

Contemporary Cross-Cutting Issues

Credit point: 3

Full mark -100

Total Hours: 45

COURSE OUTCOMES

- UGC and NAAC emphasize the coverage of contemporary cross cutting issues in the curriculum of Graduate Studies.
- NAAC has identified following issues: Gender, Human Rights, Sustainable Development, Climate Change and Environmental Protection Etc. In addition to above presently A.I is fast emerging as a cross cutting issue.
The proposed course under Value Added Category proposes to address the above issues.
- The students will be cognizant of contemporary cross cutting issues at the national and global level. Develop an understanding of all the issues identified such as: Gender, Human Rights, Sustainable Development, Climate Change, Environment Protection and AI etc.

Students will contribute and act actively to meet the challenges of cross cutting issues.

COURSE CONTENTS

UNIT- I GENDER

[8 hours]

Learning Outcome:

- ✓ *To understand the concept of gender and sensitize students about gender related issues.*

- **Meaning of Gender and Gender related Concepts:**
Meaning and definition of gender, difference between sex and gender, socialization and gender stereotypes, care work and differential pay
- **Demographic aspects of Gender:**
Sex selections, overall sex ratio and social consequences
- **Knowledge and Gender:**
Historical perspective on gender in academics, contribution of women writers, gender in language and literature
- **Issues and Response:**
Transgender and social exclusion, sexual harassment and policies, development index-gender gap

(Subject Teacher- Sociology/Political Science/Anthropology or Any other)

UNIT- II HUMAN RIGHTS

[9 Hours]

Learning Outcome:

- ✓ *To Understand evolution of Human Rights from the earliest times and learn basics of Human Rights at National and Global Level*

- **Understanding Human Rights:**

Meaning and Definition of Human Rights; differences between right and human rights, Human Rights Law and Humanitarian Law

- **Evolution of Human Rights :**

Developments prior to French Revolution, The French Declaration of Rights of Man and of the Citizen (1789), The US Bills of Rights (1791), Universal Declaration of Human Rights (1948)

- **Three Generation of Rights :**

First Generation Rights- Civil and Political Rights, Second Generation Rights- Social, Economic and Cultural Rights, Third Generation Rights- Solidarity /Group /Collective Rights, The Advance of Science and Human Rights

- **Human Rights in India:**

Protection of Human Right Act, 1993 and 2006, National Human Right Commission (NHRC), Protection of Human Right Amendment Act, 2019

- **The Human Rights Issues in the World:**

Arbitrary deprivation of life; War crimes; Issues of Surveillance, Censorship, Refugees and religious minorities; Terrorism and Genocide; Cybercrime

- **Human Rights Issues in India:**

Domestic violence, Ethnic/Caste violence, Violation of the Rights of aboriginals/ indigenous people, human trafficking, Issues of Displacement, Protective Laws of the Government.

(Subject Teacher- Political Science/History/Law or Any other)

UNIT- III SUSTAINABLE DEVELOPMENT

[7 hours]

Learning Outcome:

- ✓ *To understand the meaning and evolutionary growth of sustainable development goals (SDGs)*
- ✓ *To acknowledge challenges and responses of Sustainable Development*

- **Meaning and Evolution of SDGs:**

Meaning, definition and principles of sustainable development, evolutionary growth of the concept of Sustainable Development Goals (SDGs), Green growth

- **Challenges to Sustainable development:**
Agriculture, population & food security; public health and nutrition; education; natural resources, climate change; unemployment and poverty
- **Responses to the challenges of sustainable development:**
Public policy (community participation and participatory learning), technology and engineering, and the inter-linkage between sustainable development and governance

(Subject Teacher- Economics/Geography/Political Science/History or Any other)

UNIT- IV CLIMATE CHANGE ESSENTIALS

[7 hours]

Learning Outcome:

- ✓ *To understand meaning and factors of Climate Change.*
- ✓ *To understand the global impact of climate change and the response towards it.*
- **Understanding Climate Change:**
Meaning and definition of climate change, Drivers of climate change: natural and anthropogenic
- **Impacts of Climate Change:**
Climate change as threat to human wellbeing and the planet, evidence of rapid and intensifying changes across the world
- **Global response to Climate Change:**
Historical mooring of the global response towards climate change; Role of major international bodies and steps taken to address the issues of climate change

(Subject Teacher- Geography or Any Science Teacher)

UNIT- V ENVIRONMENT PROTECTION

[7 hours]

Learning Outcome:

- ✓ *To understand the need for environmental protection, basic concepts and the efforts taken at national and global levels.*
- **Understanding Environment and Environmental Protection:**
Components of environment, Ecological Footprint, Living planet index and bioprospecting, Need of protection of the Natural Capital (Natural resources and ecosystem services)
- **Challenges and Response towards Environmental Protection:**
Extinction of species, Types of Biodiversity conservation (In-situ and Ex-situ), National and International efforts towards Conservation, Environmental ethics and Economics

(Subject Teacher- Any Science Teacher)

UNIT- VI Artificial Intelligence

[7 hours]

Learning Outcome:

- ✓ *To understand what is AI and how its, effect on humanity*

- ✓ *To comprehend the interdisciplinary nature of AI and its impacts on various domains.*
- ✓ *To discuss strategies for addressing challenges and maximizing benefits of AI in society.*

- **Introduction to Artificial Intelligence**

Definition and scope of AI, Historical background and evolution, AI applications across different sectors.

