

**SRINIVASSA SINAI DEMPO COLLEGE OF COMMERCE AND ECONOMICS**

**Programme Structure for Semester I and II Under Graduate Programme - BBA (General) 2023-24**

Semester	Major -Core	Minor	MC	AEC	SEC*	I	D	VAC	Total Credits	Exit
I	Major- 1 MAG-100 (Management Process & Organisational Behaviour)	Minor -1 MAG-111 (Human Resource Management)	MC-1 PSY - 131: Psychology of Adjustment	English I	SEC-1 MAG-142 (Theatre Art)			Paper I : VAC 101 (Environmental Studies I) Paper II : VAC 106 (Elections and Electoral Management in India)	20	Internship in Summer Term (4)
II	Major- 2 MAG-102 (Marketing Management)	Minor-2 MAG-112 (Financial Statement Analysis)	MC-II MGF-134 Fundamentals of Tourism Management	English II	SEC-1 MAG-148 (Film Appreciation)			Paper III : VAC 111 (Awareness of Cyber Crimes and Security) Paper IV : VAC 115 (Health and Wellness)	20	

*Manoj Kamat*

Prof. (Dr.) Manoj S. Kamat  
Professor and Principal

22/5/23

**PROFESSOR and PRINCIPAL**  
**SRINIVASSA SINAI DEMPO**  
**COLLEGE OF COMMERCE & ECONOMICS,**  
**Deendayal Integrated School Complex,**  
**Cujira - Goa.**

**Name of the Programme: Bachelor of Business Administration**

**Course Code: MGA-100**

**Title of the Course: Management Process and Organisational Behavior**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b>Prerequisites</b>	Nil	
<b>Objective</b>	To equip participants with an understanding about Managerial Processes and determinants of Employee Behaviour at workplace.	
<b>Contents</b>	<b>Unit I: Introduction and Functions of Management</b> Basic concepts and its role in decision making, Planning, Organizing, Staffing, Leading and Controlling. <b>Unit II: Organization Structure and Design</b> Role in Individual and Interpersonal behavior at work-place <b>Unit II Introduction to Determinants of Individual Behaviour</b> Perception, Personality, Attitudes, Learning, SelfConcepts, Theories/ Models for understanding these determinants <b>Unit IV: Group Dynamics, Tools for Interpersonal Analysis</b> Fundamentals of Leadership and Motivation and their application, Theories/ Models/ Styles Organizational Change and Development, Models of Change, Organizational Culture, Conflictand Negotiations, Power and Politics in Organization	<b>Hours</b> <b>(15hrs)</b>  <b>(10hrs)</b>  <b>(15hrs)</b>  <b>(20 hrs)</b>
<b>Pedagogy</b>	lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study/ case Studies etc. or a combination of some of these. Sessions shall be interactive in nature to enable peer group learning.	
<b>Suggested Readings</b>	1) Robbins S., Coulter M.: 'Introduction to Management'. Prentice Hall, 11 <sup>th</sup> edition or Latest Edition 2) Robbins S., Coulter M. and Vohra N.; 'Management', Pearson, 9 <sup>th</sup> edition or Latest Edition 3) Harold Koontz, Heinz Weihrich: 'Essentials of Management: An International and leadership perspective', Mcgraw Hill Education, 8 <sup>th</sup> edition or Latest Edition	
<b>Course Outcomes</b>	At the end of the course, the participants will be able to: <ul style="list-style-type: none"><li>● Understand the functions and responsibilities of managers and their role in decision making</li><li>● Get an insight into Organization Structure and Design and its impact on Individual and Interpersonal behavior</li><li>● Analyzing Individual Behavior, and its implications for organizational behavior.</li><li>● Analyzing Group behavior, and its implications for organizational behavior.</li></ul>	

