

## **School of Management and Liberal Arts**

### **Vision**

To be a distinguished centre of academic excellence that fosters transformative learning in management and liberal arts and contribute meaningfully to society through multidisciplinary education, research, and innovation.

### **Mission**

#### **The School of Management and Liberal Arts is committed to:**

- M1: Providing quality education that blends domain expertise with multidisciplinary perspectives, enabling holistic student development across undergraduate, postgraduate, and doctoral levels
- M2: Advancing rigorous scholarship and original research through inquiry-based learning and application of knowledge that meets global and societal needs
- M3: Equipping students with professional competencies, ethical sensibilities, and technological knowledge to navigate dynamic work environments and civic contexts
- M4: Encouraging cultural awareness, critical thinking, and leadership across diverse socio-economic and global settings

**BA in Liberal Arts (Hon)/BA in Liberal (Hon with research)**  
**(Full - Time Program semester-based program)**  
**Academic Year 2025-26**

### **Program Educational Objectives (PEOs)**

*BA in Liberal Arts program prepares graduates to:*

- PEO1: Develop and uphold values such as historical sensitivity, civic responsibility, social inclusivity, and creativity, rooted in domain knowledge and strengthened through interdisciplinary and multidisciplinary perspectives.
- PEO2: Cultivate essential skills including reading, writing, research, networking, critical analysis, constructive understanding, creative intervention, and leadership abilities to prepare them for diverse professional and academic pathways.
- PEO3: Acquire comprehensive theoretical, practical, and experiential knowledge through immersive classroom learning, seminars, internships, field projects, and social outreach programs.
- PEO4: Gain a nuanced understanding of social, political, economic, and cultural issues, and apply this understanding to real-life contexts.
- PEO5: Develop strong problem-solving and critical thinking skills to enable them to become responsible,

adaptive, and socially conscious professionals.

### **Program Outcomes (POs)**

*On completion of BA in Liberal Arts program, the graduates will be able to:*

- PO1: Demonstrate the assimilation of values pertaining to socio-politico-cultural awareness which will enhance their overall personality.
- PO2: Develop necessary skills like research competency, networking, critical thinking, and creative intervention.
- PO3: Demonstrate the ability to effectively make use of theoretical, practical and experiential knowledge which they acquire in and beyond classrooms and practical sessions.
- PO4: Develop socio-cultural competencies with greater global and local awareness.
- PO5: Demonstrate domain-centric knowledge as well as multidisciplinary knowledge and integrate both to solve problems in real life.

### **GENERAL COURSE COMPONENTS DESIGNED FOR BA (HONS.) LIBERAL ARTS PROGRAM**

Discipline Specific Major  
Discipline Specific Minor  
Multi-Disciplinary Courses  
Ability Enhancement Courses  
Skills Enhancement Courses  
Value Added Courses  
Deep Immersion Project  
Internships  
Seminars  
Industry Dissertation/Research project

Program Code (abbreviation): LAX000Y where LA represents Liberal Art, X represents the specific program, 000 represents the course number, and suffix Y represents any special information such as Elective choice(E) or practical course(P).

**The following are the codes applicable for specific programs:**

**E: English**

**Y: Psychology**

**H: History**

**P: Political Science**

**N: Economics**

**S: Sociology**

**K: Skill Enhancement**

**A: Ability Enhancement**

**V: Value Added**

**MDC: Multidisciplinary Course**

**R: Research**

**I: Internship**

<b>Category of Courses</b>	<b>Short Description</b>
Discipline Specific Courses-Major (Core)	A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Major (Core) course.
Discipline Specific Courses-Minor (Core)	A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Minor (Core) course.
Multi-Disciplinary Course (MDC)	A multi-disciplinary course is one that consists of elements from two or more disciplines covered under Social Sciences and Humanities.
Ability Enhancement Compulsory Courses (AEC)	SEC courses are the courses based upon the content that leads to Knowledge enhancement.
Skills Enhancement Courses (SEC)	SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
Value Added Courses (VAC)	VAC courses are those courses designed to enhance the standard of the students beyond those levels specified in academic curriculum.
Internship (I)	An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest.
Seminar	A Seminar is a small group session, often with the help of a presentation, that gives the opportunity to discuss topics in some depth.
Dissertation/Research Project	An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

BA in Liberal Arts (Hons.)/BA in Liberal Arts (Hons. with Research) (4 years)										
(Semester Based, Full Time Program)										
ACADEMIC SESSION 2025-26										
Program Structure - Distribution of Credits										
Category	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem VIII (Hons)	TOTAL	%
Major	15	12	16	16	16	16	24	20	135	61.64
Minor	3	5	6	6	6	6	6	8	46	21.00
MDC	0	3	3	3	0	0	0	0	9	4.11
AEC	2	0	0	2	2	2	0	0	8	3.65
SEC	3	3	3	0	0	0	0	0	9	4.11
VAC (Including IKS)	2	2	0	0	2	2	0	0	8	3.65
Internship	0	0	0	0	4	0	0	0	4	1.83
Research Project	0	0	0	0	0	0	0	0	0	0.00
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>28</b>	<b>27</b>	<b>30</b>	<b>26</b>	<b>30</b>	<b>28</b>	<b>219</b>	<b>100</b>
<b>%</b>	<b>11.42</b>	<b>5.00</b>	<b>12.79</b>	<b>12.33</b>	<b>13.70</b>	<b>11.87</b>	<b>13.70</b>	<b>12.79</b>	<b>100</b>	
BA(Hons.)/BA(Hons. with Research)										
Category	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem VIII (Hons with research)	TOTAL	%
Major	15	12	16	16	16	16	24	16	131	59.82

Minor	3	5	6	6	6	6	6	0	<b>38</b>	<i>17.35</i>
MDC	0	3	3	3	0	0	0	0	<b>9</b>	<i>4.11</i>
AEC	2	0	0	2	2	2	0	0	<b>8</b>	<i>3.65</i>
SEC	3	3	3	0	0	0	0	0	<b>9</b>	<i>4.11</i>
VAC (Including IKS)	2	2	0	0	2	2	0	0	<b>8</b>	<i>3.65</i>
Internship	0	0	0	0	4	0	0	0	<b>4</b>	<i>1.83</i>
Research Project	0	0	0	0	0	0	0	12	<b>12</b>	<i>5.48</i>
<b><i>TOTAL</i></b>	<b>25</b>	<b>25</b>	<b>28</b>	<b>27</b>	<b>30</b>	<b>26</b>	<b>30</b>	<b>28</b>	<b>219</b>	<b>100</b>
<b>%</b>	<b><i>11.4</i></b> <b>2</b>	<b><i>11.4</i></b> <b>2</b>	<b><i>12.79</i></b>	<b><i>12.3</i></b> <b>3</b>	<b><i>13.7</i></b> <b>0</b>	<b><i>11.8</i></b> <b>7</b>	<b><i>13.7</i></b> <b>0</b>	<b><i>12.79</i></b>	<b><i>100</i></b>	

BA in Liberal Arts (Hons.) / BA in Liberal Arts (Hons. with Research) (4 years): A.Y 2025-26							
Semester - I							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAF101	Introduction to Liberal Arts	3	0	0	3	Major
2	LAF102	Political Science	4	0	0	4	Major
3	LAF103	Sociology	4	0	0	4	Major
4	LAF104	Economics	4	0	0	4	Major
5	LAF105	History of Ideas	3	0	0	3	Minor
6	LAK106P	MS Office - I	0	0	6	3	SEC
7	LAA107	English Language - I	2	0	0	2	AEC
8	LAV108P	Community Engagement	0	0	4	2	VAC
		<b>Total Credits</b>	<b>20</b>	<b>0</b>	<b>10</b>	<b>25</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

<b>Course: Introduction to Liberal Arts</b>			<b>Semester: I</b>
<b>Course Code: LAF101</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to</b> <ol style="list-style-type: none"> <li>1. Learn about the emergence and present position of liberal arts among other disciplines.</li> <li>2. Understand the utility of liberal arts in conceptualizing alternative use of technology.</li> <li>3. Reconsider positions and opinions that will make them question perspectives and biases.</li> <li>4. Identify opportunities, needs, and approaches for technology to solve some of the world's most intractable challenges.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Imagine a world with and without liberal arts and weigh the pros and cons of such.</li> <li>2. Develop critical thinking skills necessary to challenge old ways of thinking and develop new models that can be accessed and/or enhanced through technological development.</li> <li>3. Learn how to reason (not to be confused with rationalizing), evaluate, synthesize, substantiate, summarize from multiple perspectives and point of view of disciplines, while keeping the terrain of argument constant.</li> <li>4. Elaborate with interdisciplinary methods for the benefit of all subjects concerned, including science and technology, opening up new horizons in their career prospect.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	<b>1</b>	Introduction to Liberal Arts: Meaning, Scope, Benefits, A pathway to holistic development, Concept of liberty, Freedom of choice, Idea of Art and Art of Living. Interdisciplinary and Multidisciplinary Approaches, Role of Humanities, Social Sciences, Natural Sciences, and Performing Arts in Liberal Arts	11
	<b>2</b>	History and Practice of Liberal Arts: History of Liberal Arts, History of liberty, Idea of Freedom, Inclusive and Exclusive liberty, Liberty and Openness, Liberty and Individuality, Personal disposition of liberty; Liberal individual, Liberal society	11
	<b>3</b>	Uniqueness of Liberal Arts Curriculum: Trivium, Quadrivium; Interdisciplinary, Multidisciplinary and Transdisciplinary Approaches to Knowledge,	11



