharthas, Samskaras. Manu and the codification of the Varna and Jati System.  | 8            | CO7       |
| 8        | Advent of Islam: Invasion of Mahmood Ghazani, Turkish Conquest of North India, Muhammad Ghori and Prithviraja Chauhan: the Battles of Tarain.   | 8            | CO8       |

|  |
|--|
| <b>Reference Books:</b>  |
| D.D. Kosambi, An Introduction to the Study of Indian History, 1975.  |
| S.K. Maity, Economic Life in Northern India in the Gupta Period, 1970.   |
| B.P.Sahu (ed), Land System and Rural Society in Early India, 1997.   |
| K.A. N.Sastri, A History of South India.   |
| B. K Rao, The Megalithic Culture in South India. Mysore: University of Mysore, 1972.   |
| B. M. Mukherjee, The Rise and Fall of the Kushana Empire. Calcutta, 1988.  |
| D.D.Kosambi, Introduction to the Study of Indian History, Bombay, 1975.  |
| Bridget Allchin and Raymond Allchin, The Rise of Civilization in India and Pakistan. London: Cambridge University Press, 1982. |
| G.L.Posehl, Ancient Cities of the Indus. New Delhi: Vikas Publishing House Pvt Ltd., 1980.                                     |
| G.L.Posehl, Harappan Civilization: A Contemporary Perspective. Delhi: Aris & Phillips Ltd. 1982.                               |
| <b>e-Learning Source:</b>  |
| <a href="https://swayam.gov.in/">https://swayam.gov.in/</a>  |
| <a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>  |
| Coursera   |
| UGC CEC  |

Zeba Agill



**Attributes & SDGs Common for all Branches/Disciplines**

| Course Code    | Course Title                                       | Attributes    |                  |                   |                 |                              |             |                     | SDGs No.          |
|----------------|--|---------------|------------------|-------------------|-----------------|------------------------------|-------------|---------------------|-------------------|
|                |  | Employability | Entrepreneurship | Skill Development | Gender Equality | Environment & Sustainability | Human Value | Professional Ethics |                   |
| B150210T/ES143 | Environmental Education and Sustainable Management |               |                  |                   |                 | √                            |             |                     | SDGs 6,13,14,& 15 |

| Effective from Session: |  |                     |  | L | T | P | C |
|-------------------------|--|---------------------|--|---|---|---|---|
| Course Code             | B150210T/ES143   | Title of the Course | Environmental Education and Sustainable Management | 4 | 2 | 0 | 6 |
| Year                    | I  | Semester            | I  |   |   |   |   |
| Pre-Requisite           | 10+2   | Co-requisite        |  |   |   |   |   |
| Course Objectives       | The objectives of environmental studies are: (a) Creating awareness about environmental problems among people. (b) Imparting basic knowledge about the environment and its allied problems. The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of the environment, issues like economic productivity and national security, Global warming, the depletion of the ozone layer and loss of biodiversity have made everyone aware of environmental issues. The students will be able to understand the management and sustainable aspects of environmental conservation. |                     |  |   |   |   |   |

**Course Outcomes**

|     |  |
|-----|--|
| CO1 | Gain in-depth knowledge of natural processes and resources that sustain life and govern the economy  |
| CO2 | Understand the consequences of human actions on the web of life, global economy, and quality of human life.  |
| CO3 | Acquire values and attitudes towards understanding complex environmental- economic-social challenges, and active participation in solving current environmental problems and preventing the future ones. |
| CO4 | Aware students about problems of environmental pollution, its impact on humans and ecosystems and control measures.  |
| CO5 | Adopt sustainability as a practice in life, society, and industry. Advocate Environmental management concept and imply sustainability.   |

| Unit No. | Title of the Unit  | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|--|---|--------------|-----------|
| 1        | Unit I. Humans and the Environment                         | The man-environment interaction: Humans as hunter-gatherers; Mastery of fire; Origin of agriculture; Emergence of city-states; Great ancient civilizations and the environment; Middle Ages and Renaissance; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Global environmental change.<br>The emergence of environmentalism: Anthropocentric and eco-centric perspectives (Major thinkers); The Club of Rome- Limits to Growth; UN Conference on Human Environment 1972; World Commission on Environment and Development and the concept of sustainable development; Rio Summit and subsequent international efforts.  | 6            | CO1       |
| 2        | Unit II. Natural Resources and Sustainable Development     | Overview of natural resources: Definition of resource; Classification of natural resources- biotic and abiotic, renewable and non-renewable. Microbes as a resource; Status and challenges.<br>Water resources: Types of water resources- fresh water and marine resources; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Water scarcity and stress; Conflicts over water.<br>Soil and mineral resources: Important minerals; Mineral exploitation; Environmental problems due to extraction of minerals and use; Soil as a resource and its degradation.<br>Energy resources: Sources of energy and their classification, Implications of energy use on the environment.<br>Introduction to sustainable development: Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs.  | 8            | CO2       |
| 3        | Unit III. Conservation of Biodiversity and Ecosystems      | Biodiversity as a natural resource; Levels and types of biodiversity; Biodiversity in India and the world; Biodiversity hotspots. Major ecosystem types in India and their basic characteristics; Ecosystem services- classification and their significance.<br>Threats to biodiversity and ecosystems, Major conservation policies: in-situ and ex-situ conservation approaches; National and International Instruments for biodiversity conservation; the role of traditional knowledge, community-based conservation; Gender and conservation.   | 6            | CO4       |
| 4        | Unit IV. Environmental Pollution and Health                | Understanding pollution: Production processes and generation of wastes; Assimilative capacity of the environment; Definition of pollution; Point sources and non-point sources of pollution.<br>Air pollution: Sources of air pollution; Primary and secondary pollutants; Indoor air pollution; Adverse health impacts of air pollutants; National Ambient Air Quality Standards. Water pollution: Sources of water pollution; River, lake, and marine pollution, groundwater pollution; Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.<br>Soil pollution and solid waste; Solid and hazardous waste; Impact on human health.<br>Noise pollution: Definition; Unit of measurement of noise pollution; Sources of noise pollution; Noise standards; adverse impacts of noise on human health.<br>Thermal and Radioactive pollution: Sources and impact on human health and ecosystems. Definition of pollution; Point sources and non-point sources of pollution. | 8            | CO5       |
| 5        | Unit V. Climate Change: Impacts, Adaptation and Mitigation | Observed impacts of climate change on ocean and land systems; Sea level rise, changes in marine and coastal ecosystems; Impacts on forests and natural ecosystems; Impacts on animal species, agriculture, health, and urban infrastructure; the concept of vulnerability and its assessment; Adaptation vs. resilience; Climate-resilient development; Indigenous knowledge for adaptation to climate change.<br><br>Mitigation of climate change: Synergies between adaptation and mitigation measures; Green House Gas (GHG) reduction vs. sink enhancement; Concept of carbon intensity, energy intensity, and carbon neutrality; National and international policy instruments for mitigation, decarbonizing pathways and net  | 08           |           |

*20/10/2021*



|   |   |   |    |  |
|---|---|---|----|--|
|   |   | zero targets for the future; Energy efficiency measures; Carbon capture and storage, National climate action plan and Intended Nationally Determined Contributions (INDCs); Climate justice.  |    |  |
| 6 | <b>UNIT VI. Environmental Management</b>                | Introduction to environmental laws and regulation: Constitutional provisions- Article 48A, Article 51A (g) and other derived environmental rights; Introduction to environmental legislations on the forest, wildlife, and pollution control. Environmental management system: ISO 14001<br>Life cycle analysis; Cost-benefit analysis, Environmental audit and impact assessment; Environmental risk assessment<br>Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability; Ecolabeling /Ecomark scheme   | 7  |  |
| 7 | <b>Unit VII. Environmental Treaties and Legislation</b> | Major International Environmental Agreements: CBD; Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing; CITES; Ramsar Convention; UNCCD; Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol and the Kigali Amendment; Basel Convention; Stockholm Convention; Minamata Convention; UNFCCC; Kyoto Protocol; Paris Agreement; India's status as a party to major conventions<br>Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air (Prevention and Control of Pollution) Act, 1981; The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000;<br>Major International organizations and initiatives: UNEP, IUCN, WCED, UNESCO, IPCC, and MAB) program. | 10 |  |
| 8 | <b>Unit VIII. Case Studies and Field Work</b>           | <ul style="list-style-type: none"> <li>• Discussion on one national and one international case study related to the environment and sustainable development.</li> <li>• Field visits to identify local/regional environmental issues, make observations including data collection and prepare a brief report.</li> <li>• Documentation of campus biodiversity.</li> <li>• Campus environmental management activities such as solid waste disposal, water management, and sewage treatment.</li> </ul>   | 7  |  |