- **Ethical Considerations**

Ethical dilemmas in AI development and deployment, case studies highlighting ethical challenges (e.g., bias, privacy concerns), Strategies for promoting ethical AI practices

- **Socio-Economic Implications**

Explorations of societal impacts of AI on employment, education, healthcare, etc., examination of AI's role in exacerbating or mitigating social inequalities, analysis of AI's influence on economic growth, productivity and job market, fostering inclusively and accessibility in AI technologies.

- **Legal and Regulatory Frameworks (30 Minutes)**

Overview of existing legal frameworks for AI, Challenges in regulating AI technologies, International perspective on AI Governance

- **Environmental Sustainability**

AI's contributions to Environmental Sustainability and Challenges, exploration of Energy Consumption, E-waste, and Carbon Footprints of AI technologies, solutions for minimizing AI's Environmental Impact

- **Integrating AI into Human Rights**

Examination of AI's implications for Human Rights including Privacy, Freedom of Expression, and Access to Information, Strategies for safeguarding Human Rights in AI Development and Deployment

- **Future Trends and Reflection**

Overview of Emerging Trends and Future Directions in AI, Ideas for promoting responsible AI Innovation and addressing Cross-Cutting Issues

(Subject Teacher- Computer Science/Mathematics/Any Science Teacher)

Sample Questions-

1. Define Human Rights in one Sentence. [1 mark]
2. List two positive impacts at AI. [2 marks]
3. Write a paragraph on sustainable development Goals. [5 marks]
4. Critically examine India's efforts to preserve Bio-diversity. [8 marks]

Course material: To be developed by OSHEC and DDCE, Utkal University. Video Lectures will be also prepared by OSHEC and VTP, Utkal University. There shall be no internal examination for this course. The Term End Examination shall be conducted by the respective Universities. Student would engage in self-study and colleges shall conduct at least 4 doubt clearing session for each unit by engaging subject teachers as indicated above. The Principal may assign responsibility to any teacher.

Environmental Studies & Disaster Management

SEMESTER-I

For Under Graduate Compulsory Courses for Arts, Science and Commerce

FULL MARK-100 (Credit-3)

Unit 1: Multidisciplinary nature of environmental studies (8 Period)

Definition, scope and importance

Need for public awareness

Environmental Pollution

Definition

• Cause, effects and control measures of:-

- a) Air pollution
- b) Water pollution
- c) Soil pollution
- d) Marine pollution
- e) Noise pollution
- f) Radiation pollution

Unit 2: Natural Resources: (8 Period)

Renewable and non-renewable resources:

Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation, case studies.
Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources : World food problems, changes caused by agriculture and Overgrazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity, case studies.
- e) Energy resources : Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.

Biodiversity:-

Introduction-Definition; Biogeographically classification of India

India as a mega diversity nation. Hot spots of biodiversity, Threats to biodiversity.

Endangered and endemic species of India. Conservation of biodiversity. In Situ and Ex-situ conservation of biodiversity

Unit-3: Disaster Management (8 Period)

1. **Disaster Management:** Types of disasters (natural and Man-made) and their causes and effect)
2. **Vulnerability Assessment and Risk analysis:** Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, Desertification and Lightning)
3. **Institutional Framework:** Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), Disaster Management Act, 2005, District Disaster Management Authority (DDMA), National Disaster Response Force(NDRF) and Odisha Disaster Rapid Action Force(ODRAF)
4. **Preparedness measures:** Disaster Management cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, strengthening of SDMA and DDMA, Community Preparedness for flood cyclone, heat waves, fire safety, lightening and snake biting. Stakeholders participation, Corporate Social Responsibility (CSR)
5. **Survival Skills:** Survival skills adopted during and after disaster (Flood, Fire, Earthquake, Cyclone and Lightning), Disaster Management Act-2005, Compensation and Insurance

Unit 4: Social Issues and the Environment

(6 Period)

A.

- a) Environmental Ethics: Issues and possible solutions.
- b) Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies
- c) Environment Protection Act
- d) Air(Preservation Control of Pollution) Act
- e) Water(Preservation Control of Pollution) Act
- f) Wildlife Protection Act
- g) Forest Conservation Act
- h) Solid waste management Cause, effect and Control Measure of Urban and Industrial waste
(Role of each individual in conservation of Natural resources and prevention of pollution)

B. Human Population and the Environment

Population Ecology: Individuals, species, population, community
Human population growth, population control method
Urbanisation and its effect on society

Unit 5: Field work

(15 Periods of 30 hrs)

- Visit to an area to document environmental assets: river/forest/flora/fauna, etc.
- Visit to a local polluted site- Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge ,etc.

ETHICS & VALUES

Credit point: 3

Full mark -100

Total Hours: 45

COURSE OUTCOME

- Development of a good human being and a responsible citizen
- Developing a sense of right and wrong leading to ethically correct behavior
- Inculcating a positive attitude and healthy work culture
- To equip the students to prepare themselves national and state level civil service and other competitive examination.