		Liberal Arts Contribution – Intellectual development, Aesthetics, Critical Theory, Skills and Abilities, Internships, Field Research and Deep Immersion.	
	4	Disciplinary Expertise – Humanities and Social Sciences – STEM Education; Liberal Arts perspective on Psychology, English Literature, Economics, Science and Technology. Applied Liberal Arts Fields – Ethics, Policy Research, Leadership, Problem Solving, Education, Liberal Arts Enterprises.	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	1. Tubbs, N., <i>Philosophy and Liberal Arts Education</i> . Palgrave 2. Nishimura, Mikko & Sasao., <i>Doing Liberal Arts Education</i> . Springer		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	1. Wren, Thomas J., Riggio Ronnald, <i>Leadership and Liberal Arts: Achieving the Promise of a Liberal Education</i> . Crown House Publishing. 2. Kirby, William C., Wende M.C., <i>Experiences in liberal Arts and Science Education from America, Europe and Asia</i> . Palgrave 3. Berlin, Isaiah, <i>Liberty: Incorporating Four Essays on Liberty</i> . 4. Came, Daniel, <i>Nietzsche on Art and Life</i> . Oxford University Press.		

<b>Course: Political Science</b>			<b>Semester: I</b>
<b>Course Code: LAF102</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Introduce the formative concepts and principles of Political Science.</li> <li>2. Develop an active understanding of politics in the minds of students.</li> <li>3. Explore the origin and need of politics in societies.</li> <li>4. Introduce various sub-fields of politics, including international relations and comparative politics.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the basics of political science as a discipline.</li> </ol>

	2. Evaluate the fundamental concepts and principles of political science. 3. Discuss comparative study of the political systems and constitutions. 4. Create sense of the dynamics of international relations and global challenges.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Meaning of Political Science: method and Political Science; Utility in society.	12
	2	Politics and its dimensions: Science and Art of government, Collective choice, rule of law, and exercise of force.	12
	3	Glossary of politics: key concepts, theories and approaches.	12
	4	Making comparisons: Comparing political institutions, processes, and constitutions	12
	5	International Relations: Introduction to world politics and global issues	12
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Ashirwadam A. D., <i>Political Science</i>. New Delhi, S. Chand Publication</li> <li>Kapur A.C., <i>Principal of Political Science</i>. New Delhi, S. Chand Publication</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Lipset, S. M., <i>Political man. The social bases of politics.</i>, London.</li> <li>Heywood, A., <i>Politics</i>. Red Globe Press.</li> </ul>		

<b>Course: Sociology</b>			<b>Semester: I</b>
<b>Course Code: LAF103</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>Develop an understanding of basic sociological perspectives, concept and principles and to use sociological imagination for better understanding of society.</li> <li>Develop a broad overview about how individuals and groups are shaped through basic social processes like socialization, social control etc.</li> <li>Analyze the relationship between status and role.</li> <li>Recognize the nature of social control.</li> </ol>
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<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Question common wisdom, raise important questions.</li> <li>2. Analyze by exercising sociological imagination.</li> <li>3. Understand the nature and role of Sociology in a changing world.</li> <li>4. Develop the basic concepts which would give understanding about the social reality.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Sociology and Common Sense; Sociology as a Science; Sociology and other social sciences (Anthropology, Psychology, Economics, Political Science, History); Sociology as a Perspective; Sociological Imagination; Sociology as Humanistic Discipline; Practical, Significance of Sociology.	15
	2	Basic Concepts I: Social Action and Social Relationship; Status and Roles; Social Group, Community and Association; Society and Social Structure; Social Organization and Social System; Social Institution: Family, Education, State and Religion.	15
	3	Basic Concepts II: Norms (Folkways and Mores), Sanctions and values; Cooperation, Competition and Conflict; Acculturation, Assimilation, and Integration; Social Control and Socialization; Culture, Civilization and Personality; Pluralism, Multiculturalism and Cultural Relativism	15
	4	Social Stratification: Meaning, Forms and Bases; Social Mobility: Meaning, Nature and Types; Social Change: Meaning, Types and Factors; Social Movements: Meaning and Types.	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Giddens, A., Duneier, M., Appelbaum, R., &amp; Carr, B., <i>Introduction to Sociology</i>. New York: WW Norton &amp; Company.</li> <li>• Haralambos, M., &amp; Heald, R. M., <i>Sociology, themes and perspectives</i>. Oxford University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Macionis, John, J. (Adapted by Reema Bhatia)., <i>Sociology</i>, Pearson.</li> <li>• Mills, C. The Sociological Imagination</li> </ul>		
<b>Journals:</b>	<ul style="list-style-type: none"> <li>• <i>International Journal of Sociology and Social Policy</i>, Emerald Group Publishing</li> <li>• <i>American Sociological Review</i>, Sage Publications</li> </ul>		

	<ul style="list-style-type: none"> <li>Swedberg, R., On the use of definitions in sociology. <i>European Journal of Social Theory</i>.</li> <li>Soyombo, O., Xenophobia in contemporary society: A sociological analysis. <i>IFE Psychologia: An International Journal</i>.</li> </ul>
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<b>Course: Economics</b>			<b>Semester: I</b>
<b>Course Code: LAF104</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>Understand the subject matter of Economics.</li> <li>Know what Economics is and what it ought to be.</li> <li>Understand the basic concepts of Microeconomics.</li> <li>Understand basic concepts of macroeconomics and characteristics of Indian Economy.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>Understand the basic concepts of economics.</li> <li>Assess the behavior of individual agents by employing Microeconomic theory.</li> <li>Imagine how Macroeconomic concepts can be applied to analyze real life situations.</li> <li>Analyze the main features of the Indian Economy and how it is influencing the business environment.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>

	1	Introduction to Economics: Why study economics? Definitions of Economics, Introduction to Micro and Macroeconomics, Introduction to Normative and Positive Economics,	15
	2	Introduction to Microeconomics: Theory of consumer Behavior; Law of demand and its exceptions, ordinal and cardinal theory of marginal utility, Indifference curve and its properties.	10
	3	Theory of Producer behavior: What, How and for Whom to produce, introduction to factors of production, law of supply and its exceptions, short and long run production costs: Law of Variable Proportion and Returns to Scale. Relationship between Total, Average and Marginal Revenue and cost)	10
	4	Introduction to Macroeconomics: Concepts of National income and GDP, four sectors and circular flow of income, Introduction to macroeconomic variables: Inflation, Unemployment, Inequality and Poverty.	15
	5	Indian Economy: Basic Characteristics of Indian economy, Money and its functions, Taxes: direct and indirect taxes, role of Central and commercial banks, Introduction to Budget.	10
		<b>Total Hours</b>	60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Samuelson, P. A., &amp; Nordhaus, W. D., <i>Economics</i>, The McGraw Hill Companies.</li> <li>Mankiw, N. G., <i>Principles of macroeconomics</i>. Cengage learning.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Mishra, S. K. &amp; Puri, V. K., <i>Indian Economy</i>; Himalaya Publishing House</li> <li>Kapila, U., <i>Indian Economy: Performance and Policies</i>; Academic Foundation</li> <li>Ahuja, H. L., <i>Modern Economics an Analytical Study</i>. S. Chand Publishing.</li> <li>Jhingan, M. L., <i>Macroeconomic theory</i>. Virinda Publication (P) Ltd.</li> </ul>		

<b>Course: History of Ideas</b>			<b>Semester: I</b>
<b>Course Code: LAF105</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand a historical survey of human evolution and material culture of early humankind by tracing the transitions from the hunting-gathering subsistence pattern to gradually more advanced human subsistence patterns involving domestication of animals and food production.</li> <li>2. Understand the idea of different field like caste system, Music, Yoga, Medicine and other different schools of ancient India.</li> <li>3. Trace the emergence of state system and at the same time seeks to underline the important development in the arena of economy, society, and culture.</li> <li>4. Know about the various emerging trends and new emerging ideologies in modern India and critically analyze these ideologies.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Know the early history of human evolution &amp; their survival and ancient ideologies related to human beings.</li> <li>2. Examine the new ideas related to society, political and economy.</li> <li>3. Critically evaluate the idea of social philosophy, political philosophy and cultural philosophy in the state or society.</li> <li>4. Relate the understandings to social reality.</li> </ol>

<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Ideas: Human Evolution and Idea of Survival, From Nomadic to Sedentary lifestyle, Idea of Agriculture and domestication of Plants & Animals, Concept of Ashrama, Nature of State, Varna- Caste system, Gurukul Shiksha, Music, Yoga, Idea of Traditional Medicine.	14
	2	Ideas that shaped the world: Abolitionism, Astrology, Avant-Garde, Bureaucracy, Existentialism, Structuralism, Civil Disobedience, Censorship, Meritocracy, Utopia, Determinism, Discrimination, Eurocentrism. Theory of Kingship, Idea of Visual Arts, Languages, Idea of Scientific Method, Technology.	14
	3	Ideologies: Idea of Liberalism, Feudalism, Democracy, Socialism, Secularism, Communalism, Behaviourism, Neoliberalism, Colonialism, Nationalism. Idea of Environmentalism. Idea of Western Medicine, Ideas of Modernity, Idea of Constitution.	17
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Maryanne Cline Horowitz, <i>New Dictionary of the history of ideas</i>. Charles Cribner's Sons.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Singh, U., <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century</i>. New Delhi: Pearson.</li> <li>Rajan Gurukkal., <i>History and Theory of Knowledge Production</i>. Oxford University Press.</li> </ul>		