**Reference Books:**

- 1) Agarwal, K.C. 2001 Environmental; Biology, Nidi Pub. Ltd. Bikaner.
- 2) Bharucha Erach, The Biodiversity of India, Mapin Pub. Pvt. Ltd., Ahmedabad-380, India.
- 3) Brunner R.C. 1989. Hazardous waste incineration, Mc Graw Hill
- 4) Clark R.S. Marine Pollution, Clarendon Press Oxford (TB)
- 5) Cunningham W.P.2001.Cooper, T.H. Gorhani, E & Hepworth, Environmental encyclopedia, Jacob Publication House, Mumbai.
- 6) De. A.K. Environmental chemistry Willey Eastern Limited.
- 7) Glick, H.P.1993 water in crisis, Pacific Institute for studies in dev, Environment & security, Stockholm Env, Institute, Oxford Univ, Press 473 p.
- 8) Hawkins R .E. Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay.
- 9) Heywood, V.H. & Watson, R. T.1995.Global biodiversity Assessment.Cambridge Univ. Press 1140 p.
- 10) Jadhav, H. and Bhosale, V. M. 1995 Environmental protection and laws, Himalaya pub, house, Delhi.284 p.
- 11) Mckinnery, M.L. and School, R. M.1996 Environmental science systems and solutions, web enhanced edition 639 p.
- 12) Mhaskar A.K. Matter Hazardous, Techno Science Pub (TM)
- 13) Miller T.G. Jr, Environmental Ecology, W. B. Saunders Co.USA,574 p. 16
- 14) Odum, E.P.1997.Fundamental chemistry, Goel Pub House Meerut.
- 15) Survey of the Environment, The Hindu (M).
- 16) Sharma B.K.2001.Environmental Chemistry, Goel Pub House Meerut

**e-Learning Source:**

- <https://byjus.com/biology/difference-between-environment-and-eCOsystem>  
<https://www.youtube.com/watch?v=dRPI4TB8w7k>  
<https://www.youtube.com/watch?v=3fbEVtyJCK>  
<https://www.vedantu.com/biology/conservation-of-biodiversity>  
<https://youmatter.world/en/definition/soil-erosion-degradation-definition/>  
<https://byjus.com/biology/difference-between-environment-and-eCOsystem>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|
| <b>CO1</b> | 1   | 1   | 3   | -   | 1   | 1   | -   | -   | -   | -    | -    | -    | -    | -    | -    | -    | -    | -    |
| <b>CO2</b> | -   | 1   | 3   | 1   | -   | 1   | 2   | -   | -   | -    | -    | -    | -    | -    | 1    | -    | -    | -    |
| <b>CO3</b> | -   | 1   | 3   | -   | 1   | -   | -   | -   | -   | -    | -    | -    | -    | -    | 2    | -    | -    | -    |
| <b>CO4</b> | 1   | 1   | 3   | -   | 1   | 2   | -   | -   | -   | -    | -    | -    | -    | -    | -    | -    | -    | -    |
| <b>CO5</b> | 1   | 2   | 3   | 2   | 2   | 2   | -   | -   | -   | -    | -    | -    | -    | -    | -    | -    | -    | -    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator

Zeba Agill  
Sign & Seal of HOD

I Year  
Minor Elective (Theory)

Semester: I/II



|                                |  |   |  |  |  |                         |  |
|--------------------------------|--|---|--|--|--|-------------------------|--|
| Program: Minor Elective        |  | Year: I   |  | Course Title:<br>Aspects & Approaches to Communication |  | Credits                 |  |
| Course code:<br>LN110/A040203T |  | L   |  | T  |  | P                       |  |
| 5                              |  | 1   |  | 0  |  | 6                       |  |
| Major ()                       |  | Minor (✓)   |  | Vocational ()  |  | Co-curricular ()        |  |
| Pre-requisite (If any)         |  | 10+2 (Any Discipline)   |  |  |  |                         |  |
| Course Outcomes: (COs)         |  | After the successful course completion, learners will develop the following attributes:   |  |  |  |                         |  |
| CO1                            |  | Students will develop a basic understanding of Communication and professional communication.  |  |  |  |                         |  |
| CO2                            |  | Students will be able to understand the importance of communicative English and its role in academic and non-academic environments.   |  |  |  |                         |  |
| CO3                            |  | They will develop an understanding of English as a Language and its linguistic approaches.  |  |  |  |                         |  |
| CO4                            |  | They will develop an insight into Listening Skills to face the challenges of the professional world.  |  |  |  |                         |  |
| CO5                            |  | They will analyze and understand the concept of speaking skills in various situations.  |  |  |  |                         |  |
| CO6                            |  | They will be able to enhance academic reading and its relevance in academia.  |  |  |  |                         |  |
| CO7                            |  | Students will develop an insight into written communication.  |  |  |  |                         |  |
| CO8                            |  | The study of communication skills will develop an understanding of overall career building and being successful in the professional world.  |  |  |  |                         |  |
| Max. Marks: 25+75              |  | Min. Passing Marks: 10+15   |  | Total No. of Lectures- 72                              |  |                         |  |
| Unit                           |  | Topics  |  |  |  | No. of Lectures Total = |  |
| I                              |  | <b>Title of the unit: Professional Communication</b><br>Professional Communication: Its Meaning and Importance, Essentials of Effective Communication, Barriers to Effective Communication, Communication Techniques. |  |  |  | 9                       |  |
| II                             |  | <b>Communication in English</b><br>Age of Globalization and the need to communicate in English, English as the first or Second Language, Uses of English in academic and non-academic situations in India             |  |  |  | 9                       |  |

Zeba Akh

|                                   |   |   |
|-----------------------------------|---|---|
| III                               | <p><b>Language Acquisition and Language Learning</b><br/> Language: Definition, characteristics, and importance of Language<br/> Linguistics: Definition, nature, scope, branches, levels, and types of Linguistics, Organs of Speech</p> | 9 |
| IV                                | <p><b>Communication Skills: Listening Skills</b><br/> Active listening<br/> Benefits of Effective Listening<br/> Barriers to Listening<br/> Listening v/s Hearing<br/> Academic Listening</p>   | 9 |
| V                                 | <p><b>Communication Skills: Speaking Skills</b><br/> International Phonetic Alphabet (IPA Symbol)<br/> Asking for and giving information<br/> Requesting and responding to requests<br/> Apologizing and forgiving</p>                    | 9 |
| VI                                | <p><b>Communication Skills: Reading Skills</b><br/> Purpose, Process, Methodologies<br/> Skimming and Scanning<br/> Levels of Reading<br/> Reading Comprehension Strategies</p>   | 9 |
| VII                               | <p><b>Communication Skills: Writing Skills</b><br/> Elements of Effective Writing<br/> Main forms of Written Communication<br/> Precis Writing<br/> Note-taking</p>   | 9 |
| VIII                              | <p><b>Communication Skills for Career Building</b><br/> Communication Techniques &amp; Etiquettes<br/> Time and Stress Management<br/> Leadership and Team Management</p>   |   |
| <p><b>Suggested Readings:</b></p> |   |   |
| 1.                                | Kumar, Sanjay and Pushp Lata., Communication Skills. Oxford University Press, Oxford 2011   |   |
| 2.                                | Raman, Meenakshi, and Sangeeta Sharma. Technical Communication: Principals and Practice. Second Edition, Oxford University Press, 2012.   |   |
| 3.                                | Raina, Roshan Lal, Iftikhar Alam, and Faizia Siddiqui, Professional Communication. Himalaya Publication House 2012.   |   |
| 4.                                | Agarwal, Malvi. Professional Communication. Krishna's Educational Publishers. 2016.   |   |
| 5.                                | <a href="http://www.upinotes.com/notes-professional-communication-unit-i-nas-104..">http://www.upinotes.com/notes-professional-communication-unit-i-nas-104..</a>   |   |
| 6.                                | <a href="https://www.doccity.com/en/subjects/professional-communication/">https://www.doccity.com/en/subjects/professional-communication/</a>   |   |

Zehadeh

7. <https://www.doccity.com/en/subjects/professional-communication/>

This course can be opted as an elective by the students of the following subjects: Open for all

Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on allotted Assignments and Class Tests. The marks shall be as follows:

|  |            |
|--|------------|
| Assessment and Presentation of Assignment  | (04marks)  |
| Class Test-I (Objective Questions)   | (04marks)  |
| Class Test-II (Descriptive Questions)  | (04marks)  |
| Class Test-III (Objective Questions)   | (04marks)  |
| Class Test-IV (Descriptive Questions)  | (05 marks) |
| Overall performance throughout the Semester (includes Attendance, Behavior, Discipline, Participation in Different Activities) |            |

Suggested equivalent online courses:

- Swayam
- Coursera

[www.ignou.com](http://www.ignou.com)

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 3   | 3   | 2   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| CO2 | 2   | 3   | 1   | 2   | 3   | 2    | 3    | 2    | 1    | 3    |
| CO3 | 1   | 2   | 1   | 2   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO4 | 3   | 3   | 2   | 2   | 3   | 2    | 3    | 2    | 3    | 2    |
| CO5 | 2   | 3   | 2   | 3   | 3   | 3    | 2    | 3    | 2    | 2    |
| CO6 | 2   | 3   | 1   | 2   | 3   | 3    | 2    | 2    | 2    | 3    |
| CO7 | 3   | 2   | 3   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO8 | 2   | 2   | 1   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