COURSE CONTENTS

UNIT-I- ETHICS AND HUMAN INTERFACE

[5 Hours]

Learning Outcome-

- ✓ *Understand the basic concept of ethics and its relevance in life*
- Ethics and Human Interface: Essence, Determinants and consequence of ethics and human action.
- Dimensions of Ethics in private and public relationship
- Human Values: Tolerance, Compassion, Rationality, Objectivity, Scientific Attitude Integrity, Respecting conscience and Empathy etc.
- Mahatma Gandhi and Ethical Practices: Non-Violence, Truth, Non-hatred and love for all, concern for the poorest, objective Nationalism and Education for man making. Relation between Ends and Means.

Subject Teacher: Philosophy/Political Science or Any other Teacher.

UNIT-II- ETHICS AND MAJOR RELIGIONS AND CIVILIZATIONS

[7 hours]

Learning Outcome-

- ✓ *Be familiar with ethical principles and values promoted by major religious traditions and civilization*
- Hinduism- Dharma and Mokhya (out of 4 goals of life Dharma, Artha, Kama and Mokhya), Concept of Purusartha, Nisakama Karma(work without attachment to results), Concept of Basudev Kutumba and Peace (Whole world including all animals, plants, inanimate beings and human form one world)
- Ten Commandments: (Christianity and Judaism Tradition)
- Islamic Ethics: Justice, Goodness, Kindness, Forgiveness, Honesty, Purity and Piety
- Egyptian- Justice, Honesty, Fairness, Mercy, Kindness and Generosity
- Mesopotian-Non-indulgence in lying, stealing, defrauding, maliciousness, adultery, coveting possession of others, unworthy ambition, misdemeanors and injurious teaching.

- Buddhism-Arya Astangika Marg: Right View, Thought, Speed, Action, Livelihood, Efforts, Attention and Concentration.
- Jainism-Right faith, knowledge and conduct(Triralna)
- Chinese-Confucianism- Respect for Autonomy, Beneficence, non-maleficence and justice. Taoism: No killing, No stealing, No sexual misconduct, No false Speech and No taking of intoxicants.

Subject Teacher: History/Philosophy/Political Science or Any other Teacher.

UNIT-III- CONSTITUTIONAL VALUES, GOOD CITIZENSHIP, PATRIOTISM AND VOLUNTEERISM

[10 Hours]

Learning Outcome-

- ✓ *Students Learn about constitutional values of India, Civic Sense and good Citizenship (both National and International) Patriotism and need for Volunteerism*
- Salient Values of Indian Constitution: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity
- Patriotic values and ingredients of National Building, Examples of great Patriots, Rani Laxmi Bai, Bhagat Singh, Mangal Pandey, Birsa Munda, Laxman Naik, Subhas Chandra Bose and Khudiram Bose.
- Law abiding citizenship
- Concept of Global citizenship in contemporary world
- Volunteerism- concept and facts of Volunteerism, building a better society through Volunteerism, Blood Donation, Social work, Helping the Aged, Promotion of Green Practices and Environment protection.

Subject Teacher: Philosophy/Political Science /History/ or Any other Teacher.

UNIT-IV- WORK ETHICS

[6 hours]

Learning Outcome-

- ✓ *Understand the concept of work ethics, ethics in work place and ethical practices to be adopted by various professionals*
- The concept of professionalism.
- Professional ethics at work place
- Core values needed for all professionals. Reliability, Dedication, Discipline, Productivity, Co-operation , Integrity, Responsibility, Efficiency, Professionalism, Honesty, Purity and Time Management, Accountability, Respect Diversity, Gender Sensitivity, Respect for others, Cleanliness, Rational Thinking, Scientific Attitude, Clarity in Thinking . Diligence, cleanliness and Environment Consciousness.
- Codes of conduct for Students(both in College and Hostels), Teachers, Business professional, Doctors, Lawyers, Scientist, Accountants, IT professionals and Journalist.
- Practical ethics in day to day life.

Subject Teacher: Commerce/Philosophy/Education/History/ or Any other Teacher.

UNIT-V-ETHICS AND SCIENCE AND TECHNOLOGY

[7 Hours]

Learning Outcome-

✓ *Understand how Science is related to ethics and values has ethical implications.*

- Ethics of Science and Technology. Are science and Technology ethically neutral? Are Science and Technology Value Free?
- Ethics of scientific Research ,Innovation and Technology
- Ethics of Social Media, Modern Gadgets
- AI and Ethics

Subject Teacher: Philosophy or Any Science Teacher

UNIT-VI- ETHICS AND VULNERABLE SECTIONS OF SOCIETY

[10 hours]

Learning Outcome-

✓ *Understand how various vulnerable sections of our society are treated unequally and what needs to be done to address their inequality*

✓ *Understand dimensions of substance abuse*

1. **Women and family**—Gendered practices in the family, marriages (dowry, child marriage, women's consent).
Women and work—women's work at home and at work place, pay gap, gendered roles, harassment at work place and working women and role conflict.
Women and Society— Gender sensitive language, property right, marriage-divorce/Separation and women's right; violence against women
2. **Issues Relating to Children:** Nutrition and health , Child Exploitation: Child labour ,trafficking, sexual exploitation
3. **Issues Relating to Elderly Persons :** Abuse of Elders, Financial insecurity, Loneliness and Social insecurity, Health Care Issues, Needs for a happy and Dignified Ageing
4. **Issues Relating to persons with disability:** Rights of PWD, affirmative action, prevention of discrimination, providing equal opportunity, various scheme for empowering PWD and social justice for PWD.
5. **Issues Relating to Third Gender:** Understanding LGBTQ, Social justice for them, Removal of discrimination, Affirmative action and Acceptance of diversity of gender.