<b>Course: MS Office-I</b>			<b>Semester: I</b>
<b>Course Code: LAK106P</b>	<b>LTP</b>	<b>0 0 6</b>	<b>Credits: 3</b>

<b>OBJECTIVES</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Give students an in-depth understanding of why computers are essential components in business, education, and society.</li> <li>2. Introduce the fundamentals of computing devices and reinforce computer vocabulary, particularly with respect to personal use of computer hardware and software, the Internet, networking, and mobile computing.</li> <li>3. Provide hands-on use of Microsoft Office applications Word, Excel, and PowerPoint. Completion of the assignments will result in MS Office applications knowledge and skills.</li> <li>4. Provide foundational or “computer literacy” curriculum that prepares students for life-long learning of computer concepts and skill.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain the office productivity software appropriate to a given situation.</li> <li>2. Apply basic learning and assessment principles in the design, development, and presentation of material produced by office productivity applications.</li> <li>3. Analyze the variety of advanced spreadsheets, operating system, and word processing functions</li> </ol>



	4. Solve a range of problems using office productivity applications.
<b>COURSE DETAILS</b>	<b>MS WINDOWS, COMPUTER BASICS</b> • Computer Basic, Creating Folder, Paint • Directories, input units, Output unit • Central Processing Units, • What is hardware, what is Software • Windows short cut keys
	<b>MS WORD</b> Text Basics • Typing the text, Alignment of text • Editing Text: Cut, Copy, Paste, Select All, Clear • Find & Replace Text Formatting and saving file • New, Open, Close, Save, Save As • Formatting Text: Font Size, Font Style • Font Color, Use the Bold, Italic, and Underline • Change the Text Case • Line spacing, Paragraph spacing • Shading text and paragraph • Working with Tabs and Indents Working with Objects • Shapes, Clipart and Picture, Word Art, Smart Art • Columns and Orderings - To Add Columns to a Document • Change the Order of Objects • Page Number, Date & Time • Inserting Text boxes • Inserting Word art • Inserting symbols • Inserting Chart Header & Footers • Inserting custom Header and Footer • Inserting objects in the header and footer • Add section break to a document
	<b>MS EXCEL</b> Introduction to Excel • Introduction to Excel interface • Understanding rows and columns, Naming Cells • Working with excel workbook and sheets Formatting excel work book: • New, Open, Close, Save, Save As • Formatting Text: Font Size, Font Style • Font Color, Use the Bold, Italic, and Underline • Wrap text, Merge and Centre • Currency, Accounting and other formats • Modifying Columns, Rows & Cells Perform Calculations with Functions • Creating Simple Formulas • Setting up your own formula • Date and Time Functions, Financial Functions • Logical Functions, Lookup and Reference • Functions Mathematical Functions • Statistical Functions, Text Functions.
	<b>MS POWERPOINT</b> Setting Up PowerPoint Environment: • New, Open, Close, Save, Save As • Typing the text, Alignment of text • Formatting Text: Font Size, Font Style • Font Color, Use the Bold, Italic, and Underline • Cut, Copy, Paste, Select All, Clear text • Find & Replace • Working with Tabs and Indents Creating slides and applying themes • Inserting new slide • Changing layout of slides • Duplicating slides • Copying and pasting slide • Applying themes to the slide layout • Changing theme color • Slide background • Formatting slide background • Using slide views

	<p>Working with bullets and numbering • Multilevel numbering and Bulleting • Creating List • Page bordering • Page background • Aligning text • Text directions • Columns option</p> <p>Working with Objects • Shapes, Clipart and Picture, Word Art, Smart Art • Change the Order of Objects • Inserting slide header and footer • Inserting Text boxes • Inserting shapes, using quick styles • Inserting Word art • Inserting symbols • Inserting Chart</p>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Norton, P., <i>Peter Norton's introduction to computers</i>. McGraw Hill, Inc.</li> <li>• Chatfield, C., &amp; Johnson, T., <i>Microsoft Project 2016 Step by Step: MS Project 2016 Step _p1</i>. Microsoft Press.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	Lambert, J., & Lambert, S., <i>MOS 2016 Study Guide for Microsoft Word</i> . Microsoft Press.

<b>Course: English Language I</b>			<b>Semester: I</b>
<b>Course Code: LAA107</b>	<b>LTP</b>	<b>2 0 0</b>	<b>Credits: 2</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Learn the use of English in a professional setting.</li> <li>2. Improve the drafting skill of the learners.</li> <li>3. Make the students competent in their job-seeking, job-getting, and job-holding needs.</li> <li>4. Develop communicative skills, which will enable the students to prepare for a career</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Classify different types of communication.</li> <li>2. Illustrate knowledge of business correspondence.</li> <li>3. Design and develop original reports.</li> <li>4. Understand the processes of copy writing and copy editing.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Business Correspondence: Letter Writing, presentation, sending quotations, placing orders, Sales Letters, claim & adjustment letters and social correspondence. Taking Minutes of meetings, Memos	7
	2	Report Writing: Identify the types of reports, define the basic format of a report, identify the steps of report writing, determine the process of writing a report, Apply citation rules in reports	7
	3	Introduction to Copy Writing: Writing to get attention, to sell, to communicate • Writing Print Ads, Writing Commercials • Writing for the Web, for E-mail Marketing Writing Public Relations Material Practicum: Making a Print Ad, Web Banner Ad, etc.	7
	4	What is copyediting? Difference between copyediting & proof reading • Balancing between style & rules • How to read proofs & mark corrections • Editing & proof reading electronically. Practicum: Edit & Proofread documents	9
	<b>Total Hours</b>		30
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Sharma, R. C., and Mohan, Krishna. <i>Business Correspondence and Report Writing: A Practical Approach to Business &amp; Technical Communication</i>. India, Tata McGraw-Hill.</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>• Robert W. Bly <i>the Copywriter's Handbook</i> Owl Books, Henry Holt &amp; Company.</li> </ul>		

<b>SUGGESTED READING</b>	
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<b>Course: Community Engagement</b>			<b>Semester: I</b>
<b>Course Code: LAV108P</b>	<b>LTP</b>	<b>0 0 4</b>	<b>Credits: 2</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand and analyze community as a dynamic entity.</li> <li>2. Comprehend the concept, context and strategies of community work.</li> <li>3. Develop commitment to the cause of the people on the margins.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Develop sensitivity and awareness about complexities, and specificities of various communities.</li> <li>2. Explain the practical problems of the community.</li> <li>3. Report their community engagement.</li> </ol>

<b>COURSE DETAILS</b>	<p><b>Community Work: Concept, History and Contexts:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Community Organizing - Context</li> <li>• Historical Development of Community Organization Practice</li> <li>• Indigenous approaches to community work - Gandhi, Vinoba, Ambedkar and others.</li> </ul> <p><b>Fundamentals of Community Organization:</b></p> <ul style="list-style-type: none"> <li>• Self, and the Community Organizer – Reflection, Clarity</li> <li>• Critical Organizing Frame Works – Rothman’s Models, Alinsky Tradition,</li> <li>• The Educational Methods of Paulo Freire</li> <li>• Skills, Roles in Working with Communities</li> </ul> <p><b>Community Organization Practice:</b></p> <ul style="list-style-type: none"> <li>• Addressing Social Exclusion through Community Organization</li> <li>• Community work with people on the margins - Dalits, minorities and Adivasis/tribals</li> <li>• Designing community interventions: Tools- Community analysis, participatory</li> <li>• Approaches, - use of PLA, Problem analysis, Stakeholder analysis,</li> </ul> <p><b>Community Organization Practice in Uttarakhand</b></p> <ul style="list-style-type: none"> <li>• Identity, Ethnicity and Community in Uttarakhand</li> <li>• History of Community Organization Practice in Uttarakhand- Sunder Lal Bahuguna, Kalyan Singh Rawat.</li> <li>• Community Work and Movements in Uttarakhand</li> <li>• Community Organization in Uttarakhand – Current Scenario</li> </ul>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Pyles, L., Progressive Community Organizing: A Critical Approach for a Globalizing World New York and London: Routledge.</li> <li>• Weil, M., Reisch, M., and Ohmer, M.L., The Handbook of Community Practice, Thousand Oaks, CA, SAGE Publication.</li> <li>• Siddiqui, H.Y., Community Organisation in India. New Delhi: Harnam.</li> <li>• Hardcastle, D. A., Powers, P. R. &amp; Wenocur, S., Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.</li> <li>• Andharia, J., Critical Exploration of Community Organization in India. Community Development Journal.</li> <li>• Baines, D., Doing Anti-Oppressive Social Work, Winnipeg, MB; Fernwood.</li> <li>• Bishop, A., Becoming an ally: Breaking the cycle of oppression in people, Halifax, NS: Fernwood.</li> <li>• Henderson, P. &amp; Thomas D.N., Readings in community work. London: Allen and Unwin.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Lee, J.A.B., The Empowerment Approach to Social Work Practice: Building the Beloved Community, New York: Columbia University Press.</li> <li>• Rothman, J., J.L. Erlich and J. Tropman, Strategies of Community Intervention: Macro Practice. Itasca, Illinois: Peacock Publishers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teater, B. and Baldwin, M., Social Work in the Community: Making a Difference. Bristol: The Policy Press.</li> <li>• Weil, M., Community Practice: Conceptual Models. New York: The Haworth Press Inc.</li> </ul>
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## SEMESTER – II