*Zilba Akil*



**Integral University, Lucknow**  
**Department of Environmental Science**  
**Effective from Session: 2023-2024**

|                          |  |                            |                                  |          |          |          |          |
|--------------------------|--|----------------------------|----------------------------------|----------|----------|----------|----------|
| <b>Course Code</b>       | <b>I150208T /ES140</b>   | <b>Title of the Course</b> | Ecotourism & Wildlife Management | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>              | 1st  | <b>Semester</b>            | II                               | 2        | 1        | 0        | 3        |
| <b>Pre-Requisite</b>     | Natural Resource   | <b>Co-requisite</b>        | Nil                              |          |          |          |          |
| <b>Course Objectives</b> | To provide basic knowledge of Eco-Tourism.<br>To provide knowledge of methods and data used for Interesting Eco-tourism.<br>To provide knowledge of Impact of Eco-tourism.<br>To provide knowledge of the concept of bioassay.<br>To develop knowledge of Wildlife management. |                            |                                  |          |          |          |          |

**Course Outcomes**

- CO1 Have an enhanced knowledge of Eco-tourism.
- CO2 Be able to make connection and interrelations between data used for Interesting Eco-tourism.
- CO3 Be able to explain Impact of Eco-tourism and their environment.
- CO4 Be able to explain Wildlife Conservation and related problems.
- CO5 Be able to describe Wildlife Management.

| Unit No. | Title of the Unit                       | Content of Unit   | Contact Hrs. | Mappe dCO |
|----------|---|---|--------------|-----------|
| 1        | Introduction to Eco-Tourism             | Ecotourism – study history of tourism; identify various forms of tourism and evolution of ecotourism. Dimensions of tourism and essential conditions for tourism to occur. Differences between tourism components. Mass tourism versus ecotourism. Consumptive and Non-Consumptive Tourism. | 08           | 1         |
| 2        | Interesting Eco-tourism                 | - Places of interests of Ecotourism in India. Ecotourism in practice in important PA's of India- case studies of Periyar Tiger Reserve, Keoladeo National Park, Kanha National Park and Jim Corbet National Park. Important Biosphere Reserves as ecological centre.                        | 08           | 2         |
| 3        | Ecosystems study                        | Study of different Ecosystems – Rain Forest Ecotourism – Mountain Ecotourism – Polar, Islands and Coasts Ecotourism – Wilderness - Marine Ecosystem.  | 06           | 2         |
| 4        | Impact of Eco-tourism                   | Impact of Ecotourism, Types and Degree of Impacts from Ecotourism activities– Ecotourism related organization. Positive and negative impact of Ecotourism, Responsible ecotourism, Impact of ecotourism on Economy.   | 08           | 3         |
| 5        | Wildlife Conservation                   | Wildlife conservation - Protected Areas Network in India - Goals of management, Strategies for planning.  | 08           | 4         |
| 6        | Factors influencing wildlife management | Factors influencing wildlife management such as habitats, population, behaviour, food- habits health etc. Tools for data collection and analysis.   | 06           | 4         |
| 7        | Wildlife Management                     | Wildlife Management process, elements of wildlife management in India. Role of local communities in Wildlife management.  | 08           | 5         |
| 8        | Wildlife conflicts                      | Man-wildlife conflicts – Poaching of wildlife – Wild life conservation laws – The Wildlife (Protection) Act, 1972 (2002 amendment).   | 08           | 5         |

**Reference Books:**

- 1-Dasma RF (1968) Environmental Conservation Joh Wiley and Sons New York.
- 2-Mukherje N (2008) Ecotourism and s ustainable Development. Cybetech Publications, New Delhi.
- 3-Prabha Chandra (2003) Global Ecotourism Kaniskha Publishers, New Delhi.
- 4-Sinha P.C (2003) Encyclopedia of Ecotourism, Volume I, II and III, Anmol Publication Pvt. Ltd., New Delhi.
- 5-Weaver DB (2001) The Encyclopedia of Ecotourism, CABI Publishing, UK.

**e-Learning Source:**

- <https://www.slideshare.net/chandikeehelamalpe/ecotourism-64745161>
- <https://www.slideshare.net/ravindradasad5/eco-tourism-42047943>
- <https://www.slideshare.net/AndrewMyrthong/ecotourism-57238509>
- <https://slideplayer.com/slide/6063870/>
- <https://www.slideshare.net/apoorvkumar9277/wildlife-conservation-37245301>
- <https://www.google.com/search?client=firefox-b-d&q=Wildlife+Management+ppt>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

| PO-PSO CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|
| CO1       | 2   | 2   | 2   | 2   | 2   | 2   | 1   | -   | -   | -    | -    | -    | 2    | 2    | 2    | 2    | 2    | -    |
| CO2       | 3   | 2   | 2   | 2   | 2   | 2   | 1   | -   | -   | -    | -    | -    | 2    | 1    | 1    | 2    | 2    | -    |
| CO3       | 3   | 3   | 2   | 2   | 2   | 2   | 2   | -   | -   | -    | -    | -    | 2    | 2    | 1    | 2    | 1    | -    |
| CO4       | 3   | 3   | 3   | 2   | 3   | 2   | 2   | -   | -   | -    | -    | -    | 3    | 3    | 2    | 3    | 1    | -    |
| CO52      | 2   | 2   |     | 2   | 2   | 3   | 1   | -   | -   | -    | -    | -    | 2    | 3    | 3    | 2    | 3    | -    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator

  
 Sign & Seal of HoD



## Integral University, Lucknow

|  |   |                            |                                 |          |          |          |          |
|--|---|----------------------------|---------------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2025-2026</b> |   |                            |                                 |          |          |          |          |
| <b>Course Code</b>                       | CA174   | <b>Title of the Course</b> | Introduction To Computer Basics | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                              | I   | <b>Semester</b>            | I                               | 2        | 1        | 0        | 3        |
| <b>Pre-Requisite</b>                     | None  | <b>Co-requisite</b>        | None                            |          |          |          |          |
| <b>Course Objectives</b>                 | <p>Introduce fundamental concepts of computers including hardware, software, and their interaction. Familiarize students with basic computer terminology and components such as CPU, monitor, keyboard, mouse, and storage devices. Develop basic skills in using common application software like word processors, spreadsheets, and presentation tools.</p> <p>Introduce students to internet usage, including web browsing, email communication, and online safety. Provide hands-on experience with operating systems, especially Windows and basic file management. Build awareness about the role of computers in various vocational and professional fields.</p> |                            |                                 |          |          |          |          |

| Course Outcomes |  |
|-----------------|--|
| <b>CO1</b>      | To gain a foundational understanding of computer components, basic applications, hardware and software concepts, and the skills to connect and troubleshoot essential input/output devices.  |
| <b>CO2</b>      | To equip with essential skills to operate computers and smart devices, manage files, troubleshoot common issues, and maintain system performance through basic operations, connectivity, and security practices.                     |
| <b>CO3</b>      | Students will efficiently create, format, and manage documents in Word, spreadsheets in Excel, and presentations in PowerPoint, with practical skills in text manipulation, formulas, data presentation, and multimedia integration. |
| <b>CO4</b>      | Introduce students to internet usage, including web browsing, email communication, google suite and online safety.   |

| Experiment No. | Title of Experiment                  | Content of Unit  | Contact Hrs. | Mapped CO |
|----------------|--------------------------------------|--|--------------|-----------|
| 1              | Computer Fundamentals                | What is Computer, Basic Applications of Computer, Anatomy of Computer System, Central Processing Unit (CPU), Arithmetic & Logic Unit (ALU), VDU, Computer Memory and Storage Units, Keyboard and Mouse, Other Input/Output Devices, Concepts of Hardware and Software, Connecting Keyboard, Mouse, Monitor and Printer to CPU and checking power supply.   | 8            | CO1       |
| 2              | Operating System and Digital Devices | Understanding Starting and Shutting Down a Computer, Introduction to Graphical User Interface, GUI Basic Operations: Create, Save, Open, Rename, Delete Files/Folders, File Extensions and Types, Using Control Panel and System Settings<br>Overview of Smartphones, Tablets, and Smart Devices, Connecting Devices via Bluetooth, Wi-Fi, and USB, Transferring Data Between Devices, Common Hardware and Software Issues, Disk Cleanup and Defragmentation, Antivirus and Malware Protection, Updating Software and Drivers. | 8            | CO2       |
| 4              | Working with MS-Office               | Word Processing: Word Processing Basics; Opening and Closing of documents; Text creation and Manipulation; Formatting of text; Table handling; Spell check, language setting and thesaurus; Printing of word document.<br>Spread Sheet: Basics of Spreadsheet; Manipulation of cells; Formulas and Functions; Editing of Spread Sheet, printing of Spread Sheet.<br>PowerPoint Presentations: Creating Slides, Adding Text, Images, and Multimedia, Applying Slide Transitions and Animations, Presenting a Slideshow.         | 8            | CO3       |
| 4              | Internet Usage and Google Suite      | Introduction to Internet and Web Browsers, Searching for Information Online, Creating and Using Email Accounts, Sending, Receiving, and Attaching Files in Emails, Internet Safety and Cybersecurity Basics. Google Suite : Introducing Google Calendar, Google Drive, Google Calendar, Google Sheets and Google Slides.   | 8            | CO4       |

**Reference Books:**

1. S. Jain, V. Pillai, A. K. Rai, "IT Tools & Network Basics", BPB
2. G. Manjunath, "COMPUTER BASICS", Vasan Publications
3. Dr. M. Bharambe, Ms. Smita Ghorpade, "INTRODUCTION TO COMPUTERS AND BASICS OF INTERNET", Nirali Prakashan