Subject Teacher: Sociology/political Science /Anthropology or Any Science Teacher

Sample Questions-

1. Birsa Munda belongs to which state of India?[1 mark]
2. Recall at least 4 constitutional values from the preamble to India constitution.[2 marks]
3. Explain utility of being Punctual.[5 marks]
4. Explain the ethical principles a scientist should follow.[8 marks]

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Indian Society

Credit point: 3

Total Hours: 45

COURSE OUTCOMES

- After completing this course, the students will be able to demonstrate an understanding of composition of Indian society in terms of its diverse culture, complex social structure and will have a better understanding of the factors of unity and diversity that makes a our country as a unique nation.

COURSE CONTENTS

UNIT-I COMPOSITION OF AND APPROACHES ON INDIAN SOCIETY [10 hours]

✓ **Learning Outcome:**

Students will be able to explain the diverse composition of Indian society, approaches to study the Indian society, factors of unity and diversity.

- Diverse Composition: Religious composition, linguistic composition & racial composition
- Threat to National Integration (Communalism, Linguism, Regionalism, Casteism)
- Unity in diversity: Factors of unity
- Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern

UNIT-II HINDU SOCIAL ORGANIZATION

[10 hours]

✓ **Learning Outcome:**

Students will be able to demonstrate their understanding on various aspects of Hindu social organization.

- Features of Hindu Social Organization
- Ashrama Vyavastha and its relevance
- Purusarthas and Doctrine of Karma
- Relevance of Hindu Belief System in Contemporary Society

UNIT-III MARRIAGE, FAMILY, KINSHIP AND CASTE IN INDIA

[12 hours]

✓ **Learning Outcome:**

Students will be able to demonstrate their understanding pertaining to Marriage, Family, Kinship and Caste system among different communities and societies in India.

- Marriage: Meaning and Types of Marriage among the Hindu, Muslims and Tribes
- Joint Family and Kinship - Meaning, features & disintegration of joint family; Meaning, terminology and regional variations of Kinship.
- Caste: Meaning and features of caste System, Theories of the origin of caste system: Occupational, Religious and Racial
- Recent changes in Marriage, Family and Caste system in India

UNIT-IV ISSUES AND CHALLENGES OF CONTEMPORARY INDIA [13 hours]

✓ *Learning Outcome:*

Students will be able to understand major issues of the contemporary India along with its complexities, challenges and the process of change.

- Globalization and Indian society – Meaning of globalization, impact of globalization on Culture, Economy and Health.
- Social Exclusion and Inequality – Meaning, Types and Factors
- Social Empowerment of Disadvantaged – Meaning, Types and Importance

Text Books

1. Hasnain, N. and Hasnain, A. (2021) *India In Society - Themes and Social Issues*. New Delhi: Mc Graw Hill (Chapter 2 and 3)
2. Singh, Y. (2018). *Modernization of Indian tradition*. New Delhi: Rawat Publications.

References:

1. Kolenda, P. M. (2017). Region, Caste, and Family Structure: A comparative study of the Indian “joint” family. In *Structure and change in Indian society* (pp. 339-396). Routledge.
2. Mandelbaum, David G. (2003) *Society in India*. Vols. I & II Bombay: Popular Prakashan.
3. Prabhu, P. H. (1991). *Hindu social organization: A study in socio-psychological and ideological foundations*. Popular Prakashan.
4. Shah, A. M. (1998). *The family in India: Critical essays*. Orient Blackswan.
5. Shah, A. M. (2019). *The structure of Indian society: Then and now*. Taylor & Francis.
6. Uberoi, P. (ed.) (1993) *Family, Kinship and Marriage in India*, New Delhi: Oxford University Press.
7. Chaudhuri, Maitrayee. (2024). Globalization in Indian sociology: The invisible and the hypervisible. *Diogenes*. 65. 1-23. 10.1017/S0392192124000014.
8. N.M.P. Verma & Alpana Srivastava (2022). *The Routledge Handbook of Exclusion, Inequality and Stigma in India*. Routledge India.

E- resources

- (1) Sociology of Kinship Marriage & Family. CEC-UGC.
Link: <https://youtu.be/9lbjyiSdiTA?si=eEEAFcfNCMs3wKUR>
- (2) Kinship, Vidya-Mitra, UGC.
Link: <https://youtu.be/-84pft4MWSc?si=XdduVoKhJLMhFYDi>
- (3) Sociology of Caste in India, CEC-UGC.
Link: https://youtu.be/pykIo_3nGa0?si=n--PuzPhaZXAI
- (4) Study of Caste in India, CEC-UGC.
Link: <https://youtu.be/Vs3B2B7ntn4?si=MFqHQjkYpi4G5PMY>

- (6) Globalisation and its impact on India, Vidya-Mitra, MHRD
Link: <https://www.youtube.com/watch?v=ss2DQ2Gax54>
- (5) Social Inequality, Exclusion and Inclusion, DPUE DKPUCPA
Link: <https://www.youtube.com/watch?v=iCEXXdcmiLE>

Sample Question

Part-I

Fill in the blanks. (1x12)

- (a) _____ used the concept “purity and pollution” to define Indian caste system.