S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAF109	Psychology	4	0	0	4	Major
2	LAF110	History	4	0	0	4	Major
3	LAF111	English Literature	4	0	0	4	Major
4	LAF112	Technology & Society	3	0	0	3	Minor
5	LAF113P	Reading for Writing	0	0	4	2	Minor
6	LAK114P	MS Office - II	0	0	6	3	SEC
7	LAM115	Personal Finance	3	0	0	3	MDC
8	LAV116	Indian Arts and Aesthetics	2	0	0	2	VAC (IKS)
		<b>Total Credits</b>	<b>20</b>	<b>0</b>	<b>10</b>	<b>25</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

<b>Course: Psychology</b>			<b>Semester: II</b>
<b>Course Code: LAF109</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Introduce the students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.</li> <li>2. Provide broad coverage of the field by presenting basic theories, research, and applied use of psychology.</li> <li>3. Discuss the fundamental cognitive processes.</li> <li>4. Elaborate on the concepts and theories of emotion and motivation.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand basics of general psychology.</li> <li>2. Explain basic concepts of psychology.</li> <li>3. Relate the concepts of psychology with everyday life</li> <li>4. Discuss the value of psychology and application of psychological theories in day-to-day life.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Nature, Scope and definition of psychology, Origin and development of psychology Methods: Experimental and Case study	14
	2	Definition and Nature of Learning: Principles and applications of: Classical conditioning, Operant conditioning, Trial and Error learning, Insight learning and Observational learning	14
	3	Nature of Memory: Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, forgetting: Interventions for improving memory	14
	4	Motivation and Emotion: Perspectives on motivation, types of motivation. Motivational conflicts; Elements of emotions, Theories of emotion (James –Lange theory, Cannon –Bard theory and Schachter– Singer theory)	18
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Baron, R. &amp; Misra, G., <i>Psychology</i>. Pearson.</li> <li>• Ciccarelli, S. K. &amp; Meyer, G. E., <i>Psychology</i>. South Asian Edition. New Delhi: Pearson Education.</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>• Passer, M.W. &amp; Smith, R. E., <i>Psychology: The science of mind and behavior</i>. New Delhi: Tata McGraw Hill.</li> <li>• Clifford Morgan, Richard King, A., <i>Introduction to Psychology</i>.</li> </ul>		



<b>SUGGESTED READING</b>	
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<b>Course: History</b>			<b>Semester: II</b>
<b>Course Code: LAF110</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the history, the nature of historical disciplines and their scope.</li> <li>2. Remember the rich plurality of ideas that is at the core of Indian culture and civilization through studying examples from history.</li> <li>3. Know the writings and historical narration of important events.</li> <li>4. Grow up understanding important historical events and their impact on society.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the overview of history, culture, and rich heritage of India.</li> <li>2. Explain historical processes that shape individuals and communities, drawing on detailed knowledge about Indian culture and civilization.</li> <li>3. Analyse key events and their impact.</li> <li>4. Discuss the changes in tradition and challenges in modern times.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	History: Meaning, Scope, Nature, and Sources, Periodization in History, Historiography. Pre-historic and Proto-historic Cultures in India: an overview	10
	2	Indus Valley Civilisation; Vedic Culture and rituals; Emergence of States and Rise of Religions in 6 <sup>th</sup> Century BCE; Mauryan Empire and Post-Mauryan Period; Gupta Empire; Sangam Age.	15
	3	Arab Invasion & powerful resistance; Rajput and other regional dynasties; Society and Culture in Early Medieval India, Turkish Invasion and Sultanate dynasties; Mughal Dynasty. Society, Economy, Art, and Architecture in Medieval India. Arrival of European Powers.	15
	4	Downfall of Mughal and Maratha Powers; Indian States; Expansion of East India Company, Indian National Movement; Road to Partition and Independence; India after Independence.	20
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Singh, U., <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i>. New Delhi: Pearson.</li> <li>• Sharma, R. S., <i>India's Ancient Past</i>. New Delhi: Oxford India Publication</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>• Ali, B. S., <i>History: Its Theory and Methods</i>. New York: MacMillan.</li> <li>• Sreedharan E., <i>A textbook of Historiography 500 BC to AD 2000</i>. Hyderabad: Orient Black Swan.</li> </ul>		

<b>SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Chandra, S., <i>Essays on Medieval Indian Economic History</i>. New Delhi: Oxford University Press.</li> <li>• Bandopadhyay, S., <i>From Plassey to Partition: A history of Modern India</i>. Delhi: Orient Longman.</li> <li>• Chandra, B., <i>India's Struggle of Independence</i>. Penguin Random House India.</li> </ul>
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<b>Course: English Literature</b>			<b>Semester: II</b>
<b>Course Code: LAF111</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Develop an understanding of the relationships between studies in language and literature.</li> <li>2. Foster a lifelong interest in and enjoyment of language and literature.</li> <li>3. Confidently read and understand a range of literary texts.</li> <li>4. Critically evaluate their own and others' written materials.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define literature and literary forms.</li> <li>2. Identify the different aspects of literary trends.</li> <li>3. Illustrate different forms of poetry and prose.</li> <li>4. Classify plays and fiction.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Literature and Literary Forms: What is literature –Peter Barry Poetry: Lyric, Sonnet, Ballad, Ode, Elegy, Epic, Mock Epic, Dramatic monologue Prose: Novel, Novella, Short Story, Essay, Biography, Autobiography Drama: Comedy, Tragedy, Tragic-comedy, One-act-play, epic play Elements of Fiction	15
	2	Introduction to Literary Trends: Neo-Classicism, Metaphysical Conceits, Romanticism, Modernism, Post Modernism, Feminism Reference: Peter Barry (Not historical periods; short overview of literary trends).	15
	3	Poetry and Prose: <ol style="list-style-type: none"> <li>1. Alfred Lord Tennyson, <i>Ulysses</i></li> <li>2. John Milton, <i>On His Blindness</i></li> <li>3. Walt Whitman, <i>O Captain, My Captain</i></li> <li>4. Francis Bacon, <i>Of Studies</i></li> <li>5. Somerset Maugham, <i>The Verger</i></li> </ol>	15
	4	Plays: <ol style="list-style-type: none"> <li>1. William Shakespeare, <i>Macbeth</i></li> <li>2. Oscar Wilde, <i>The Importance of being Earnest</i></li> </ol>	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. United Kingdom, Manchester University Press,</li> </ul>		

	<ul style="list-style-type: none"> <li>• Shakespeare, William. <i>Macbeth</i>. Ireland, Penguin Books.</li> <li>• Wilde, Oscar, and Billington, Michael. <i>The Importance of Being Earnest</i>. Germany, Longman.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i>. 10th ed. Wadsworth Cengage learning.</li> </ul>

<b>Course: Technology &amp; Society</b>			<b>Semester: II</b>
<b>Course Code: LAF112</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the origin and development of society and technological revolution in India.</li> <li>2. Understand the relation between technology and society and how technology impacts society.</li> <li>3. Understand technological change as a social process.</li> <li>4. Identify the science and technological advancement in India and analyze the evolution and growth of technology in different sector of Indian societies.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Know the origin and development of society &amp; their nature and relation with technology.</li> <li>2. Explain the technological changes and its impact on society, past and present.</li> <li>3. Analyze the relationship between scientific knowledge and technological advance and its effect on the economy, military, health, etc.</li> <li>4. Discuss the process and sources of technology as functional as well subversive forces.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Basic Concepts of Society and Technology: History of technology, Relationship between Society and Technology. Historiography of Technology: Fire, wheel, tools technology, Agricultural revolution	9
	2	Four Industrial Revolutions: From Steam Engine to Artificial Intelligence. Technological Advance and Cultural Lag, Technology, Globalization, and Cultural Convergence	6
	3	Living in a Technological Society, Whose Technology? What Technology Can and Cannot Do. Technological Change as a Social Process, Supply and Demand: The “Push” and the “Pull”, How Market Economies Drive Technological Innovation	6
	4	Technology and Politics: Development of Military Technologies; Gunpowder Revolution. Industrial Technology in the Service of War, Controlling Military Technologies- Disarmament Health, Medicine and Technology, Developments in	12

		Modern Medicines, and Technology in the 20th Century. Medical Ethics	
	5	Technology and Democracy, Environmental issue, Technological advancements, Revolution in Communication Technology, Organizations and New Information Technologies, Cyberterrorism and Cyberattacks, Technology, Innovation, and Responsibility: Government Actions and the Shaping of Technology	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Volti R., <i>Society and technological change</i>, Worth.</li> <li>• Kumar, D., <i>Science and Society in Modern India</i>: Cambridge University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Maryanne Cline Horowitz, <i>New Dictionary of the history of ideas</i>. Charles Cribner's Sons.</li> <li>• Andrew Feenberg, <i>Technology, Modernity, and Democracy: Essays</i>. Rowman &amp; Littlefield.</li> <li>• Daniel Lee Kleinman &amp; Kelly Moore, <i>Routledge Handbook of Science, Technology and Society</i>. Routledge.</li> </ul>		