**e-Learning Source:**

1. <https://www.geeksforgeeks.org/basics-of-computer-and-its-operations/>
2. <https://youtu.be/y2kg3MOK1sY>

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |      |      |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|
| PO-PSO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO4 | PSO5 | PSO6 | PSO7 |
| CO1  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |      |      |      |
| CO2  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |      |      |      |
| CO3  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |      |      |      |
| CO4  |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |      |      |      |

1-Low Correlation; 2-Moderate Correlation; 3- Substantial Correlation

Zeba Agil



## Integral University, Lucknow

|                                 |  |                     |                             |          |          |          |          |
|---------------------------------|--|---------------------|-----------------------------|----------|----------|----------|----------|
| Effective from Session: 2022-23 |  |                     |                             | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| Course Code                     | Z010101T   | Title of the Course | Food, Nutrition and Hygiene | 2        | 0        | 0        | 2        |
| Year                            | 1st / BE165  | Semester            | 1st                         |          |          |          |          |
| Pre-Requisite                   | None   | Co-requisite        | None                        |          |          |          |          |
| Course Objectives               | To learn the basic concept of food, nutrition, hygiene, common diseases prevalent in society along with 1000 days nutrition concept. |                     |                             |          |          |          |          |

### Course Outcomes

|     |  |
|-----|--|
| CO1 | To learn the basic concept of the Food and Nutrition, and meal planning.   |
| CO2 | To learn about macro and micro nutrients and its RDA, sources, functions, deficiency and excess.                                 |
| CO3 | To learn 1000 days Nutrition Concept and study the nutritive requirement during special conditions like pregnancy and lactation. |
| CO4 | To study common health issues in the society and to learn the special requirement of food during common illness.                 |

| Unit No. | Title of the Unit   | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|---|--|--------------|-----------|
| 1        | Concept of Food and Nutrition   | (a) Definition of Food, Nutrients, Nutrition, Health, balanced Diet<br>(b) Types of Nutrition- Optimum Nutrition, under Nutrition, Over Nutrition<br>(c) Meal planning- Concept and factors affecting Meal Planning<br>(d) Food groups and functions of food   | 8            | CO1       |
| 2        | Nutrients:<br>Macro and Micro RDA,<br>Sources, Functions,<br>Deficiency and excess of | (a) Carbohydrate<br>(b) Fats<br>(c) Protein<br>(d) Minerals<br>Major: Calcium, Phosphorus, Sodium, Potassium<br>Trace: Iron, Iodine, Fluorine, Zinc<br>(e) Vitamins<br>Water soluble vitamins: Vitamin B, C<br>Fat soluble vitamins: Vitamin A, D, E, K<br>(f) Water<br>(g) Dietary Fibre                                    | 7            | CO2       |
| 3        | 1000 days Nutrition   | (a) Concept, Requirement, Factors affecting growth of child<br>(b) Prenatal Nutrition (0 - 280 days): Additional Nutrients' Requirement and risk factors during pregnancy<br>(c) Breast / Formula Feeding (Birth - 6 months of age)<br>Complementary and Early Diet (6 months - 2 years of age)                              | 8            | CO3       |
| 4        | Community Health Concept  | (a) Causes of common diseases prevalent in the society and Nutrition requirement in the following:<br>Diabetes,<br>Hypertension (High Blood Pressure)<br>Obesity<br>Constipation<br>Diarrhea<br>Typhoid<br>(b) National and International Program and Policies for improving Dietary Nutrition<br>(c) Immunity Boosting Food | 7            | CO4       |

#### Reference Books:

- Singh, Anita, "Food and Nutrition", Star Publication, Agra, India, 2018.
- Sheel Sharma, Nutrition and Diet Therapy, Peepee Publishers Delhi, 2014, First Edition.
- 1000Days-Nutrition\_Brief\_Brain-Think\_Babies\_FINAL.pdf
- <https://pediatrics.aappublications.org/content/141/2/e20173716>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/>

#### e-Learning Source:

<https://nptel.ac.in/courses/126104004>

*Zeba Agil*



**Integral University, Lucknow**

|                                |   |                     |                |   |   |   |   |
|--------------------------------|---|---------------------|----------------|---|---|---|---|
| Effective from Session:2024-25 |   |                     |                |   |   |   |   |
| Course Code                    | HM101   | Title of the Course | RASHTRA GAURAV | L | T | P | C |
| Year                           | I   | Semester            | I              | 2 | 0 | 0 | 2 |
| Pre-Requisite                  | Intermediate (Any Stream)   | Co-requisite        | None           |   |   |   |   |
| Course Objectives              | The objective of the course on "Rashtra Gaurav" is to explore and critically analyze the multifaceted dimensions of national pride and glory, as depicted in the paper. Participants will delve into the historical, cultural, social, and political aspects that contribute to the concept of "Rashtra Gaurav" (National Pride) in the context of the specific themes and perspectives presented in the paper. Through in-depth discussions, readings, and interactive sessions, participants will gain a comprehensive understanding of the factors that shape and define a nation's sense of pride, and how these factors influence individual and collective identities. The course aims to foster a nuanced appreciation for the significance of "Rashtra Gaurav" in contemporary society, encouraging participants to critically evaluate its implications and applications within diverse global contexts. |                     |                |   |   |   |   |

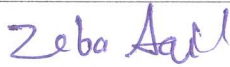
| Course Outcomes |   |
|-----------------|---|
| CO1             | To understand the basics of Indian Society and culture.                       |
| CO2             | To understand the literature, science and astrology.                          |
| CO3             | To understand Indian heritage.  |
| CO4             | To examine the philosophical and spiritual developments in India.             |
| CO5             | To evaluate the contributions of Major National Characters and Personalities. |

| Unit No. | Title of the Unit                           | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|---|---|--------------|-----------|
| 1        | Indian Society & Culture                    | <ul style="list-style-type: none"> <li>Unity in Diversity: Cultural &amp; Religious Harmony</li> <li>Ancient Indian Civilization.</li> <li>National and International Awards &amp; Awardees</li> </ul>  | 05           | 01        |
| 2        | Literature, Science, Astrology              | <ul style="list-style-type: none"> <li>Indian Epics: Ramayana &amp; Mahabharata</li> <li>Prominent litterateur: Shudrak, Kalidas, Amir Khusru,</li> <li>Kautilya's Arthashastra</li> </ul>  | 05           | 02        |
| 3        | Indian Heritage                             | <ul style="list-style-type: none"> <li>Cultural Heritage in India: Buddhist Monuments at Sanchi, Ajanta &amp; Ellora Caves, Khajuraho, Taj Mahal</li> <li>Tourist Places in India: Red Fort, Ambar Palace, Kaziranga National Park</li> </ul>   | 04           | 03        |
| 4        | Philosophical and Spiritual Developments    | <ul style="list-style-type: none"> <li>Sufism &amp; Bhakti Movement</li> <li>Jainism: Mahavir's Biography and Education</li> <li>Buddhism: The life of Buddha, Contributions of Buddhism to India's Culture</li> </ul>  | 05           | 04        |
| 5        | Major National Characters And Personalities | <ul style="list-style-type: none"> <li>Ashoka the Great and His Dhamma</li> <li>Raja Ram Mohan Roy &amp; Brahmo Samaj</li> <li>Swami Vivekanand and his philosophies</li> <li>Mahatma Gandhi: Role of Gandhi in Indian National Movement</li> <li>Dr. Bhimrao Ambedkar: A Chief architect of the Indian Constitution</li> </ul> | 06           | 05        |

|   |
|---|
| <b>Reference Books:</b>   |
| Jawaharlal Nehru - "The Discovery of India"   |
| B.R. Ambedkar - "Annihilation of Caste"   |
| Ramachandra Guha - "India After Gandhi: The History of the World's Largest Democracy" |
| Mahatma Gandhi - "My Experiment with Truth"   |
| S C Dubey- "Indian Society"   |
| Nadeem Hasnain - "Indian Society and Culture"   |
| G Shah- "Social Movements in India"   |

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |      |      |      |      |      |
|--|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-PSO-<br>CO  | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|  | CO1 | 2   | 1   | 3   | 3   | 2    | 2    | 3    | 2    | 1    |
| CO2  | 3   | 2   | 2   | 3   | 1   | 2    | 3    | 1    | 2    | 1    |
| CO3  | 1   | 2   | 2   | 2   | 2   | 3    | 2    | 3    | 3    | 2    |
| CO4  | 1   | 3   | 2   | 3   | 2   | 3    | 2    | 3    | 1    | 3    |
| CO5  | 2   | 3   | 1   | 2   | 2   | 3    | 1    | 3    | 2    | 1    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|                                    |  |
|------------------------------------|--|
| Name & Sign of Program Coordinator | <br>Sign and seal of HoD |
|------------------------------------|--|



**Department of Humanities and Social Sciences**  
**Study and Evaluation Scheme**  
 Program: B.A./ B.A. (Hons.) Political Science with Economics/ History/ Sociology/ Psychology  
 Session: 2025-26