**Name of the Programme: Bachelor of Business Administration**

**Course Code: MGA-111**

**Title of the Course: Human Resource Management**

**Number of Credits: 4**

<b>Prerequisites</b>	Nil	
<b>Objective</b>	To equip participants with the necessary skills and techniques for effective Human Resource Management, within an organization.	
<b>Contents</b>	<p><b>Unit I: Introduction and Planning</b> Introduction to Human Resource Management-Objectives, Functions, Organization of HR Department, Environment &amp; Strategic Role of HRM, Manpower planning, Job Analysis &amp; job Design, Succession Planning.</p> <p><b>Unit II: Recruitment &amp; Selection</b> Definition, Sources of Recruitment, Process of Recruitment and Selection, Types of Selection Tests, Interviews, Technology in Recruitment and Selection, Evaluation, Employee Placement</p> <p><b>Unit III: Training and Development and Performance Management</b> Training Process, Training Need Analysis, Training Design, Types of Training , Methods of Training, Training Evaluation. Performance Management: Setting KRA's/KPA's, Appraisal Process, Methods and its applicability, Rewards.</p> <p><b>Unit IV: Compensation, Employee Benefits and Industrial Relations</b> Job Evaluation, Wage Mix, Compensation Structure, Performance Linked Pay, Employee Benefit programs, Introduction to Industrial Relations, Importance &amp; Approaches, Trade Unions, Resolving Disputes.</p>	<p><b>Hours</b> <b>(15hrs)</b></p> <p><b>(15hrs)</b></p> <p><b>(15hrs)</b></p> <p><b>(15hrs)</b></p>
<b>Pedagogy</b>	lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study/ case Studies etc. or a combination of some of these. Sessions shall be interactive in nature to enable peer group learning.	
<b>Suggested Readings</b>	<ol style="list-style-type: none"> <li>1. K. Aswathappa, 'Human Resource Management', Tata McGraw-Hill Education, 6<sup>th</sup> or Latest Edition.</li> <li>2. Snell, Bohlander, Vohra, 'Human Resource management', - Cengage learning , 1<sup>st</sup> or Latest Edition</li> <li>3. Gary Dessler, 'Human Resource Management', Pearson publication, 2020 or Latest Edition.</li> </ol>	
<b>Course Outcomes</b>	<p>At the end of the course, the participants will be able to:</p> <ul style="list-style-type: none"> <li>● Define the concept of HR and its integration with business performance.</li> <li>● Derive a deep insight into Human Resource planning and its linkage to an effective Recruitment process.</li> <li>● Understand of Training needs assessment and the training process.</li> <li>● Get an in depth understanding of a good Performance Management System.</li> <li>● Evaluate various components of employee compensation and benefits and their role in attracting and retaining competent people.</li> <li>● Assess Industrial Disputes and methods of settlement of the same.</li> </ul>	

Name of the Programme: Bachelor of Arts in Psychology

Course Code: PSY-131

Title of the Course: PSYCHOLOGY OF ADJUSTMENT

Number of Credits: 03

Effective from AY: 2023-24

<b>Pre-requisites for the Course:</b>	Nil	
<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. <b>Understand</b> adjustment challenges and <b>apply</b> the principles of adjustment to facets of the contemporary world</li><li>2. <b>Analyse</b> concepts and modern trends in the psychology of adjustment.</li><li>3. <b>Develop</b> skills required for effective life adjustment.</li></ol>	
<b>Content:</b>	<p><b>CHAPTER 1: ADJUSTING TO THE MODERN WORLD</b></p> <ol style="list-style-type: none"><li>1. Meaning of Adjustment: Definition</li><li>2. Characteristics of Effective Adjustment: Accurate perception of reality, ability to cope with stress and anxiety, positive self-image, good interpersonal feelings</li><li>3. Emotional Intelligence and Personal Growth: Enhancing emotional intelligence, adjustment and personal growth</li><li>4. Cultural intelligence and critical thinking: how attitudes towards human diversity and critical thinking are linked with life-adjustment</li></ol> <p>Skill Based Activities: Process of knowing yourself- SWOC Analysis/ Johari Window, enhancing emotional and cultural intelligence.</p> <p><b>CHAPTER 2: GENDER, SEXUALITY AND INTIMATE RELATIONSHIPS</b></p> <ol style="list-style-type: none"><li>1. Gender and Gender Identity: Gender identity, gender roles and sexuality, on being transgender</li><li>2. Adjusting to Intimate Relationships: Sharing responsibilities, communication, conflict, mindfulness, safe sex practices, understanding intimate partner violence</li><li>3. Sexual Orientation in Contemporary Society: Changing views of sexuality, Adjustment of LGBTQIA+ individuals, homophobia, coming out</li><li>4. Relationships and Sexuality in a Digital Age: online dating apps, sexting, safe social networking, cybercrime</li></ol> <p>Skill Based Activities: Developing the art of communication- listening, speaking, and body language, building relationships with friends, family, intimate relationships.</p> <p><b>CHAPTER 3: ADJUSTING TO PERSONAL AND PROFESSIONAL LIFE CHALLENGES</b></p> <ol style="list-style-type: none"><li>1. Finding a career that fits</li><li>2. Job satisfaction, job stress, and work-life balance</li><li>3. Adjustment to changes during emerging and early adulthood</li><li>4. Adjusting to changes within families: divorce, single parenthood, death and dying</li></ol> <p>Skill Based Activities: Goal setting, team work, preparing a CV/Resume, interview skills, time Management.</p>	<p>No of hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<b>Pedagogy:</b>	<ol style="list-style-type: none"><li>1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom.</li></ol>	