<b>Course: Reading for Writing</b>			<b>Semester: II</b>
<b>Course Code: LAF113P</b>	<b>LTP</b>	<b>0 0 4</b>	<b>Credits: 2</b>

<b>OBJECTIVE</b>	<p><b>To facilitate students to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the relationship between reading and writing.</li> <li>2. Overcome their fear or blockage of writing.</li> <li>3. Take the next step from reading texts to paraphrasing, documenting and coherently presenting their own thoughts stemming from reading texts.</li> <li>4. Discover techniques to improve writing process.</li> </ol>
<b>COURSE OUTCOMES</b>	<p><b>After completing this course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Read literature for writing purpose.</li> <li>2. Identify, sort and systematically read texts as an essential part of writing.</li> <li>3. Organize and shape their writing.</li> <li>4. Develop discipline specific argument to persuade their readers</li> </ol>
<b>COURSE DETAILS</b>	<p><b>Students and University Writing:</b> Different types of writing, Talking for writing, Dealing with writing Blocks, Keeping a learning log, word processing.</p> <p><b>Bridging a Gap:</b> Students and university study, Practice writing, Brainstorming, Generating questions.</p> <p><b>Ways of Writing:</b> Different perspectives, Unpacking assignments, Key elements of university writing, Structure an argument, the traditional essay format approach to writing, the 'building blocks' approach to writing, Keywords &amp; disadvantages of just looking for keywords</p> <p><b>Reading as Part of Writing:</b> Approaching reading, choosing texts for an assignment. Reading and note taking, Making mind maps from reading, Keeping records, Making meaning through reading, 'Fitting together' reading, 'Analytic' reading, Reading one's own and other students' work</p> <p><b>Organizing and Shaping one's Writing:</b> Different approaches to planning and organizing writing, The diver writer, The patchwork writer, The grand plan writer, The architect writer- What kind of writer are you?</p> <p><b>Types of structure in University Writing:</b> Chronology writing, Description writing, Cause-effect writing, Compare/contrast writing, Summary writing, Analysis writing, Evaluating writing.</p> <p><b>Considering Arguments:</b></p>



	<p>working out a ‘story’ and getting the central idea, Step by step building on the central idea, constructing the ‘story’</p> <p><b>Persuading the Reader by Reasoning:</b>          What does ‘argument’ mean? How students define ‘argument’ in their subjects: Psychology, History, Law, Sciences, English, Linguistics</p> <p><b>Developing a Thesis Statement:</b>          Working from first thoughts making an argument by anticipating questions and objections making an argument by looking at two opposing versions persuading the reader</p> <p><b>‘Parrot writing’:</b>          Using ‘I’ in assignments from the personal to the academic</p> <p><b>Case studies (student’s experience of):</b>          A practical report, a collaborative writing project, a review of an article, a Presentation, an essay based on an interview, a seminar paper</p> <p><b>Referencing:</b> Systems, websites, plagiarism.</p>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Creme, P. &amp; Mary, L., <i>Writing At University: A Guide For Students</i>, McGraw Hill Education</li> <li>• Stephen Bailey, <i>Academic Writing</i>. Routledge.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Zemach and Rumisek, <i>Academic Writing</i>, Macmillian</li> <li>• Jennifer Peat, <i>Scientific Writing</i>, BMJ Books</li> </ul>

<b>Course Code: LAK114P</b>	<b>LTP</b>	<b>0 0 6</b>	<b>Credits: 3</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Give students an in-depth understanding of why computers are essential components in business, education, and society.</li> <li>2. Introduce the fundamentals of computing devices and reinforce computer vocabulary, particularly with respect to personal use of computer hardware and software, the Internet, networking, and mobile computing.</li> <li>3. Provide hands-on use of Microsoft Office applications Word, Excel, and PowerPoint. Completion of the assignments will result in MS Office applications knowledge and skills.</li> <li>4. Provide foundational or “computer literacy” curriculum that prepares students for life-long learning of computer concepts and skill.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Interpret work effectively with a range of current, standard, Office Productivity software applications.</li> <li>2. Select office productivity software appropriate to a given situation.</li> <li>3. Apply basic learning and assessment principles in the design, development, and presentation of material produced by office productivity applications.</li> <li>4. Operate a variety of advanced spreadsheet, operating system, and word processing functions.</li> </ol>

<b>COURSE DETAILS</b>	<p><b>MS WORD</b></p> <p>Working with bullets and numbered lists • Multilevel numbering and Bulleting</p> <ul style="list-style-type: none"> <li>• Creating List • Customizing List style</li> <li>• Page bordering • Page background</li> </ul> <p>Tables • Working with Tables, Table Formatting • Table Styles • Alignment option • Merge and split option</p> <p>Styles and Content • Using Build- in Styles, Modifying Styles • Creating Styles, Creating a list style • Table of contents and references • Adding internal references • Adding a Footnote • Adding Endnote</p> <p>Merging Documents • Typing new address list • Importing address list from Excel file • Write and insert field • Merging with outlook contact • Preview Result • Merging to envelopes • Merging to label • Setting rules for merges • Finish &amp; Merge options</p> <p><b>MS EXCEL</b></p> <p>Sort and Filter Data with Excel • Sort and filtering data • Using number filter, Text filter • Custom filtering • Removing filters from columns • Conditional formatting</p> <p>Create Effective Charts to Present Data Visually • Inserting Column, Pie chart etc. • Create an effective chart with Chart Tool • Design, Format, and Layout options • Adding chart title • Changing layouts • Chart styles • Editing chart data range • Editing data series • Changing chart</p> <p>Analyze Data Using PivotTables and Pivot Charts • Understand PivotTables, Create a PivotTable • Framework Using the PivotTable and PivotChart • Create Pivot Chart from pivot Table. • Inserting slicer • Creating Calculated fields</p> <p><b>MS POWERPOINT</b></p> <p>Hyperlinks and Action Buttons</p> <ul style="list-style-type: none"> <li>• Inserting Hyperlinks and Action Buttons • Edit Hyperlinks and Action Button</li> <li>• Word Art and Shapes</li> </ul> <p>Working With Movies and Sounds</p> <ul style="list-style-type: none"> <li>• Inserting Movie From a Computer File • Inserting Audio file • Audio Video playback and format options • Video options, Adjust options • Reshaping and bordering Video</li> </ul> <p>Using SmartArt and Tables • Working with Tables, Table Formatting • Table Styles • Alignment option • Merge and split option Converting text to smart art</p> <p>Animation and Slide Transition • Default Animation, Custom Animation • Modify a Default or Custom Animation</p> <ul style="list-style-type: none"> <li>• Reorder Animation Using Transitions</li> <li>• Apply a Slide Transition, Modifying a • Transition, Advancing to the Next Slide</li> </ul>
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<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Norton, P., <i>Peter Norton's introduction to computers</i>. McGraw-Hill, Inc.</li> <li>• Chatfield, C., &amp; Johnson, T., <i>Microsoft Project 2016 Step by Step: MS Project 2016 Step _p1</i>. Microsoft Press.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Lambert, J., &amp; Lambert, S., <i>MOS 2016 Study Guide for Microsoft Word</i>. Microsoft Press.</li> </ul>

<b>Course: Personal Finance</b>	<b>Semester: II</b>
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<b>Course Code: LAM115</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. With a comprehensive understanding of personal finance principles and practices.</li> <li>2. Develop essential financial literacy skills to navigate the complexities of personal finance through a blend of theoretical concepts and practical applications.</li> <li>3. Understand topics such as budgeting, saving, investing, debt management, insurance, and retirement planning, with an emphasis on critical thinking and ethical decision-making.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the fundamental concepts and principles of personal finance.</li> <li>2. Explore aspects of personal finance such as cash flow, financial health, wealth management and taxation.</li> <li>3. Demonstrate capability in management of personal finance.</li> <li>4. Make informed financial decisions and plan for their financial future.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Personal Finance- Overview of personal finance and its relevance to Liberal Arts students- Embracing Financial Literacy -Budgeting and transaction accounts - income and assets: Insurance Real and Imaginary Hurdles to Financial Success -good financial habits	9
	2	Cash Flow -Sizing up-Transaction and Investment Accounts- Transaction/checking accounts Current Accounts-Savings accounts and money-market funds - Investment accounts -Savings - Your Credit Score – financial discipline- credit reports	8
	3	Financial Health- Avoiding Common Money Mistakes- Determining Financial Net Worth Adding up financial assets-subtracting financial liabilities-Interpreting net worth results -Bad Debt and Good Debt - Playing the credit-card float and reward games -Investment Knowledge-Assessing Insurance	8
	4	Definitions of Wealth -Valuing retirement accounts - Dealing with competing goals - Building Emergency Reserves -Saving to Buy a Home or Business -Funding Kids' Educational Expenses -Saving for Big Purchase Preparing for Retirement/Financial Independence – spending reduction	10