Year I/ Semester II

| Course code   | Course Title   | Type of Paper       | Period Per hr/week/sem. |   |   |   |    |    | Evaluation Scheme |     |       |       | Sub Total | Credit | Total Credits | Attributes    |                  |                   |                 |                              |             |                     |                         | SDCs |
|---|--|---------------------|-------------------------|---|---|---|----|----|-------------------|-----|-------|-------|-----------|--------|---------------|---------------|------------------|-------------------|-----------------|------------------------------|-------------|---------------------|-------------------------|------|
|   |  |                     | L                       |   | T |   | P  |    | CT                | TA  | Total | ESE   |           |        |               | Employability | Entrepreneurship | Skill Development | Gender Equality | Environment & Sustainability | Human Value | Professional Ethics | Indian Knowledge System |      |
|   |  |                     |                         |   |   |   |    |    |                   |     |       |       |           |        |               |               |                  |                   |                 |                              |             |                     |                         |      |
| A060201T/HP112  | Political Theory and Concepts                                    | Major (Own Faculty) | 6                       | 0 | 0 | 0 | 15 | 10 | 25                | 75  | 100   | 6:0:0 | 6         | ✓      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | ✓                   | 13                      |      |
| A080201T/HE108/<br>A050201T/HH108/<br>A090201T/HS112/<br>A070101T/SS108 | Economics/ History/ Psychology/ Sociology                        | Major (Own Faculty) | 6                       | 0 | 0 | 0 | 15 | 10 | 25                | 75  | 100   | 6:0:0 | 6         | ✓      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | ✓                   | 13                      |      |
| HM104   | Indian Knowledge System: India as a Cultural Tourist Destination | Vocational          | 3                       | 0 | 0 | 0 | 0  | 0  | 0                 | 0   | 100   | 3:0:0 | 3         | ✓      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | 4                   |                         |      |
| Z020201T/NS110  | First Aid and Health (Co-curricular)                             | Co-Curricular       | 2                       | 0 | 0 | 0 | 15 | 10 | 25                | 75  | 100   | 2:0:0 | 2         | ✓      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | 4                   |                         |      |
|   |  |                     | 17                      | 0 | 0 | 0 | 45 | 30 | 75                | 225 | 400   | 17    | 17        |        |               |               |                  |                   |                 |                              |             |                     |                         |      |

L- Lecture      T-Tutorial      P-Practical      C-Credit      CT-Class Test      TA-Teacher Assessment  
 CT= Mid1+Mid2 TA= Assignment + Quiz + Attendance  
 Subject Total = Sessional Total (CA) + End Semester Examination (ESE)

*Zeba Akh*

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**Department of Humanities & Social Sciences**

**Syllabus**

**BA (Political Science)**

(Double Major)

**(Session 2025-26)**

**Semester – II**



**INTEGRAL UNIVERSITY**

**LUCKNOW**



**Integral University, Lucknow**

|  |  |                            |                             |          |          |          |          |
|--|--|----------------------------|-----------------------------|----------|----------|----------|----------|
| <b>Effective from Session:</b> 2025-26 |  |                            |                             |          |          |          |          |
| <b>Course Code</b>                     | A060201T/HP112   | <b>Title of the Course</b> | Political Theory & Concepts | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | I  | <b>Semester</b>            | II                          | <b>6</b> | <b>0</b> | <b>0</b> | <b>6</b> |
| <b>Pre-Requisite</b>                   | Intermediate   | <b>Co-requisite</b>        | None                        |          |          |          |          |
| <b>Course Objectives</b>               | The objective of this paper is to explore and analyze fundamental principles, approaches, ideas, and frameworks within the field of political science. This includes examining various concepts such as state, sovereignty, democracy, justice, power, authority, legitimacy, idealism, liberalism among others, and elucidating their significance in understanding political systems, ideologies, and practices. |                            |                             |          |          |          |          |

| <b>Course Outcomes</b> |   |
|------------------------|---|
| <b>CO1</b>             | To develop a general understanding of Political Science and its relation with other Social Sciences.              |
| <b>CO2</b>             | To Illustrate different approaches to the study Political Science.  |
| <b>CO3</b>             | To examine the concept of state and its theories of origin.   |
| <b>CO4</b>             | To discuss the concept of sovereignty and law.  |
| <b>CO5</b>             | To develop a understanding of basic concepts such as Liberty, Equality, Justice, Power, Authority and Legitimacy. |
| <b>CO6</b>             | To examine Idealism, Liberalism, Socialism and Capitalism.  |
| <b>CO7</b>             | To outline an overview of parliamentary vs. presidential, federal vs. unitary system.                             |
| <b>CO8</b>             | To evaluate the concept of decentralization and theories of representation.                                       |

| Unit No. | Title of the Unit                      | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|--|--|--------------|-----------|
| 1        | Political Science: Nature and Relation | Political Science: Definition, Nature, Scope, Methods and Relations with Other Social Sciences: History, Economics, Sociology, Psychology.         | 08           | CO1       |
| 2        | Traditional and Modern Approaches      | Traditional Approaches: Philosophical or Normative, Institutional, Historical, Sociological Modern Approaches Behaviouralism, Post-Behaviouralism. | 08           | CO2       |
| 3        | State and its Origin                   | State: Definition and Elements, Origin theories: Divine theory, Force theory, Social Contract, Evolutionary theory and Marxists theory             | 08           | CO3       |
| 4        | Sovereignty and Law                    | Sovereignty: Monism and Pluralism. Law: Definition: Source, Classification.  | 06           | CO4       |
| 5        | Major Concepts -I                      | Liberty, Equality, Justice.  | 06           | CO5       |
| 6        | Major Concepts -II                     | Power, Authority, Legitimacy.  | 06           |           |
| 7        | Different Ideologies                   | Idealism, Liberalism, Socialism and Capitalism.  | 06           | CO6       |
| 8        | Decentralization and Representation    | Concept of Decentralization, Theories of Representation.   | 06           | CO8       |

**Reference Books:**


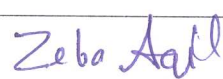
1. O.P. Gauba, An introduction to political Theory, Macmillan 2001 New Delhi.
2. AC Kapoor, Principles of political science.
3. JC Johari, Modern Political Theory.
4. CEM Joad, Introduction to Modern Political Theory
5. R. Bhargav & A. Acharya, Political theory: An Introduction, Pearson 2008

**e-Learning Source:** <https://ocw.mit.edu/courses/17-801-political-science-scope-and-methods-fall-2017/>

<https://archive.nptel.ac.in/courses/109/103/109103141/>

| PO-PSO CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1       | 2   | 3   | 3   | 3   | 2   | 2   | 2   | 1   | 1    | 3    | 2    |
| CO2       | 3   | 2   | 2   | 2   | 3   | 2   | 1   | 1   | 1    | 2    | 3    |
| CO3       | 3   | 3   | 2   | 3   | 3   | 1   | 3   | 3   | 2    | 3    | 2    |
| CO4       | 2   | 2   | 3   | 3   | 3   | 3   | 1   | 2   | 3    | 2    | 1    |
| CO5       | 3   | 2   | 1   | 1   | 1   | 3   | 3   | 3   | 3    | 3    | 3    |
| CO6       | 2   | 3   | 3   | 3   | 3   | 2   | 2   | 2   | 1    | 2    | 2    |
| CO7       | 3   | 2   | 2   | 3   | 2   | 3   | 3   | 3   | 2    | 2    | 1    |
| CO8       | 2   | 3   | 3   | 2   | 1   | 3   | 1   | 2   | 2    | 3    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|   |  |
|---|--|
| <br>Name & Sign of Program Coordinator | <br>Sign & Seal of HoD |
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**Integral University, Lucknow**

|  |   |                            |                              |          |          |          |          |
|--|---|----------------------------|------------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2025-26</b> |   |                            |                              |          |          |          |          |
| <b>Course Code</b>                     | A080201T /HE108   | <b>Title of the Course</b> | Principles of Macroeconomics | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | I <sup>st</sup>   | <b>Semester</b>            | II <sup>nd</sup>             | <b>6</b> | <b>0</b> | <b>0</b> | <b>6</b> |
| <b>Pre-Requisite</b>                   | Intermediate  | <b>Co-requisite</b>        | None                         |          |          |          |          |
| <b>Course Objectives</b>               | This Paper is designed to provide a sound knowledge of macro-economic theory. The goal of this course is to provide students with a thorough understanding of the fundamental principles of macroeconomics that establish a functional relationship between large aggregates. This course looks at the determination of income and employment, consumption function, theories of investment, multiplier, and accelerator. |                            |                              |          |          |          |          |

| <b>Course Outcomes</b> |   |
|------------------------|---|
| <b>CO1</b>             | Given basic macroeconomic concepts and real-world examples, students will be able to distinguish between macro and microeconomic phenomena and analyze their relevance to everyday economic situations.           |
| <b>CO2</b>             | With various national income accounting methods, students will be able to compute and evaluate GDP, GNP, NNP, and related aggregates, demonstrating a comprehensive understanding of income flows in the economy. |
| <b>CO3</b>             | Given different economic structures, students will analyze the circular flow of income in two, three, and four-sector models and evaluate the implications for economic welfare and green accounting.             |
| <b>CO4</b>             | By comparing classical and Keynesian approaches, students will critically assess the determination of income and employment, including the principle of effective demand and consumption behavior.                |
| <b>CO5</b>             | Using the multiplier and accelerator concepts, students will analyze investment behavior and evaluate their effectiveness in influencing output in developing economies.  |
| <b>CO6</b>             | Given various theories of interest, students will evaluate the determination of interest rates under classical, loanable funds, and Keynesian frameworks, recognizing the limitations of each approach.           |
| <b>CO7</b>             | Through IS-LM modeling, students will examine equilibrium in the goods and money markets and evaluate the macroeconomic implications of shifts in aggregate demand.   |
| <b>CO8</b>             | Using inflation and unemployment data, students will assess the types and consequences of inflation, analyze the Phillips curve framework, and interpret trade-offs in stabilization policy.                      |