Part-II

Answer any 8 questions within two or three sentences. (2x8)

- (a) Define caste.

Part -III

Answer any 8 questions within 75 words each. (3x8)

- (a) Write a short note on ‘doctrine of karma’.

Part-IV

Answer all the questions within 500 words. (7x4)

- (a) Discuss the major factors of unity in India.

Management Concepts and Practices

Credit point: 3

Full mark -100

Total Hours: 45

COURSE OUTCOME

After completion of this course, students will be able to

- Understand the concept and functions of management
- Apply current trends in management in their personal and professional career
- Identify appropriate management techniques for managing self as well as business
- Develop decision making skills to manage different organizational functions

COURSE CONTENTS

Unit 1: Planning and Decision making

[12 hours]

✓ *Learning Outcome: Gain conceptual understanding about the functions of management*

- Nature, Purpose, and Importance of Planning, Types of Planning
- Decision Making: Process and types. Relationship of planning and decision making.

Unit 2: Organizing and Staffing

[11 hours]

✓ *Learning Outcome: Develop proficiency in managing organizational team work.*

- Concept of Organizing, Formal and Informal Organizations, Teamwork: Types and Stages of Team Building.
- Staffing: Meaning of Recruitment, Selection, Socialisation process and Training. Importance and limitations of online staffing practices.

Unit 3: Directing and Controlling

[11 hours]

✓ *Learning Outcome: Demonstrate skills of directing and controlling manpower within the organisation.*

- Directing: Functions and techniques, Importance and Process of Controlling, Types of Controlling and challenges.
- Importance of communication in management practices. Process and types and obstacles in communication process.

Unit 4: Role of Managers in Managing Change

[11 hours]

✓ *Learning Outcome: Acquire skills of self-management to implement change in the organisation.*

- Developing Skill components, Self-management and Challenges faced by a manager. Importance of motivation in self-growth, leadership qualities
- Change management, types and resistance to change. Process for implementing change

Textbooks

- " Management Concepts and Practices" by T. Ramasami and S.K. Acharya (HPH)
- "Principles of Management" by Sharma & Gupta (Kalyani Publishers)

Suggested Books

- "Management" by VSP Rao & V H Krishna (Excel Books)
- "Principles and Practices of Management" by L. M. Prasad (S. Chand Publishers)

Sample Question

1. What is planning?[1 mark]
2. Differentiate between formal and informal organization. [2 marks] [50 word]
3. Discuss various types of communication. .[5 marks] [300 words]
4. What do you mean by change management? Discuss the process for implementing change.
[8 marks] [Within 800 words]

Organizational Behaviour

Credit point: 3

Full mark -100

Total Hours: 45

COURSE OUTCOME

After completion of this course, students will be able to

- Analyse the behaviour of individuals and groups in organisation
- Manage conflict in organizational context.
- Understand the motivational factors for better productivity in organisation
- Analyse individual personality, attitude and behaviour in work place
- Handle the organisational stress and maintain work life balance

COURSE CONTENTS

UNIT 1: INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

[12 hours]

✓ **Learning Outcome:** The students will be able to gain an understanding about the concept, factors and fundamentals of organizational behaviour

- Concept of Organisational Behaviour (OB),
- Factors influencing Organisational Behaviour.
- Disciplines contributing to OB and Challenges of OB
- Learning Styles and Processes

UNIT 2: FOUNDATIONS OF INDIVIDUAL BEHAVIOR

[11 hours]

✓ **Learning Outcome:** The students will learn the importance of personality and attitude in individuals behaviour

- Personality, meaning, determinants and traits of personalities
- Attitudes, Formation of attitude.
- Perception and Factors Influencing Perception
- Job Satisfaction, Factors influencing job satisfaction.

UNIT 3: MOTIVATION

[11 hours]

✓ **Learning Outcome:** The students will understand the factors influencing motivation.

- Motivation cycle and outcome
- Maslow's and Herzberg's theory of motivation
- Leadership and styles of leadership and types of leadership
- Role of Leader in minimising conflict and types and process of conflict Management

UNIT 4: STRESS MANAGEMENT AND CONTEMPORARY ISSUES

[11 hours]

✓ **Learning Outcome:** The students will understand how stress affects the effectiveness of the employees and work life balance

- Stress Management Techniques,
- Contemporary Issues in Organizational Behavior
- Work-Life Balance and Diversity of work force
- Quality of work life

Suggested Text Books:

- ✓ *Organizational Behavior* by K. Aswathappa (HPH)
- ✓ *Organizational Behavior* by Kavita Singh (Vikas Publications)

Suggested Books:

- ✓ *Organizational Behavior* by Robbins, Timothy Judge, Seema Sanghi (Pearson Prentice Hall)
- ✓ *Organizational Behavior* by Fred Luthans (McGraw Hill Inc.)
- ✓ *Managing Individual and Group Behavior in Organizations* by Daniel C. Feldman, Hugh Arnold (McGraw Hill)
- ✓ *Organizational Behavior* by Stephen McShane, Mary Von Glinow (Tata McGraw Hill)
- ✓ *Organizational Behaviour* by L.M. Prasad (Sultan Chand & Sons)
- ✓ *Organizational Behavior: Text, Cases & Games* by K. Aswathappa (Himalaya Publishing House)

Sample Question

1. What do you mean by organisational behaviour? [1mark]
2. Outline the factors influencing organisational behaviour. [2 marks] [50 word]
3. Explain the determinants and traits of personalities.[5 marks] [300 words]
4. Discuss about the Maslow's and Herzberg's Theory of Motivation.[8 marks]
[Within 800 words]

Research Methodology

Credit point: 3

Full mark 100

Total Hours: 45

COURSE OUTCOME

After completion of this course, students will be able to

- Understand the need and importance of research
- Develop skills to identify samples for various types of research
- Differentiate between different types of research
- Explore relevant literature review using primary and secondary sources
- Acquire proficiency to develop research proposal

COURSE CONTENTS

UNIT-I Introduction To Research Methodology

[12 Hours]

Learning Outcome-

✓ *The students will be able to gain insight about the meaning, purpose and types of research*

- Meaning, Significance, Objectives of research, Research methods v/s research methodology, Ethics for research
- Types of research -Pure and applied research, Qualitative and Quantitative research Exploratory, Descriptive, Experimental, Analytical, Action research. Case Study. Field Studies, Surveys.
- Criteria of good research, Planning of research –Selection of a problem for research, Formulation of selected problem, Hypothesis, Research design

Unit II Research Methods

[11 Hours]

Learning Outcome-

✓ *The students will understand various methods of research and their applicability*

- **Review of Literature** – Need for reviewing literature, what to review and for what purpose, Literature search procedure, Sources of literature, Note taking, Identification of Research Gap.
- **Data Collection Method-** Choice of methods for data collection, Observation- Types of observation. Experimentation- Planning and conducting experiment, Types of experiment- Laboratory and field, Interview – Definition, Characteristics and Types of Interviews-Structured, Unstructured, Focused, Clinical, Depth, Interviewing Process-Preparation, Introduction, Developing rapport, Carrying the interview forward, Recording interview and Closing interview. Content Analysis- Meaning, Procedure, Recording units and applications.

- **Tools for Data Collection-** Tools-Observation Schedule, Interview guide, Interview schedule, Questionnaire, Rating Scale, Check List, Opinionnaire, Data Sheet, Schedule for institutions, Inventories.

UNIT-III Sampling Techniques, Field Work and Report Writing [11 Hours]

Learning Outcome-

- ✓ *The students will be able to understand various sampling techniques in research*
- ✓ *The students will develop skills of preparing research proposal and writing research report scientifically.*
- **Sampling-** Concept of population and sample, Characteristics of a good sample design. Basis of sampling, Sampling Techniques and Methods- Probability sampling -Simple Random sampling, Stratified sampling, Systematic random sampling, Cluster, Area sampling, Multi-stage sampling. Non- Probability Sampling-Convenience sampling, Purposive sampling, Quota sampling and Snow-ball sampling.
- **Field Work-** Nature of field work, Selection and training of investigators, Sampling frame, Field operations and Field administration.
- **Report Writing** – Research report format- Report outline, Prefatory items. Body of the report-Introduction Design of the study, Result, Findings and Discussion, Summary, Conclusions and Recommendations, Terminal items- Bibliography, Appendix, Style sheet- APA.

UNIT-IV Activities to Be Conducted

[11 Hours]

Learning Outcome-

- ✓ *Students will gain hands-on experience on application of research methodology*
- Identify the research gap through the review of literature.
- Collect data on a researchable topic through schedule questionnaire.
- Prepare a project report within one thousand words.
- Visit any organization and prepare a report by using case study method.
- Prepare a list of references on a topic by following APA style sheet.

Text books

1. C. R Kothari and Garg G, Research Methodology: Methods and Techniques, New Age International Publishers, Pvt Ltd, New Delhi.
2. C. R Kothari and Garg G, Research Methodology: Methods and Techniques, New Age International Publishers, Pvt Ltd, New Delhi
3. O. R Krishnaswami and M. Ranganatham, Methodology of research in Social Sciences. Himalaya Publishing House.

Reference Books:

1. Kumar R , Research Methodology,
2. Education and Communication for Development , O.P Dahama, O.P . Bhatnager.

E-resources:

1. <https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf>
2. <https://ebooks.inflibnet.ac.in/antp13/chapter/research-process-and-design/>

Subject Teacher- Any Teacher with Ph.D.