	5	Managing and Reducing Taxes- marginal tax rate- taxable income -Analyzing recent tax law changes-Contributing to retirement investment plans -Shifting some income - Increasing Deductions -Purchasing real estate Trading consumer debt for mortgage debt -Contributing to charities -Investing in tax-free money-market funds and bonds Selecting other tax-friendly investments Getting Help from Tax Resources -Dealing with an Audit.	10
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Tyson, Eric, <i>Personal Finance for Dummies</i>. Wiley.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Cagan, M., and Lariviere, E., <i>The Infographic Guide to Personal Finance: A Visual Reference for Everything You Need to Know (Infographic Guide Series)</i>. Adams Media</li> </ul>		

<b>Course: Indian Art &amp; Aesthetics</b>			<b>Semester: II</b>
<b>Course Code: LAV116</b>	<b>LTP</b>	<b>2 0 0</b>	<b>Credits: 2</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the social history of western art.</li> <li>2. Appreciate the finer nuances and aesthetics.</li> <li>3. Compare the western and Indian experience of Art.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify different forms of art and put them in their historical context.</li> <li>2. Differentiate between western and Indian systems of art.</li> <li>3. Develop an understanding of the field of aesthetics.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Art – Literature, Fine Arts, Dance and Music; Theatre and Cinema; Distinction between Folk and Classical; Indian and Western, Hindustani and Carnatic, Popular and Arthouse	15
	2	Aesthetics – Philosophy of Arts; Indian theories of Rasa – Bharata, Abhinavagupta, Natyashastra; Western theories of Aesthetics – Ancient, Medieval, Modern and Post-modern; Ontology of Art, Art Criticism	15
	<b>Total Hours</b>		<b>30</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Noonan L. &amp; Read G., <i>Western and european art history</i>. College Publishing House.</li> <li>• Baliyan S., <i>A compendium of Indian art and culture</i>. Oxford University Press.</li> <li>• Pandit S., <i>An approach to the indian theory of art and aesthetics</i>. Sterling Publishers</li> <li>• Hauser A., <i>The philosophy of art history</i>. Routledge.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Bruno Latour, <i>What is Iconoclash</i>. MIT Press</li> <li>• Geert Hshyamala Gupta, <i>Art, Beauty and Creativity: Indian and Western Aesthetics</i>. Sage</li> </ul>		

**Program Specific Outcomes (PSOs) for Economics**

*Upon completion of the BA in Liberal Arts (Economics), students will be able to:*

PSO1: Apply economic principles, analytical tools, and interdisciplinary perspectives to analyze and address real-world issues such as poverty, inequality, environmental sustainability, and economic development.

PSO2: Demonstrate strong analytical skills by utilizing economic theories and quantitative methods to interpret economic data, evaluate complex problems, and formulate effective policy or strategic solutions.

PSO3: Develop essential professional competencies for careers in economics and related fields, including teamwork, effective communication, time management, problem-solving, and adaptability to dynamic economic environments.

PSO4: Exhibit critical thinking skills in evaluating economic theories, assessing policy arguments, identifying underlying assumptions, and analyzing the strengths and limitations of various economic models and approaches.

PSO5: Demonstrate a comprehensive understanding of core economic concepts, theories, and models across key subfields such as microeconomics, macroeconomics, international economics, and applied economics, integrating this knowledge with insights from other liberal arts disciplines.



BA III Semester (Economics)						
S. No.	Course Code	Course Name	Contact Hours			Credits
			L	T	P	
1	LAN201	Indian Economy	4	0	0	4
2	LAN202	Basic Microeconomics	4	0	0	4
3	LAN203	Basic Macroeconomics	4	0	0	4
4	LAN204	Industry, Innovation and Strategy	4	0	0	4
5	LAN205	Political Economy	3	0	0	3
6	LAN206	Money and Banking	3	0	0	3
7	LAK207P	MS Office III	0	0	6	3
8	LAM208	Basic Statistics	3	0	0	3
		<b>Total Credits</b>	<b>25</b>	<b>0</b>	<b>6</b>	<b>28</b>
		<b>Total Contact Hours</b>			<b>31</b>	

BA IV Semester						
S. No.	Course Code	Course Name	Contact Hours			Credits
			L	T	P	
1	LAN209	Public Economics	4	0	0	4
2	LAN210	Intermediate Microeconomics	4	0	0	4
3	LAN211	Intermediate Macroeconomics	4	0	0	4
4	LAN212	Mathematical Methods for Economics-I	4	0	0	4
5	LAN213	Environmental Economics	3	0	0	3
6	LAN214	Economics of Health and Education	3	0	0	3
7	LAM215P	Statistical Software Package	0	0	6	3
8	LAA216	Modern European Language	2	0	0	2
		<b>Total Credits</b>	<b>24</b>	<b>0</b>	<b>6</b>	<b>27</b>
		<b>Total Contact Hours</b>	<b>30</b>			



S. No.	Course Code	Course Name	Contact Hours			Credits
			<b>L</b>	<b>T</b>	<b>P</b>	
1	LAN401	Advanced Microeconomics	4	0	0	4
2	LAN402	Advanced Macroeconomics	4	0	0	4
3	LAN403	Advanced Econometrics	4	0	0	4
4	LAN404	Economic Forecasting and Analysis	4	0	0	4
5	LAN405	Mathematical Methods for Economics II	4	0	0	4
6	LAN406	Game Theory	4	0	0	4
7	LAN407	Contemporary Economic Issues	3	0	0	3
8	LAN408	Labour Economics	3	0	0	3
		<b>Total Credits</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>30</b>
		<b>Total Contact Hours</b>	<b>30</b>			

BA VIII Semester (Hons)						
S. No.	Course Code	Course Name	Contact Hours			Credits
			<b>L</b>	<b>T</b>	<b>P</b>	
1	LAR409	Philosophy of Social Science and Research Paradigms	4	0	0	4
2	LAN410	Exemplary Dissertation in Economics	4	0	0	4
3	LAN411	History of Economic Thought	4	0	0	4
4	LAN412	Development Economics-II	4	0	0	4
5	LAN413P	Practicum - Economics	2	0	4	4
6	LAN414	Quantitative Macro Finance	3	0	0	3
7	LAN415	Managerial Economics	3	0	0	3
8	LAF416	Career Skills	2	0	0	2
		<b>Total Credits</b>	<b>26</b>	<b>0</b>	<b>4</b>	<b>28</b>
		<b>Total Contact Hours</b>	<b>30</b>			

BA VIII Semester (Hons with Research)						
S. No.	Course Code	Course Name	Contact Hours			Credits
			<b>L</b>	<b>T</b>	<b>P</b>	

1	LAR409	Philosophy of Social Science and Research Paradigms	4	0	0	4
2	LAN410	Exemplary Dissertation in Economics	4	0	0	4
3	LAR411	Research Publication and Ethics	4	0	0	4
4	LAR412	Humanistic Research Approach	4	0	0	4
5	LAR413P	Research Project	0	0	0	12
		<b>Total Credits</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>28</b>
		<b>Total Contact Hours</b>	<b>16</b>			

<b>Course: Indian Economy</b>			<b>Semester: III</b>
<b>Course Code: LAN201</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Familiarize the students with the main features of the Indian Economy and how it is influencing the business environment.</li> <li>2. Identify the features of the Agriculture in Indian economy.</li> <li>3. Familiarize the students with the main features of the Indian economy and the business environment.</li> <li>4. Understand the economic and social issues of the Industrial sector and Service sector.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand Indian Economy and classify them by sectors.</li> <li>2. Analyze economic policies of Indian government in shaping and improving economic performance.</li> <li>3. Evaluate the success and failure of economic policies of government of India.</li> <li>4. Suggest alternative policies for Indian economy.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Economic Development since Independence; Basic characteristics of Indian economy; Sector-wise growth profile and changes in GDP	12
	2	Agricultural Sector: Policies and Performance in Agriculture Growth; Green Revolution, Agricultural price policy and procurement; Price Control: Minimum Agricultural Price and Public Distribution System; NABARD and agricultural credit;	12
	3	Industrial Sector: Industrial Policy 1991; Industrial Sickness: Criteria, Causes and Government Policy; Role of industry and industrial growth in growth and development of India; Special Economic Zones; MNC in Industrial Sector;	12

		Foreign Direct Investment (FDI) in India's industrial sector.	
	4	Service Sector: Trends, performance & contribution of service sector in India: trend of growth and contribution of service sector in GDP; Foreign Direct Investment (FDI) in India's services sector; recent policies in service sector in India; Multinational Corporation (MNC) in Service Sector	12
	5	Economic Planning and Emerging Issues: Objectives of economic planning in India, National Institution for Transforming India (NITI) Aayog: structure, functions, objectives; Introduction to GST (Goods and Services Tax)	12
	<b>Total Hours</b>		60
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Datt, G., &amp; Mahajan, A., <i>Indian Economy</i>, New Delhi: S. Chand &amp; Company.</li> <li>• Mishra, S. K. &amp; Puri, V. K., <i>Indian Economy</i>, Himalaya Publishing House.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Dhingra, I. C., <i>The Indian Economy: Environment and Policy</i>. Sultan Chand &amp; Sons</li> <li>• Kapila, U. <i>Indian Economy: Performance and Policies</i>; Academic Foundation.</li> </ul> <p><b>Government Reports/Documents</b></p> <ul style="list-style-type: none"> <li>• Annual Economic Survey, Government of India</li> <li>• Annual Reports of NITI Aayog</li> </ul> <p><b>Journals</b></p> <ul style="list-style-type: none"> <li>• Economic and Political Weekly</li> <li>• Yojana</li> <li>• Kurukshetra</li> </ul>		