	<ol style="list-style-type: none"> <li>2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures.</li> <li>3. Facilitators are also encouraged to use ICT tools <b>such as</b> Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.</li> </ol>
<b>References/ Readings</b>	<p><b>Books:</b></p> <ol style="list-style-type: none"> <li>1. Alex, K. (2011). <i>Soft skills: Know yourself &amp; know the world</i>. New Delhi: S. Chand &amp; Company Ltd.</li> <li>2. Wadkar, A. (2016). <i>Life skills for success</i>. New Delhi: Sage.</li> <li>3. Baumgardner, S. &amp; Crothers, M. (2014). <i>Positive psychology</i>. Noida: Pearson Education India.</li> <li>4. Duffy K.G., Atwater E. (2014) <i>Psychology for living: Adjustment, growth and behaviour today</i>. (11th Ed.)India. Pearson Education.</li> <li>5. Rathus, S.A., Nevid, J.S. (2019). <i>Psychology and the challenges and life: Adjustment and growth</i> [14<sup>th</sup> ed.]. Hoboken, NJ: Wiley Publication.</li> <li>6. Sherfield, R.N., Montgomery, R.J., &amp; Moody, P.G. (2010). <i>Cornerstone: Developing soft skills</i>. Delhi: Pearson. 4th Edition.</li> <li>7. Weiten, W.D, Hammer, D.S, Yost, E. (2018). <i>Psychology applied to modern life</i> [12<sup>th</sup> ed.]. Boston, MA: Cengage Learning.</li> </ol> <p><b>Article in Scholarly Journal:</b></p> <ol style="list-style-type: none"> <li>1. Ang, S., Rockstuhl, T., &amp; Tan, M. L. (2015). Cultural intelligence and competencies. <i>International encyclopedia of social and behavioral sciences</i>, 2, 433-439. Retrieved from: <a href="http://www.soonang.com/wp-content/uploads/2017/04/2015-Ang-et-al-IIEncyclopedia-of-he-Social-and-Behavioral-Sciences_CI-and-Competencies.pdf">http://www.soonang.com/wp-content/uploads/2017/04/2015-Ang-et-al-IIEncyclopedia-of-he-Social-and-Behavioral-Sciences_CI-and-Competencies.pdf</a></li> <li>2. Oliver, S., &amp; Duncan, S. (2019). Looking through the Johari window. <i>Research for All</i>.</li> <li>3. Sherin Farhana, E. V. (2022). Cyber Crimes and the Victimisation of Women. Issue 1 Int'l JL Mgmt. &amp; Human., 5, 1877.</li> </ol> <p><b>E-Resources:</b></p> <ol style="list-style-type: none"> <li>1. IGNOU (2017). Unit-20: Sexuality and sex education. <i>Egyankosh</i>. Retrieved from: <a href="https://egyankosh.ac.in/bitstream/123456789/35088/1/Unit-20.pdf">https://egyankosh.ac.in/bitstream/123456789/35088/1/Unit-20.pdf</a></li> <li>2. IGNOU (2021). Unit-2 Family Planning and Parenting. <i>Egyankosh</i>. Retrieved from: <a href="https://egyankosh.ac.in/bitstream/123456789/80014/1/Unit-2.pdf">https://egyankosh.ac.in/bitstream/123456789/80014/1/Unit-2.pdf</a></li> </ol>
<b>Course Outcomes:</b>	<p>At the end of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> contemporary perspectives regarding psychology of life adjustment.</li> <li>2. <b>Apply</b> skills for effective adjustment in the modern world.</li> <li>3. <b>Harness</b> critical perspectives regarding questions of gender, sexuality, and intimate relationships.</li> <li>4. <b>Develop</b> values and competences for facing challenges at work and in families.</li> </ol> <p><b>Suggestions:</b> All skill-based activities may be recorded in a journal and may be marked as a part of continuous assessment.</p>