| <b>Unit No.</b> | <b>Content of Unit</b>   | <b>Contact Hrs.</b> | <b>Mapped CO</b> |
|-----------------|--|---------------------|------------------|
| 1               | Introduction: What is macroeconomics? Macroeconomic issues in an economy. Macro vs. Micro Economics, Limitations of Macroeconomics. Introduction to National Income.   | 7                   | CO1              |
| 2               | National Income Accounting: Concepts of GDP, GNP, NDP, and NNP at market price and factor cost, Personal Income and Disposable Personal Income. Measurement of National Income- Income, expenditure, product or Value added Methods and related aggregates; nominal and real income; limitations of the GDP concept. GDP Deflator.   | 7                   | CO2              |
| 3               | Circular Flow of Income and expenditure in two, three, and four-sector economy. National Income and Economic Welfare; Green Accounting.  | 7                   | CO3              |
| 4               | Classical Theory of Employment. Say's Law of Markets. Keynes' Objection to the Classical Theory: Aggregate Demand and Aggregate Supply Functions; The Principle of Effective Demand; Consumption Function-Average and Marginal Propensity to Consume; Factors influencing Consumption Spending.  | 7                   | CO4              |
| 5               | Types of Investment, Determination of Level of Investment: Classical and Keynesian approach. Multiplier: Concept, Investment Multiplier and its Effectiveness in LDCs; Principle of Accelerator. Theory of Investment - Autonomous and Induced Investment; Marginal Efficiency of Capital; Savings and Investment-Ex-Post & Ex-Ante, Equality and Equilibrium. Super Multiplier. | 8                   | CO5              |
| 6               | Rate of Interest: Classical, Neo-Classical (Loanable fund) and Keynesian Theories of Interest. Indeterminateness in Liquidity Preference Theory.   | 8                   | CO6              |
| 7               | Equilibrium in the product and money markets: Derivations of the IS and LM functions; changes in IS and LM functions, IS-LM and aggregate demand; shifts in the AD curve.  | 8                   | CO7              |
| 8               | Inflation: Definition and measurement of inflation, Types of inflation, Impact of inflation, determinants of inflation, Inflation and Unemployment; the relationship between inflation and unemployment: Phillips Curve in the short run and long run.   | 8                   | CO8              |

**Reference Books:**

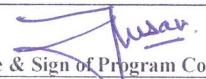

- Ackley, G (1976): Macroeconomics: Theory And Policy, Macmillan, New York.
- Ahuja, H.L (2012): Macroeconomics: Theory and Policy, S. Chand & Company, New Delhi.
- Branson, W.A (1989): Macroeconomics Theory and Policy, Harper & Row.
- Dornbusch, Rudiger & Startz, Richard (2012): Macroeconomics, Tata McGraw Hill Education.
- Dwivedi, D.N (2010): Macroeconomics: Theory and Policy, Tata McGraw Hill Education.
- Shapiro, Edward (2005): Macroeconomic Analysis, Galgotia Publications, New Delhi.
- Mankiw N.G. and D. Romer (eds.), New Keynesian Economics, (2 Vols.), MIT Press, Cambridge.
- Romer D.L., Advanced Macroeconomics, McGraw Hill Company Ltd. New York.
- Surrey, M.J.C (1976): Macroeconomic Themes, Oxford University Press.
- Sikdar, Saumyen (2011): Principles of Macroeconomics, Oxford University Press, New Delhi.

**E-Learning Source:**

<https://swayam.gov.in/> ; <http://www.ignouhelp.in/ignou-study-material/>

| <b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b> |            |            |            |            |            |            |            |            |             |             |             |
|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| <b>PO-PSO CO</b>  | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
| CO1   | 3          | 3          | 2          | 2          | 3          | 2          | 2          | 2          | 3           | 2           | 2           |
| CO2   | 3          | 3          | 2          | 2          | 2          | 3          | 2          | 3          | 2           | 2           | 3           |
| CO3   | 3          | 3          | 2          | 2          | 2          | 3          | 3          | 3          | 3           | 2           | 3           |
| CO4   | 3          | 3          | 2          | 2          | 2          | 3          | 3          | 3          | 3           | 2           | 2           |
| CO5   | 3          | 3          | 2          | 2          | 2          | 3          | 3          | 3          | 3           | 3           | 3           |
| CO6   | 3          | 3          | 2          | 2          | 3          | 3          | 2          | 3          | 3           | 3           | 3           |
| CO7   | 3          | 3          | 2          | 2          | 2          | 3          | 2          | 3          | 3           | 3           | 3           |
| CO8   | 3          | 3          | 2          | 2          | 3          | 3          | 3          | 3          | 2           | 2           | 3           |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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|---|---|
| <br>Name & Sign of Program Coordinator | <br>Sign & Seal of HoD |
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**Integral University, Lucknow**

|  |   |                            |   |          |          |          |          |
|--|---|----------------------------|---|----------|----------|----------|----------|
| <b>Effective from Session: 2025-26</b> |   |                            |   |          |          |          |          |
| <b>Course Code</b>                     | A050201T/HH108  | <b>Title of the Course</b> | History of Medieval India (1206 A.D.-1757 A.D.) | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | Ist   | <b>Semester</b>            | IIInd   | 6        | 0        | 0        | 6        |
| <b>Pre-Requisite</b>                   | Intermediate  | <b>Co-requisite</b>        | None  |          |          |          |          |
| <b>Course Objectives</b>               | To provide learners with a comprehensive understanding of the political, administrative, socio-economic, cultural, and religious developments and enable critical analysis of historical processes and transformations during the Sultanate and Mughal periods. |                            |   |          |          |          |          |

| <b>Course Outcomes</b> |   |
|------------------------|---|
| CO1                    | Students will be able to Recognize, understand and define the establishment of Delhi Sultanate and their economic measures.                 |
| CO2                    | Students will be able to apply the understand knowledge to measures and policies adopted by the Sultans of Delhi (Tughlaqs to Lodi rulers). |
| CO3                    | Students will be able to analyze the in-depth knowledge of Political and Economic Structure of Mughal Empire.                               |
| CO4                    | Students will be able to evaluate the Economic Measures adopted by Mughal Rulers.   |
| CO5                    | To develop knowledge and analyze the Policies taken by Aurangzeb and decline of Mughal Empire.  |
| CO6                    | To develop knowledge and understanding about Marathas.  |
| CO7                    | To understand and synthesizes the architectural development under Mughals.  |
| CO8                    | To develop understanding of Bhakti and Sufi Movement.   |

| Unit No. | Title of the Unit                                      | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|--|--|--------------|-----------|
| 1        | An Introduction to Medieval Indian historical sources. | Main features of historiography of medieval India. Foundation and consolidation of the Sultanate: Early Turks, Khilji's, Economic and Administrative Works of Khilji rulers. | 6            | CO1       |
| 2        | The Tughlaqs   | Rise of Ghiyasuddin Tughlaqs Mohammad Bin Tughlaq's Projects. Firoz Shah and his Works, Saiyyed Sultans of Delhi, Lodies.  | 7            | CO2       |
| 3        | The Mughals  | Babur and Humayun, Interly of Shershah with special reference to Administration and Land Revenue System.   | 8            | CO3       |
| 4        | Akbar to Shahjahan                                     | Mughal Empire its expansion, Jagirdari, Mansabdari, Relation with Rajpoot and Maharana Pratap, Religions Policy.   | 9            | CO4       |
| 5        | Aurangzeb  | Aurangzeb rebellions, religious, deccan policy, Rajpoot Decline of Mughals.  | 7            | CO5       |
| 6        | Rise of Marathas under Shivaji                         | Administration, Revenue System, Concept of Hindu-Padshahi and latter Mughals.  | 8            | CO6       |
| 7        | Development in Mughal period                           | Architecture and painting in Mughal Period, Music and literature.  | 7            | CO7       |
| 8        | Rise of Bhakti & Sufi Movement                         | Rise of Bhakti Movement and Re-strengthening in North India. Development of Sufism in India.   | 6            | CO8       |

**Reference Books:**

Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.

Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press.

Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co.

Srivastava, A.L.: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co.

Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications

Satish Chandra, History of Medieval India (800-1700), Orient BlackSwan, 2007.