<b>Course: Basic Microeconomics</b>			<b>Semester: III</b>
<b>Course Code: LAN202</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Expose the students to the basic principles of microeconomic theory.</li> <li>2. Give students insight into the dynamics of a market-based economy.</li> <li>3. prepare students to be successful in economics courses.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the scope and method of microeconomics.</li> <li>2. Explore and analyse supply and demand.</li> <li>3. Evaluate consumer behavior.</li> <li>4. Critically assess cost and revenue aspect of microeconomics.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Exploring the subject matter of Economics: The scope and method of economics; scarcity and choice; subject matter and significance of Microeconomics; concepts of Opportunity cost and Trade off.	15
	2	Supply and Demand: Definition of Demand and Supply; Individual demand and supply schedules and the derivation of market demand and supply; shifts in demand and supply curves; Movement of demand and Supply curve. Consumer and producer surplus, taxes, and their efficiency costs.  The concept of elasticity and its application, Price elasticity of demand and supply, income elasticity of demand, Cross price elasticity of demand, Measurement of elasticity.	15
	3	Theory of Consumer behavior Marshal cardinal utility analysis: Law of diminishing marginal utility, Principle of Equi marginal utility. Ordinal Utility analysis: Indifference curve and Marginal Rate of Substitution; Budget constraints; a consumer's equilibrium; price, income, and substitution effects (Hicksian and Slutsky); PCC, ICC, and Engel Curve. Revealed preference Hypothesis.	15
	4	Behavior of cost and revenue Short run and long run cost, Relationship between Average and Marginal cost, Relationship between Average and Marginal Revenue (Perfect and imperfect	15

		competition), relationship between AR, MR and elasticity; Economies and diseconomies of scale.	
	<b>Total Hours</b>		60
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>Ahuja, H. L., <i>Modern Economics an Analytical Study</i>. S. Chand Publishing.</li> <li>Case, K. E., &amp; fair, R. C., <i>Principles of Economics</i>, Pearson Education, Inc.</li> <li>Varian, H. R., &amp; Varian, H. R. <i>Microeconomic analysis</i>, New York: Norton.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Samuelson, P. A., &amp; Nordhaus, W. D. <i>Economics</i>, The McGraw—Hill Companies.</li> <li>Koutsoyiannis, A., <i>Modern Microeconomics</i>, Bloomsbury Academic India.</li> </ul>		



<b>Course: Basic Macroeconomics</b>			<b>Semester: III</b>
<b>Course Code: LAN203</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the interrelationships between the various macroeconomic variables and their impact upon the working of the economy, thereby determining the course of the economy.</li> <li>2. Understand accounting of national income aggregates and its varied components.</li> <li>3. Understand the role of Government expenditure in the economy.</li> <li>4. Know the role of money in the modern economy and causes of inflation; investigate the ways to control it.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the flow of money and goods and services in the economy.</li> <li>2. Describe the roles of money and the financial system in the macro economy. Evaluate current events and evaluate specify policy so that reach the conclusions to specific economics policy or problem.</li> <li>3. Apply economics analysis to everyday problems in real world situations.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Macroeconomics and National Income Accounting: Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and production method, the circular flow; circular flow in 2, 3 & 4 sector economy, real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts.	15
	2	Theory of Income and Employment: Classical theory of output and employment, Say's law of markets, Keynesian theory of income determination, Consumption function: meaning, determinants and importance, Theory of consumption: absolute income hypothesis, relative income hypothesis, permanent income hypothesis and life cycle hypothesis.	18
	3	Money and its Functions: Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.	18

	4	Inflation: Inflation and its social costs; Hyperinflation, Causes of Inflation and Control of Inflation.	09
	<b>Total Hours</b>		60
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Mankiw, N.G., <i>Macroeconomics</i> 7th edition, Worth Publishers.</li> <li>• Froyen R.T., <i>Macroeconomics: Theories and Policies</i>, Pearson Education Asia.</li> <li>• Dornbusch, R., Fischer, S. and Startz, R., <i>Macroeconomics</i>, McGraw Hill.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Keynes, J. M., <i>The general theory of employment, interest &amp; money</i>. Macmillan.</li> <li>• Smith, A., <i>An inquiry into the Nature and Causes of the Wealth of Nations</i>.</li> <li>• Fischer, S., &amp; Modigliani, F., <i>Towards an understanding of the real effects and costs of inflation</i>. Review of World Economics.</li> </ul>		

<b>Course: Industry, Innovation and Strategy</b>			<b>Semester: III</b>
<b>Course Code: LAN204</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Industrialize economics and realize its application in real life scenarios.</li> <li>2. Understand aggregate models of industrial experience.</li> <li>3. Understand market structure and concentration.</li> <li>4. Learn about different theories of industrial localization.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand existing issues in industry innovation strategy.</li> <li>2. Analyze the necessity for innovation and strategy.</li> <li>3. Create innovative strategies for industrial development.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Scope of Industrial economics, Concept Measurement, and Determinants of Efficiency of firms, Productivity movements in India, National Productivity Council, Forms of organization of industrial classification of firms, Theory of optimum size of the firm, Factors influencing optimum size, Innovation strategy	12
	2	Market Structure and Concentration: Market structure, Performance of the firms in different form of the market, Concentration: meaning and Determinants. Innovating markets, Value proposition, value innovation	10
	3	Industrial Location: Meaning and determinants, Theories of industrial location: Alfred Weber's Deductive Analysis, Merger and Acquisitions. Innovating the choice of industrial location, smart cities	14
	4	Industrial Finance: Concept, need and types, Internal and external sources of industrial finance, Industrial growth in India during plans, Impact of economic reforms on India's industrial growth, India's industrial policy: 1956 & 1991, Futurizing industrial finance, Fintech	12
	5	Strategic Development: Planning, organising, staffing, controlling, and directing. Innovation: Developing innovating strategy, R&D and innovation, designing, and innovating, Startups, sustaining,	12
	<b>Total Hours</b>		60
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Barthwal, R. R., <i>Industrial Economics: an introductory textbook</i>. New Age</li> </ul>		

	International.
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Martin, S., <i>Industrial economics: economic analysis and public policy</i>. Prentice Hall.</li> <li>• Ferguson, G. J., <i>Industrial economics: issues and perspectives</i>. Bloomsbury Publishing.</li> </ul> <p><b>Journals</b></p> <ul style="list-style-type: none"> <li>• <i>The Journal of Industrial Economics: Wiley Online Library</i></li> <li>• <i>Journal of Scientific &amp; Industrial Research: Springer</i></li> </ul>

<b>Course: Political Economy</b>			<b>Semester: III</b>
<b>Course Code: LAN205</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Explore changes in the organization of production, labor markets and corporate structure.</li> <li>2. Assess the relationship between political economy and social deprivation.</li> <li>3. Explore the development of structures and institutions of capitalist economies.</li> <li>4. Assess the consequences of globalization, especially of financial flows and the role of State</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate an ability to explain and compare different political and economic systems.</li> <li>2. Recognize the mutual interdependence of the State and the economy.</li> <li>3. Use critical thinking in understanding issues and problems of international political economy.</li> <li>4. Develop critical perspectives on the various facts of capitalism.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Analysing Change in Historical Perspective – the method of Historical Materialism, Dialectical Method, Transition from Feudalism to Capitalism; Modernity and its various facets	12
	2	Changing Dynamics of Capitalist Production – Fordist and Post-Fordist Production, Golden Age of Capitalism; Accumulation and the Crisis; Monopoly Capitalism; Changing Role of Finance and Finance Capitalism	10
	3	State in the Era of Globalisation; State Capitalism; Imperialism; Deregulation; Neo liberalization; Erosion of State Autonomy; Concept of Welfare State	11
	4	The Social Dimension: Capitalism and uneven Development; Modernization Theory; Core-Periphery Theory; Exclusion and Marginalization; Gender in 21 <sup>st</sup> Century Economy; Ecological Crisis and Sustainable Development – a critical overview	12
	<b>Total Hours</b>		<b>45</b>
<b>TEXTBOOK</b>	• Beaud, M., <i>A history of capitalism, 1500-2000</i> . Aakar Books.		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Habib, I., Capitalism in history. <i>Social Scientist</i>.</li> <li>• Harvey, D., <i>A brief history of neoliberalism</i>. Oxford University Press, USA.</li> <li>• Lange, O., <i>Political Economy</i>.</li> </ul>
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<b>Course: Money and Banking</b>			<b>Semester: III</b>
<b>Course Code: LAN206</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. To know the concept and functions of money</li> <li>2. To know all about the financial institution and different market instruments for controlling money supply</li> <li>3. To know about the interest rate and its determinants.</li> <li>4. To know about the Indian banking system and its changing role in the era of globalization.</li> <li>5. To know how to prepare the balance sheet and manage portfolio.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand basic concept of money and banking.</li> <li>2. Interpret working and functions of money and banking system.</li> <li>3. Explore the operation of monetary policy.</li> <li>4. Critically evaluate financial institution and their instruments</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Money: Concept, Functions, Measurement; Theories of money, Supply Determination. High Powered Money and Money Multiplier, Measurement of Supply of Money in India, Demand for Money- Conventional and Keynes' Approaches.	11
	2	Financial Institutions, Markets, Instruments and Financial Innovations: Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.	12
	3	Interest Rates: Determination; Sources of Interest Rate differentials; Theories of Term structure of Interest Rates; Interest Rates in India.	12
	4	Indian Banking System: Changing Role and Structure; Banking Sector Reforms. Central Banking and Monetary Policy: Functions, Balance Sheet; Goals, Targets, Indicators, and Instruments of Monetary Control; Current Monetary Policy of India.	10
	<b>Total Hours</b>		<b>45</b>