Sample Question

1. What do you mean by research? [1 mark]
2. Differentiate between fundamental and applied research? [2 mark] [Within 50 words]
3. Explain various steps of research proposal. [5 mark] [within 300 word]
4. Discuss the characteristics of good sampling and briefly explain about various types of probability sampling. [8 mark] [within 500 to 800 words]

Understanding India

Credit point: 3

Full mark -100

Total Hours: 45

COURSE OUTCOME

- To familiarize the students with the history, culture, geography, polity and economy of India
 - To enable them to gain basic understanding of India to prepare for various competitive examinations both at national and state level.
- UGC under NEP 2020 has suggested a course on understanding India under Value Added Course

COURSE CONTENTS

UNIT-I GEOGRAPHY OF INDIA

[11 hours]

- ✓ *Learning Outcome : To familiarize the learner with geographic features of India.*
- Physiographic divisions of India, Drainage , Climate of India
- Characteristics of Indian Agriculture,
- Major Crops: production and distribution of rice and wheat, cotton, sugarcane
- Major Industries and minerals: iron ore, coal, petroleum, natural gas
- Demographic structure: Distribution and growth, census in India

UNIT- II UNITY IN DIVERSITY

[12 hours]

- ✓ *Learning Outcome: To enable the students to understand how India is plural and multidiversified society. To make the students aware how diversity has been a source of strength for nationalism in India both Pre and Post-Independence period.*
- Ethnic, linguistic, geographic, religious and cultural diversity and unity of India.
- The Idea of India: Jambudipa Bharat Varsha, Uttar Patha, Dakhina Patha, Hindustan and India and 'Bharat'
- Evolution of Syncretic Indian culture during 1000 CE to 1800 CE : Religion (Suffi/Bhakti) Art and Architecture, Music and literature
- Socio- economic, Political and Cultural impact of British Rule: An outline of India's freedom struggle(1857-1947)

UNIT- III INDIAN POLITY AND ITS POLITICAL IDENTITY

[11 hours]

- ✓ *Learning Outcome - To know about the Indian polity and its distinctive features*
- Salient features of Indian constitution (Republic, Federal, Parliamentary, Democracy, Secular, Separation of power, Centre-State Relationship, Panchayat- Raj
- Fundamentals Rights and duties, Directive Principles of State Policy and Affirmative Action
- India's Foreign Policy, International Trade Policy and Global Standing

UNIT- IV INDIAN ECONOMY

[11 hours]

Learning Outcome:

- ✓ *To familiarize students of hurdles to development*
- ✓ *To analyze the mechanism of economic transformation in India*
- Concept of development :Core Values of development, Sustainable development and Social development
- Poverty: Poverty line, concepts of absolute and relative poverty, MDPI and Poverty alleviation-measures
- Social Sector Initiatives: Quality education, human capital development, health care, rural development
- Economic growth since independence in Agricultural, Industrial and Service Sectors and Sectorial contribution to GDP in India
- Regional Imbalance: An analytical approach(Convergence/Divergence approach)
- Fiscal Federalism: System of Devolution of Funds
- Economic challenges of 21st century

Text Books

1. Unity in Diversity, R.K. Mookorjee
2. Freedom struggle of India, Barun De, Bipan Chandra and Amle Tripathy, NBT, Govt. of India
3. An Advanced History of India, Roychoudhury Dutt and Majumdar
4. Indian Economy , Mishra and Puri, Himalaya Publication
5. India Year Book, Govt. of India, Publication Division
6. Indian Economy- *Dutta and Sundaam*
7. An Introduction to Constitution of India- *D.D. Basu*
8. Indian Economy by Uma Kapila
9. Indian Polity, M. Laxmikanth, Tata Mc graw Hill

Sample Question

1. Who used the term “Bharat Varsha” in an inscription for the first time in India’s history? [1 mark]
2. State the course of R. Ganga by identifying at least 4 states of India through which it passes. [2 marks]
3. Enumerate explain the major challenges faced in the 21st century by India [5 marks]
4. Write a critical essay on Center State Relationship in India.[8 marks]

N: B

- ✓ *A single text book covering all aspects is not readily available. It shall be developed by OSHEC/DDCE Utkal University/OSOU/ OTBP & P and similar other organization.*
- ✓ *VTP lectures shall be prepared.*

Understanding Odisha

Credit point: 3

Full mark -100

Total Hours: 45

COURSE OUTCOME

- To familiarize the students with Odisha, its history, linguistic heritage, religion, culture, literature, geographic features, tribes and their culture, dance and music and contemporary features.
- To enable the students to develop an informed perspective about their land, people, their past and present and the challenge they face.
- To enable the students to face competitive examinations for jobs under Govt. of Odisha

COURSE CONTENTS

Unit- I ODISHA'S PHYSICAL AND HUMAN GEOGRAPHY [9 hours]

✓ **Learning Outcome:** *Familiar with the physiography, drainage, climate and forests in Odisha*

- Physiography, Drainage systems, Climate, natural vegetation
- Major Industries and Minerals in Odisha : Iron Ore, Coal, Bauxite and Chromite
- Steel and Aluminum industries
- Growth and distribution of population

Unit- II AN OUTLINE OF POLITICAL HISTORY OF ODISHA [9 hours]

✓ **Learning Outcome :** *To enable the students to familiarize themselves with the chronology of Political History , formation of Odisha in modern days and freedom movement*

- Ashoka and Kharavela
- An outline of Dynastic History of Odisha: Bhaumkaras, Somavamsies, Gangas and Gagapatis
- Odisha under Mughals and Marathas
- Movement for Separate Province of Odisha and freedom struggles Odisha