**e-Learning Source:**

<https://swayam.gov.in/>

<http://www.ignou.ac.in/>

Coursera

UGC/CEC

| <b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b> |     |     |     |     |     |     |     |     |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| PO-PSO CO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
| CO1   | 1   | 3   | 3   | 1   | 3   | 3   | 3   | 3   | 1    | 2    | 2    |
| CO2   | 3   | 3   | 3   | 2   | 2   | 3   | 2   | 1   | 1    | 2    | 2    |
| CO3   | 3   | 3   | 3   | 3   | 1   | 3   | 2   | 1   | 2    | 3    | 2    |
| CO4   | 3   | 3   | 3   | 1   | 3   | 3   | 3   | 3   | 1    | 2    | 2    |
| CO5   | 3   | 3   | 3   | 2   | 3   | 3   | 1   | 2   | 1    | 1    | 2    |
| CO6   | 3   | 3   | 3   | 2   | 2   | 3   | 3   | 2   | 2    | 2    | 2    |
| CO7   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2    | 3    | 2    |
| CO8   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2    | 2    | 2    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |   |
|--|---|
| <p><i>Dr. Tabinda Anjum</i><br/><i>Tabinda Anjum</i></p> <p>Name &amp; Sign of Program Coordinator</p> | <p><i>Zeba Aali</i></p> <p>Sign &amp; Seal of HoD</p> |
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## Integral University, Lucknow

Effective from Session: 2022-23

|                          |  |                            |   |          |          |          |          |
|--------------------------|--|----------------------------|---|----------|----------|----------|----------|
| <b>Course Code</b>       | A090201T/HS<br>112   | <b>Title of the Course</b> | Basic Research Methodology and Statistics | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>              | <b>I</b>   | <b>Semester</b>            | II  | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b> |
| <b>Pre-Requisite</b>     | Intermediate   | <b>Co-requisite</b>        | None                                      |          |          |          |          |
| <b>Course Objectives</b> | This course will help students learn to use the basic research knowledge and statistics. |                            |   |          |          |          |          |

### Course Outcomes

|            |   |
|------------|---|
| <b>CO1</b> | Conceptual knowledge about the key terms and major contributors pertaining to Psychological Statistics  |
| <b>CO2</b> | Knowledge about the nature of psychological variables and how to measure them using appropriate scale.  |
| <b>CO3</b> | Understanding the importance of applications of statistics in Behavioral Sciences /Psychological Research   |
| <b>CO4</b> | Understanding the concepts of central tendency and dispersion, and be able to compute relative statistics and learning about the techniques of inferential statistics and hypothesis testing. |
| <b>CO5</b> | Knowledge of the techniques of descriptive statistics for quantitative research. They will know how to set up and interpret datasets in charts, graphs, and distributions in meaningful ways. |
| <b>CO6</b> | Identify commonly used standardized tests, their strengths and limitations, and use in various settings   |
| <b>CO7</b> | Knowledge of scientific methodology—the variety of ways in which Psychological constructs are evaluated / interpreted.  |
| <b>CO8</b> | Enable to practice professional skills in the area of Psychological Testing and Assessment.   |

| Unit No. | Title of the Unit                     | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|---------------------------------------|---|--------------|-----------|
| 1        | Measurement                           | Nature and Scales of Psychological Measurement; Properties and Functions of Measurement.  | 6            | CO1       |
| 2        | Scientific Approach:                  | Aim and Functions; Research Methods: Experimental, Correlational, and Observational; Variable: Concept and Types; Hypothesis: Types and Criteria; Sampling: Concept and Methods.                        | 8            | CO2       |
| 3        | Psychological Statistics              | Introduction; Descriptive Statistics: Measures of Central Tendency and Measures of Variability; Skewness and Kurtosis; Type-I and Type-II Error; Graphical representation of Data.                      | 8            | CO3       |
| 4        | The Normal Distribution               | Meaning and Uses, Characteristics or Properties of Normal Probability Curve (NPC); Significance of Statistics   | 8            | CO4       |
| 5        | Correlation: Types and Interpretation | Pearson Product Moment Correlation Coefficient, Point Biserial $r$ , Phi Coefficient, Spearman's Rho, Chi-Square tests: Goodness of fit, Analysis of contingency tables                                 | 7            | CO5       |
| 6        | Tests:                                | Concept and Types; Psychometric Properties of Tests: Validity and Reliability: Nature and Types.  | 7            | CO6       |
| 7        | Intelligence Testing                  | (Brief History); Measurement of abilities: Stanford Binet, and Wechsler Test of Intelligence, Culture Fair Tests: Structure and Application.  | 8            | CO7       |
| 8        | Personality Tests:                    | Self- Report Inventories (16 PF, NEO-PIR), Projective Techniques: Nature and Types: Structured, Semi-Structured, and Unstructured Projective Techniques: Familiarity with MMPI, Rorschach, WAT, and TAT | 8            | CO8       |

#### Reference Books:

1. Asthana H.S, and Bhushan. B. (2007) Statistics for Social Sciences (with SPSS Applications).
2. Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
3. Garrett, H.E. (1981), Statistics in Psychology and Education, (Tenth edition), Bombay, Vakils Feffer and Simons Ltd.
4. Gupta, S.C. (1990) Fundamentals of Statistics.
5. Kerlinger F.N (1986). Foundations in Behavioural Research. New York: Holt Rinehart and Winston.
6. Mangal, S. K. (2002). Statistics in Psychology and Education. New Delhi: Phi Learning Private Limited.

**e-Learning Source: Egyankosh, NCERT, ePathshala,swayam**

| PO-PSO | P | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 |
|--------|---|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|
| CO     | 1 |     |     |     |     |     |     |      |      |      |      |      |      |      |      |
| CO1    | 3 | 1   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO2    | 1 | 1   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 2    |
| CO3    | 1 | 1   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO4    | 1 | 1   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO5    | 1 | 1   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO6    | 2 | 1   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO7    | 3 | 1   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    |
| CO8    | 3 | 1   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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| <p style="margin: 0;">Name &amp; Sign of Program Coordinator</p> | <p style="margin: 0;">Sign &amp; Seal of HoD</p> |
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## Integral University, Lucknow

|                                 |  |                     |  |   |   |   |   |
|---------------------------------|--|---------------------|--|---|---|---|---|
| Effective from Session: 2022-23 |  |                     |  |   |   |   |   |
| Course Code                     | A070101T/SS<br>108   | Title of the Course | Society in India: Structure, Organization & Change | L | T | P | C |
| Year                            | I <sup>st</sup>  | Semester            | II <sup>nd</sup>                                   | 5 | 1 | 0 | 6 |
| Pre-Requisite                   | Intermediate   | Co-requisite        | None   |   |   |   |   |
| Course Objectives               | This paper is designed in this manner, so that students are introduced to the concepts related to Indian Society. They are made familiar with the Indian Society, its linkages and continuity with past and present. It also gives insights to analyze contemporary Indian society. This paper provides comprehensive understanding of Indian society. |                     |  |   |   |   |   |

| Course Outcomes |   |
|-----------------|---|
| CO1             | To develop the understanding about the Indian Society and its structure |
| CO2             | To Understand Indian society through different perspectives             |
| CO3             | Enhance Knowledge regarding Culture and Ethnicity                       |
| CO4             | Learn about Tribal communities  |
| CO5             | Learn about Basic Social institutions                                   |
| CO6             | To understand Social Classes of Indian Society                          |
| CO7             | Extend knowledge regarding Demography and Population                    |
| CO8             | To understand about transformation of Indian Society                    |

| Unit No. | Title of the Unit                               | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|---|--|--------------|-----------|
| 1        | The structure and composition of Indian society | Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society   | 07           | CO1       |
| 2        | Perspective to study Indian Society.            | Ideological, Historical, Structural and Functional Perspective to study Indian Society   | 07           | CO2       |
| 3        | Cultural and Ethnic diversity                   | Diversities in respect of language, caste, region and religious beliefs and practices  | 08           | CO3       |
| 4        | Tribal Communities in India                     | Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Under development in Tribe.        | 08           | CO4       |
| 5        | Basic Institutions of Indian society            | Caste, Marriage, Religion, Class and Joint Family.   | 06           | CO5       |
| 6        | Social Classes in India                         | Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, Women                       | 08           | CO6       |
| 7        | Population                                      | Structure and dynamics, Demographic analysis, Population explosion, Demographic theories, Population growth and control.           | 08           | CO7       |
| 8        | Change and Transformation in Indian Society     | Factors affecting National Integration: Casteism and Politics of caste in India, Communalism and Politics of communalism, Naxalism | 08           | CO8       |

**Reference Books:**

Bose, N.K. 1967: Culture and Society in India

Dube, S.C., 1958: India's Changing Villages

Karve, Irawati, 1961: Hindu Society: An Interpretation

Srinivas, M.N., 1963: Social Change in Modern India

**e-Learning Source:**

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad

| PO-PSO<br>CO | Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |      |      |      |      |      |      |
|--------------|--|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
|              | PO1  | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| CO1          | 3  | 2   | 3   | 1   | 3   | 1   | 1   | 1   | 3    | 1    | 3    | 3    | 3    | 3    |
| CO2          | 3  | 1   | 2   | 1   | 2   | 2   | 1   | 3   | 3    | 3    | 1    | 3    | 3    | 3    |
| CO3          | 3  | -   | -   | 2   | 1   | 2   | 1   | 3   | 3    | 3    | -    | 2    | 3    | 3    |
| CO4          | 3  | 1   | -   | 3   | 3   | -   | 2   | 3   | 3    | 3    | 2    | -    | 2    | 3    |
| CO5          | 3  | 2   | 2   | 2   | 2   | 1   | 2   | 3   | 3    | 3    | 2    | -    | 2    | 3    |
| CO6          | 3  | -   | 3   | 3   | 3   | 2   | 3   | 3   | 3    | 3    | 3    | 2    | 2    | 2    |
| CO7          | 3  | -   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 1    | 3    | -    | 3    | 3    |
| CO8          | 3  | -   | 2   | 3   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | -    | 3    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|   |   |
|---|---|
| <p>Dr. Archana Bunde<br/>Name &amp; Sign of Program Coordinator</p> | <p>Zeba Siddiqui<br/>Sign &amp; Seal of HoD</p> |
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## Integral University, Lucknow

|                                   |   |                     |                      |   |   |   |   |
|-----------------------------------|---|---------------------|----------------------|---|---|---|---|
| Effective from Session: 2024-2025 |   |                     |                      | L | T | P | C |
| Course Code                       | Z020201T/NS110  | Title of the Course | First Aid and Health | 2 | 0 | 0 | 2 |
| Year                              | I   | Semester            | II                   |   |   |   |   |
| Pre-Requisite                     | 10+2  | Co-requisite        | -                    |   |   |   |   |
| Course Objectives                 | This course aims to educate fundamental and essential understanding of first aid and sex education. |                     |                      |   |   |   |   |