Name of the Programme: Bachelor of Arts- English

Course Code: ENG-151

Title of the Course: Communicative English: Spoken and Written

Number of Credits: 02

Effective from AY: 2023-24

<b>Pre-requisites for the Course:</b>	Interest in improving spoken and written English skills	
<b>Course Objectives:</b>	<ul style="list-style-type: none"><li>● To listen, understand and convey information</li><li>● To listen and respond appropriately to the contributions of others</li><li>● To understand others and present facts, ideas and opinions</li><li>● To articulate experience and express what is thought, felt and imagined</li><li>● To communicate clearly and fluently</li><li>● To use grammatically correct language</li><li>● To use a register appropriate to the audience and context</li></ul>	
<b>Content:</b>	<b>UNIT 1</b> <ul style="list-style-type: none"><li>● Verbal and non-verbal Skills: importance of pronunciation, enunciation, diction, articulation, intonation and body language.</li><li>● Group Discussion: persuasion, negotiation, leading and participating.</li><li>● Interview Skills: techniques of answering and conducting interviews.</li><li>● Delivering Speeches: balancing rhetoric and empathy to connect with the audience.</li></ul>	<b>(15 hours)</b>
	<b>UNIT 2</b> <ul style="list-style-type: none"><li>● Communication through Letters: cover letters, letters of goodwill, complaint letters and invitation letters.</li><li>● Email Correspondence: components, format, attachments, content and language.</li><li>● Writing Reports: format and steps.</li><li>● Drafting Speeches: special occasion, motivational, informative, and extemporaneous.</li></ul>	<b>(15 hours)</b>
<b>Pedagogy:</b>	Topics to be taught using interactive teaching and the workshop method.	
<b>References/Readings:</b>	<ul style="list-style-type: none"><li>● Beebe, S. A., &amp; Beebe, S. J. <i>Public Speaking: An audience centered approach</i>. 8<sup>th</sup> ed, 2012</li><li>● Hancock, Mark. <i>English Pronunciation in Use</i>. Cambridge UP, 2003 onwards.</li><li>● Krishna Mohan and N. P. Singh. <i>Speaking English Effectively</i>. Macmillan India Ltd ISBN: 0333925521</li><li>● Loughheed, Lin. <i>Business Correspondence: A Guide to Everyday Writing</i>. Longman, 2003.</li><li>● Murphy, Raymond. <i>Murphy's English Grammar</i>. Cambridge UP.</li><li>● Vyas Manish A., Yogesh L. Patel. <i>Tasks for the English Classroom</i>. Macmillan, 2012.</li><li>● Online Resource – The homepage of NATE (National Association of Teaching English) while a national British association, has many resources which are in effect international. Series: English Writing Frames – Copiable books. Could be used in used in conjunction with any language/Communication skills course. A systematic resource, with step-by-step practical exercises and photocopyable frames to practice with.</li></ul>	

**Course  
Outcomes:**

On completion of the course, the student will be able to do the following:

- Elicit and show respect for the views of others as well as be culturally sensitive.
- Display emotional stability and self-confidence.
- Apply critical thinking skills through decision-making and problem-solving.
- Demonstrate effective written communication for an intended purpose and audience that follows genre/disciplinary conventions that reflect creation, organization, precision, and revision.