UNIT- III AN INTRODUCTION TO ODISHA'S CULTURE AND HERITAGE

[9 hours]

✓ **Learning Outcome :** *Understand Essence of Odisha's Culture, Art, Architecture, Dance , Music, Religion, and Literature*

- Temple Architecture in Odisha
- History of Odia Literature from ancient period to independence including Bhakti Literature, Development of Odia Script
- Dance and Music : Odissi, Gotipua, Chhau, and Folk
- Religion in Odisha: Shaivism, Vaishnavism and Neo-Vaishnavism(Chaitanya),Shakti cult, Jagannath Culture, Islam and Christianity in Odisha
- Odisha Cuisine
- Major Festival of Odisha

UNIT- IV TRIBES OF ODISHA

[9 hours]

✓ **Learning Outcome:** *Odisha has a large concentration of Tribal Population; students would develop an understanding of their culture, and develop an appreciation at their ways of life.*

- Essentials of 62 Tribes of Odisha : Major Tribes and PVTs, festivals, beliefs, art and craft

UNIT- V CONTEMPORARY ODISHA

[9 hours]

✓ **Learning Outcome:** *To be cognizant of contemporary Odisha*

- Districts of Odisha – An Outline
- Education – Primary, Secondary, Higher education including Technical.
- Tourism in Odisha including Eco-tourism
- Industry, Agriculture, Public Health, Service Sector (including IT)

Text Books

- Odisha Reference Year book (Latest Edition) by B.K. Publication Pvt. Ltd

Reference

- History of Odisha by Prof. Atul Chandra Pradhan
- History of Odia Literature by Mayadhar Mansingh
- Odisha Review and Utkal Prasanga (Current Issues)

Sample Question

1. Dhemsas is the dance form _____Tribe.[1 mark]
2. Name the three types of temple architecture of Odisha.[2 marks]
3. Trace the growth of IT industry in Contemporary Odisha.[5 mark]
4. Write an essay on Jagannath Culture.[8 mark]

Yoga for All

Credit point: 3

Full mark -100

Total Hours: 45

Practical Hour: 3 credits x 30 hrs= 90 hrs spread over 40/60 days

COURSE OUTCOMES (COs):

On completion of this course, the learners will be able to:

CO1: Understand the importance of yoga as a holistic approach to health and well-being.

CO2: Develop awareness about the benefits of practising yoga in education.

CO3: Perform actions skilfully **in day-to-day life**.

COURSE CONTENTS

UNIT I: introduction to Yoga

LO: Understand the historical development of yoga in India.

LO: Reflect upon the scope and importance of yoga in education.

- What is yoga-concept of Hatha Yoga: control over body and mind.
- Need and importance of yoga in education- Yoga in physical education and sports science.
- Thinkers of yogic education and their contributions- Patanjali and Astanga Yoga, Sri Aurobindo.

Unit-II: Yoga for Memory and Concentration

LO: Demonstrate yogic practices including asana, pranayama and meditation.

- Meditative asana and pranayam-, Padamasana, Anulom-Vilom Pranayam Bhramari Pranayam-steps, benefits and precautions.
- Mudra-Gyanmudra, Brahmanjali-process and practice.

Unit-III: Stress Management through Yoga

LO: Develop skills to apply yoga for health and personality development.

LO: Adopt and practice various stress reduction techniques in their daily life.

- Relaxation asanas: Sukhasana, Balasana/Ananda Balasana, Shabaasana.
- Yoga Nidra-steps and benefits.
- Mindfulness stress reduction technique- process and practice.

Unit-IV: Yoga for Special Needs and Teaching of Yoga

LO: Understand the importance of yoga for different age groups.

LO: Adopt strategies to manage students in yoga class.

- Yoga for women, children and the aged.
- Principles and methods of teaching yoga.
- Basics of yoga class management and educational tools of yoga teaching.

Methods of Evaluation

No theoretical examination. Continuous evaluation through observation by Trainer on a day to day basis and final performance to be examined by both internal and external examiners

Mode of Course Transaction: Learning and practice of Asana, Pranayam and Meditation.

Suggested Readings

- Cook, C.P.(2017). Mindfulness and Yoga in Schools: A Guide for Teachers and Practitioners. Springer.
- Dasgupta, S.N.(2005). Yoga Philosophy in relation to other system of Indian Thought. New Delhi: Motilal Banarsidass Publishers.
- Iyengar, B.K.S.(2006). Light on Yoga. New York: Harper Collins Publishers.
- Krishnamurti, J.(2001) *The Book of Life*. Penguin Books.
- Swami Satchidananda(2012).The Yoga Sutras of Patanjali. New York: Start Publishing.
- Swami Vivekananda(2017). The Complete Book of Yoga. Delhi: Teenage Publishers.
- International Journal of Yoga. Mumbai: Medknow Publications.
- <https://www.youtube.com/playlist?list=PLui6Eyny-UzzWwB4h9y7jAzLbeuCUczAl>
- <https://www.youtube.com/watch?v=UEEsdXn8oG8>
- <https://www.youtube.com/watch?v=AB3Y-4a3ZrU>