### Course Outcomes

|     |  |
|-----|--|
| CO1 | Learn the skill needed to assess the ill or injured person and learn the skills to provide CPR to infants, children and adults.  |
| CO2 | Learn the skills to handle emergency childbirth and learn the Basic sex education help young people navigate thorny questions responsibly and with confidence.                   |
| CO3 | Learn the Basic sex education help youth to understand Sex is normal. It's a deep, powerful instinct at the core of our survival as a species. Sexual desire is a healthy drive. |
| CO4 | Help to understand natural changes of adolescence  |
| CO5 | Learn the skill to identify Mental Health status and Psychological First Aid   |

| Unit No. | Title of the Unit               | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|---------------------------------|---|--------------|-----------|
| 1        | Fundamentals of First Aid-I     | <ul style="list-style-type: none"> <li>A. Basic First Aid               <ul style="list-style-type: none"> <li>• Aims of first aid &amp; First aid and the law.</li> <li>• Dealing with an emergency, Resuscitation (basic CPR).</li> <li>• Recovery position, Initial top to toe assessment.</li> <li>• Hand washing and Hygiene</li> <li>• Types and Content of a First aid Kit</li> </ul> </li> <li>B. First AID Technique               <ul style="list-style-type: none"> <li>• Dressings and Bandages.</li> <li>• Fast evacuation techniques (single rescuer).</li> <li>• Transport techniques.</li> </ul> </li> <li>C. First aid related with respiratory system               <ul style="list-style-type: none"> <li>• Basics of Respiration</li> <li>• No breathing or difficult breathing, Drowning, Choking, Strangulation and hanging,</li> <li>• Swelling within the throat, Suffocation by smoke or gases and Asthma.</li> </ul> </li> <li>D. First aid related with Heart, Blood and Circulation               <ul style="list-style-type: none"> <li>• Basics of The heart and the blood circulation.</li> <li>• Chest discomfort, bleeding.</li> </ul> </li> <li>E. First aid related with Wounds and Injuries               <ul style="list-style-type: none"> <li>• Type of wounds, Small cuts and abrasions</li> <li>• Head, Chest, Abdominal injuries</li> <li>• Amputation, Crush injuries, Shock</li> </ul> </li> <li>F. First aid related with Bones, Joints Muscle related injuries               <ul style="list-style-type: none"> <li>• Basics of The skeleton, Joints and Muscles.</li> <li>• Fractures (injuries to bones).</li> </ul> </li> </ul>  | 8            | 1,2       |
| 2        | Fundamentals of First Aid-II    | <ul style="list-style-type: none"> <li>G. First aid related with Nervous system and Unconsciousness               <ul style="list-style-type: none"> <li>• Basics of the nervous system.</li> <li>• Unconsciousness, Stroke, Fits – convulsions – seizures, Epilepsy.</li> </ul> </li> <li>H. First aid related with Gastrointestinal Tract               <ul style="list-style-type: none"> <li>• Basics of The gastrointestinal system.</li> <li>• Diarrhea, Food poisoning.</li> </ul> </li> <li>I. First aid related with Skin, Burns               <ul style="list-style-type: none"> <li>• Basics of The skin.</li> <li>• Burn wounds, Dry burns and scalds (burns from fire, heat and steam).</li> <li>• Electrical and Chemical burns, Sun burns, heat exhaustion and heatstroke.</li> <li>• Frost bites (cold burns), Prevention of burns, Fever and Hypothermia.</li> </ul> </li> <li>J. First aid related with Poisoning               <ul style="list-style-type: none"> <li>• Poisoning by swallowing, Gases, Injection, Skin</li> </ul> </li> <li>K. First aid related with Bites and Stings               <ul style="list-style-type: none"> <li>• Animal bites, Snake bites, Insect stings and bites</li> </ul> </li> <li>L. First aid related with Sense organs               <ul style="list-style-type: none"> <li>• Basic of Sense organ.</li> <li>• Foreign objects in the eye, ear, nose or skin.</li> <li>• Swallowed foreign objects.</li> </ul> </li> <li>M. Specific emergency satiation and disaster management               <ul style="list-style-type: none"> <li>• Emergencies at educational institutes and work</li> <li>• Road and traffic accidents.</li> <li>• Emergencies in rural areas.</li> <li>• Disasters and multiple casualty accidents.</li> <li>• Triage.</li> <li>• Emergency Child birth</li> </ul> </li> </ul> | 8            | 2,3       |
| 3        | Fundamentals of Sex Education-I | <ul style="list-style-type: none"> <li>Basic Sex Education               <ul style="list-style-type: none"> <li>• Overview, ground rules, and a pre-test</li> <li>• Basics of Urinary system and Reproductive system.</li> <li>• Male puberty — physical and emotional changes</li> <li>• Female puberty — physical and emotional changes</li> <li>• Male-female similarities and differences</li> </ul> </li> </ul>  | 7            | 4         |

Zeba Agil

|   |                                  |   |   |   |
|---|----------------------------------|---|---|---|
|   |                                  | <ul style="list-style-type: none"> <li>Sexual intercourse, pregnancy, and childbirth</li> <li>Facts, attitudes, and myths about LGBTQ+ issues and identities</li> <li>Birth control and abortion</li> <li>Sex without love — harassment, sexual abuse, and rape</li> <li>Prevention of sexually transmitted diseases.</li> </ul>  |   |   |
| 4 | Fundamentals of Sex Education-II | <ul style="list-style-type: none"> <li>Mental Health and Psychological First Aid</li> <li>What is Mental Health First Aid?</li> <li>Mental Health Problems in the India</li> <li>The Mental Health First Aid Action Plan</li> <li>Understanding Depression and Anxiety Disorders</li> <li>Crisis First Aid for Suicidal Behavior &amp; Depressive symptoms</li> <li>What is Non-Suicidal Self-Injury?</li> <li>Non-crisis First Aid for Depression and Anxiety</li> <li>Crisis First Aid for Panic Attacks, Traumatic events</li> <li>Understanding Disorders in Which Psychosis may Occur</li> <li>Crisis First Aid for Acute Psychosis</li> </ul> | 7 | 5 |

**Reference Books:**

Indian First Aid Manual-<https://www.indianredcross.org/publications/FA-manual.pdf>

Red Cross First Aid/CPR/AED Instructor Manual

<https://mhfa.com.au/courses/public/types/youthedition4>

Finkelhor, D. (2009). The prevention of childhood sexual abuse. Durham, NH: Crimes Against Children Research Center.

Orenstein, P. (2016). Girls and sex: Navigating the complicated new landscape. New York, NY: Harper.

**e-Learning Source:**

<https://www.redcross.org/take-a-class/first-aid/first-aid-training/first-aid-online>

[www.unh.edu/ccrc/pdf/CV192.pdf](http://www.unh.edu/ccrc/pdf/CV192.pdf)

<https://www.firstaidforfree.com/>

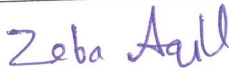
<https://www.coursera.org/learn/psychological-first-aid>

<https://www.coursera.org/learn/mental-health>

Activities: Assignments, quiz, discussion, presentation, etc.

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |      |      |      |      |      | SDGs Mapping  |
|--|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|---|
| PO-PSO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |   |
| CO   |     |     |     |     |     |     |     |      |      |      |      |      |   |
| CO1  | 3   | 1   | -   | -   | -   | -   | -   | 2    | -    | -    | 2    | 1    | 3 (Good Health and Well-being), & 4 (Quality education) |
| CO2  | 1   | 3   | -   | -   | -   | -   | -   | 2    | -    | -    | 3    | 3    |   |
| CO3  | 2   | 3   | -   | -   | -   | -   | -   | 3    | -    | -    | 2    | 2    |   |
| CO4  | 3   | 2   | -   | -   | -   | -   | -   | 1    | -    | -    | 3    | 3    |   |
| CO5  | 3   | 3   | -   | -   | -   | -   | -   | 3    | -    | -    | 2    | 3    |   |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|                                    |   |
|------------------------------------|---|
| Name & Sign of Program Coordinator | <br>Sign & Seal of HoD |
|------------------------------------|---|