**Name of the Program: Bachelor in Business Administration**

**Course Code: MGA-142**

**Title of the Course: Theatre Art**

**Number of Credits: 3 Credits(1 T+2 P)**

**Effective from AY: 2023 – 24**

<b>Pre-requisites</b>	Nil	
<b>Course Objective:</b>	To enable participants to develop an appreciation of Theatre Arts.	
<b>Content:</b>	<p><b>Unit I : Introduction to Theatre</b> Introduction to Theatre - Self Introduction, Introduction about Theatre, Why Theatre, History of Indian and Western Drama,</p> <p><b>Unit II: Element of theatre</b> Text Analysis and Speech, Reading and Interpreting Text, Speech Text, Speech Emotion and Situation, Performer-Character, Play Review and Appreciation, Theatre Games and Exercise, Improvisation and Scene Work</p> <p><b>Unit III: Production process</b> Creating a Story Line, Ideation and Concepts, Creating the Characters and Enacting their Personalities, Create a Story, Writing a Script, Dramatize the script, Nonverbal Communication, Voice, Diction, styles of Presentation, and Background Score.</p> <p><b>Unit IV: Practicals</b> Rehearsals and Enactingfor classroom productions of drama demonstrating use of theoretical concepts studied in Units II and III.</p>	<p><b>Hours</b> <b>5 hrs</b></p> <p><b>5 hrs</b></p> <p><b>5 hrs</b></p> <p><b>60hrs</b></p>
<b>Pedagogy:</b>	Lectures/tutorials/laboratory work/field work/outreach activities/project work/vocational training/viva/seminars/term papers / assignments / presentations / self-study/case studies etc or a combination of some of these. Sessions shall be interactive in nature to enable peer group learning.	
<b>References / Readings:</b>	<ol style="list-style-type: none"> <li>1. The Storyteller's Start-Up Book: Finding, Learning, Performing, and Using Folktales - Margaret Read MacDonald ; August House Pub;1993 or Latest Edition</li> <li>2. 'An Actor Prepares' – Constantin Stanislavski, Bloomsbury; 2001 or Latest Edition</li> <li>3. 'The Actor's Scenebook' – Michael Schulman &amp; Eva Mekler, Bantam Books; 1984 or Latest Edition</li> <li>4. 'The Jumbo Book of Drama' – Deborah Dunleavy, Kids Can Press; 2004 or Latest Edition</li> <li>5. 'The Complete Works of William Shakespeare' – Ramboro Books; 2011 or Latest Edition</li> </ol>	
<b>Course Outcomes:</b>	<p>At the end of the course, the participant will be able to:</p> <ul style="list-style-type: none"> <li>● Appreciate the theatre as a form of art</li> <li>● Enhance their skills to conceptualize, analyse, organize, concentrate</li> <li>● Develop personality for public speaking &amp; stage presence</li> <li>● Experience the various facets of performance.</li> </ul>	

- **Students are required to pass the Theory and Practical component separately.**



**Name of the Programme: UG**

**Course Code: VAC-101**

**Title of the Course: Environmental Studies I**

**Number of Credits: 02**

**Effective from AY: 2023-24**

<b>Pre-requisites for the Course:</b>	Same as programme	
<b>Course Objectives:</b>	Sensitise students to environmental conservation and sustainable use of resources	
<b>Content:</b>	<p>Module 1 : Multidisciplinary nature of environmental studies Definition, scope and importance Need for public awareness. Natural Resources : Renewable and non-renewable resources : Natural resources and associated problems. Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. Energy resources : Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies. Land resources : Land as a resource, land degradation, man-induced landslides, soil erosion and desertification. • Role of an individual in conservation of natural resources. • Equitable use of resources for sustainable lifestyles.</p> <p>Module 2 : Ecosystems Concept of an ecosystem. Structure and function of an ecosystem. Producers, consumers and decomposers. Energy flow in the ecosystem. Ecological succession. Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the following ecosystem :- a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries); Biodiversity and its conservation Introduction – Definition : genetic, species and ecosystem diversity. Biogeographical classification of India, Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values,</p>	<p>No of hours 15 15</p>

	Biodiversity at global, National and local levels. India as a mega-diversity nation IV, Hot-spots of biodiversity. Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India, Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.	
<b>Pedagogy:</b>	Class lectures, Case Studies, Field visits	
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Agarwal K.C. (2001): Environmental Biology, Bikaner, Nidi</li> <li>2. Bharucha E.: The Biodiversity of India, Ahmedabad, Mapin</li> <li>3. Bharucha E.: Textbook of Environmental Studies. Orient BlackSwan</li> <li>4. Brunner R.C. (1989): Hazardous Waste Incineration, New York, McGraw-Hill</li> <li>5. Chatwal G.R. &amp; Sharma H. (2005): A Textbook of Environmental Studies, Mumbai, Himalaya</li> <li>6. Clark R.S.: Marine Pollution, Oxford, Clarendon</li> <li>7. Cunningham W.P., Cooper T.H., Gorani E. &amp; Hepworth M.T. (2001): Environmental Encyclopaedia, Mumbai, Jaico.</li> <li>8. De A.K.: Environmental Chemistry, Wiley</li> <li>9. Desai R.J. (2003): Environmental Studies, Mumbai, Vipul, Goa University, Taleigao Plateau, Goa</li> <li>10. Gleick H.P. (1993): Water in Crisis, Stockholm Env't. Institute, OUP</li> <li>11. Hawkins R.E.: Encyclopedia of Indian Natural History, Mumbai, BNHS</li> <li>12. Heywood V.H. &amp; Watson R.T. (1995): Environment Protection and Laws, Mumbai, Himalaya</li> <li>13. Jadhav H. &amp; Bhosale V.M. (1995): Environment Protection and Laws, Mumbai, Himalaya</li> <li>14. McKiney M.L. &amp; Schoel R.M. (1996): Environment Science, Systems and Solutions, Web Enhanced Edition.</li> <li>15. Mhaskar A.K.: Matter Hazardous, Techno-Science Publications</li> <li>16. Miller T.G. Jr.: Environmental Science, Wadsworth</li> <li>17. Odum E.P. (1971): Fundamentals of Ecology, Philadelphia, W.B. Saunders</li> <li>18. Rao M.N. &amp; Datta A.K. (1986): Waste Water Treatment, Oxford &amp; IBH</li> <li>19. Santra S.C. (2004): Environmental Science, Kolkata, Central Book Agency</li> <li>20. Sharma B.K. (2001): Environmental Chemistry, Meerut, Goel Publishing House</li> <li>21. Townsend C., Harper J. &amp; Begon M.: Essentials of Ecology, Blackwell Science</li> <li>22. Trivedi R.K.: Handbook of Environmental Laws, Rules, Guidelines, Compliances and, Standards, Vol.1 &amp; 2, Enviro Media.</li> <li>23. Trivedi R.K. &amp; P.K. Goel: Introduction to Air Pollution, Techno-Science Publications</li> </ol>	

	<p>24. Wagner K.D. (1998) Environmental Management, Philadelphia, W.B. Saunders Magazines</p> <p>Down to Earth, Centre for Science &amp; Environment, Survey of the Environment published by The Hindu</p> <p>E- resource</p> <p><a href="http://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf">http://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf</a></p>
<p><b>Course Outcomes:</b></p>	<p>Students will have the ability to</p> <ol style="list-style-type: none"> <li>1. Distinguish between renewable and non-renewable resources</li> <li>2. Understand different ways to manage resources sustainability</li> <li>3. Appreciate the value of bio-diversity and its management</li> </ol>

Programme: UG

Course Code: VAC-106

Title of the Course: Elections and Electoral Management in India

Number of Credits: 2

Effective from AY: 2023-24

<b>Pre-requisites for the Course:</b>	Any student who is eligible for a UG Programme	
<b>Course Objectives:</b>	<ul style="list-style-type: none"><li>● Introduction to Election processes and electoral Management in India and its role in a strong democracy.</li><li>● Familiarisation with the working of the Electoral Machinery</li><li>● Inculcating the importance of voters' informed choice.</li></ul>	
<b>Content:</b>	<b>Module 1:</b> Role and Importance of Elections in Indian Democracy: Evolution of Elections in India, Structures and Functions of Election Commission of India and State Election Commissions, Electoral Machinery at Local Level: District Electoral Officer, Observers, Booth Level Officers, Polling Officer, Model Code of Conduct  <b>Module 2:</b> Ethical issues in Electoral practices and Challenges: THE Representation Of The People Act, 1950, Guidelines for conduct of elections, Challenges of implementation	No of hours 15  15
<b>Pedagogy:</b>	Lectures, Group Discussion and case studies	
<b>References/ Readings:</b>	Chopra Kumar,( 1989), <i>Politics of Election Reforms in India</i> , Delhi, Mittal Publication.  Devasahayam, M.G (2022), <i>Electoral Democracy?: An Inquiry into the Fairness and Integrity of Election in India</i> , Paranjoy.  Norris, Pippa and Nai, Alessandro, (Ed), (2017), <i>Election Watchdogs</i> , New York, OUP.  Norris, Pippa, ( 2014), <i>Why Electoral Integrity Matters?</i> , New York, Cambridge University press.  Rajendra Vora and Palshikar Suhas, (2004), <i>Indian Democracy: Meanings and Practices</i> , New Delhi, Sage  RobinAge, (2019), <i>Elections in India: Everything You Need to know</i> , Harper Collins Publishers  Shambhunath, (2021), <i>Elections in India: Procedure and Processes</i> , Notion	

	<p>Press.</p> <p>Singh, Ujjwal and Roy, Anupama, (2019), <i>Election Commission of India: Institutionalising Uncertainties</i>, New Delhi, OUP</p>
<p><b>Course Outcomes:</b></p>	<p>Student will:</p> <ol style="list-style-type: none"> <li>1 understand the working of India’s complex electoral process</li> <li>2. know the key elements of election machinery in India</li> <li>3. understand the complexities and the solutions thereof that are available on voting day.</li> <li>4 empowered to play an active citizen’s role in the election process</li> </ol>