<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Mohan, R., Growth with financial stability: central banking in an emerging market. <i>OUP Catalogue</i>.</li> <li>• Jadhav, N., <i>Monetary Policy, Financial Stability, and Central Banking in India</i>. Macmillan.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Reddy, Y. V., Report of the working group on money supply: analytics and methodology of compilation.</li> <li>• Lewis, M. K., &amp; Mizen, P. D., Monetary economics. <i>OUP Catalogue</i>.</li> </ul> <p><b>Government Reports</b></p> <ul style="list-style-type: none"> <li>• R.B.I. Bulletin, Annual Report</li> <li>• Report on Currency and Finance, RBI (latest).</li> </ul>



### SEMESTER IV

<b>Course: Public Economics</b>			<b>Semester: IV</b>
<b>Course Code: LAN209</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand and analyze the impact of public policy on the allocation of resources and the distribution of income in the economy.</li> <li>2. Analyze the public expenditures, taxation, budgetary procedures, stabilization instruments, debt issues.</li> <li>3. Understand the needs of public borrowing from all possible sources to meet necessary public investment/expenditures. Also be alerted to find sources for repayment.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the scope and significance of public policy, describe the different types of public policy.</li> <li>2. Examine the contributions of various stakeholders in policy making public goods.</li> <li>3. Explore the nature of government intervention and its implications for allocation, distribution, and stabilization.</li> <li>4. Discuss the economic effects of taxation.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Public Economic Theory: Role of Public Finance - Equity and the Social Welfare Function; Market failure and role of government. Public Policy: State, Civil Society & Public Opinion Fiscal Functions: An Overview.	15
	2	Public Goods: Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.	15
	3	Externalities: Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.	15
	4	Taxation: Taxation: its economic effects; Dead Weight Loss and Distortion, Efficiency and Equity Considerations, Tax Incidence, Optimal Taxation. the Laffer Curve, Taxation of Savings.	15
	<b>Total Hours</b>		<b>60</b>

<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Hindriks, J., &amp; Myles, G. D., <i>Intermediate Public Economics</i>. MIT press.</li> <li>• Musgrave, R. A., &amp; Musgrave, P. B., <i>Public Finance in Theory and Practice</i> McGraw Hill Book Company. <i>New York</i>.</li> <li>• Rosen, H. S., <i>Public Finance</i> seventh edition, M. <i>International Edition</i>.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Pigou, A. C., <i>A study in public finance</i>. Read Books Ltd.</li> <li>• Dalton, H., <i>Principles of public finance</i>, Psychology Press.</li> </ul> <p><b>Government Reports</b></p> <ul style="list-style-type: none"> <li>• Economic Survey, Government of India (Latest).</li> <li>• Reserve Bank of India., <i>State Finances: A study of Budgets of 2020–21</i>.</li> </ul>

<b>Course: Intermediate Microeconomics</b>			<b>Semester: IV</b>
<b>Course Code: LAN210</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Expose the students to the basic principles of microeconomic theory.</li> <li>2. Introduce theory of production and cost</li> <li>3. Explore market firms and concepts of revenue in market.</li> <li>4. To solve problems through adjustments with time.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge in theory of Production and Cost</li> <li>2. Analyze Market morphology and Concepts of Revenue in Market</li> <li>3. Understand the behavior of the consumer and the producer and covers the behavior of a competitive firm.</li> <li>4. Examine Income Distribution and Factor Pricing.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Theory of Production and Cost: Production Function; Laws of Production – Law of Variable Proportions: Three Stages of the Law of Variable Proportions, Return to a Factor; Law of Returns to Scale; Production with Two Variable Inputs – Isoquants: Slopes and Properties, Isoquant Map, Iso-cost Lines, Producer's Equilibrium; Expansion Path; The Economic Region of Production and Ridge Lines; Production Function Cobb-Douglas Production Function and its characteristics, Euler theory, CES production function.	15
	2	Market Forms and Concepts of Revenue in Market: Meaning, Classification; Features and the Shapes of the Demand (or Average Revenue) Curve under Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly Market Structures; Concepts of Revenue: Total, Average and Marginal Revenue, Relation between Average Revenue and Marginal Revenue Curves under Perfect and Imperfect Competition; Relationship between Average Revenue, Marginal Revenue and Price Elasticity of Demand.	15
	3	Objectives and Equilibrium of the Firm - A General Analysis: Objectives of the Firm: Profit Maximization, Sales Maximization, Growth Maximization; Firm's Equilibrium with Total Revenue -Total Cost Approach and Marginal	15

		Revenue - Marginal Cost Approach; Breakeven Output; First and Second Order Conditions for Equilibrium of the Firm.	
	4	Income Distribution and Factor Pricing: Input markets: demand for inputs; labour markets, land markets, profit maximisation. condition in input markets, input demand curves, distribution of Income.	15
	<b>Total Hours</b>		60
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>Ahuja, H. L., <i>Modern Economics an Analytical Study</i>. S. Chand Publishing.</li> <li>Bernheim, B. D., &amp; Whinston, M. D., <i>Microeconomics</i>, Tata McGraw-Hill.</li> <li>Case, K. E., &amp; fair, R. C., <i>Principles of Economics</i>, Pearson Education, Inc.,</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Samuelson, P. A., &amp; Nordhaus, W. D., <i>Economics</i>, McGraw Hill Companies.</li> <li>Koutsoyiannis, A., <i>Modern Microeconomics</i>, Bloomsbury Academic India.</li> <li>Varian, H. R., &amp; Varian, H. R., <i>Microeconomic analysis</i>, New York: Norton.</li> </ul>		

<b>Course: Intermediate Macroeconomics</b>			<b>Semester: IV</b>
<b>Course Code: LAN211</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Describe the equilibrium in the goods market and money market.</li> <li>2. Examine the impact of aggregate demand and aggregate supply on determining income output and employment.</li> <li>3. Explain the concept and determinates of inflation and types of unemployment.</li> <li>4. Analyze the relationship between inflation and unemployment.</li> <li>5. Critically analyze balance of payments and international financial markets.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate Understanding of macro-economic instrument at intermediate level.</li> <li>2. Analyze the relationship between inflation, unemployment, and expectation.</li> <li>3. Explain the working of multiplier.</li> <li>4. Critically evaluate various macroeconomic policies in terms of a coherent logical structure.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	LM Analysis: Keynes Theory of Employment and Liquidity Preference, IS LM Model and Fiscal and Monetary multiplier, Crowding out. Derivation of aggregate demand and Aggregate supply curve; Interaction of aggregate demand and supply.	15
	2	Inflation, Unemployment and Expectations: Types of unemployment, Phillips Curve: Short and Long run; Adaptive and Rational Expectations and their implications; Policy Ineffectiveness Debate.	18
	3	Microeconomic Foundations: a) Consumption: Fisher's Theory of optimal inter-temporal choice; hypotheses; Rational expectations and random-walk of Consumption expenditure. b) Theories of Demand for money: 1) Fisher's Transactions Approach, (2) Keynes' Theory, (3) Tobin Portfolio Approach, (4) Boumol's Inventory Approach.  Investment: Determinants of business fixed investment, residential investment and Inventory Investment	18

	4	Multipliers and its Types: Multiplier: Investment Multiplier; Static and Dynamic Multipliers, Foreign Trade Multiplier, Balanced Budget Multiplier, Leakages from Multipliers, Importance and Limitations.	09
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Blanchard O., <i>Macroeconomics</i> 7th ed, Pearson Education, Inc.</li> <li>• Froyen R. T., <i>Macroeconomics: Theories and Policies</i>, Pearson Education Asia,</li> <li>• D'Souza E., <i>Macroeconomics</i>, Pearson Education.</li> <li>• Dornbusch, R., Fischer, S. and Startz, R., <i>Macroeconomics</i>, McGraw Hill.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Friedman, M., A Theory of the Consumption Function. Princeton University Press.</li> </ul> <p><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>• Phillips, A. W., The relation between unemployment and the rate of change of money wage rates in the United Kingdom, 1861-1957. <i>Economica</i>.</li> <li>• Hicks, J. R., Mr. Keynes and the "Classics"; A Suggested Interpretation. <i>Econometrica</i>, <a href="https://doi.org/10.2307/1907242">https://doi.org/10.2307/1907242</a></li> </ul> <p><b>Journal</b></p> <ul style="list-style-type: none"> <li>• <i>Economica</i>, the London School of Economics and Political Science</li> <li>• <i>Econometrica</i>, Econometric Society</li> </ul>		

<b>Course: Mathematical Methods for Economics-I</b>			<b>Semester: IV</b>
<b>Course Code: LAN212</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. In learning preliminary mathematical concepts specially related to real valued, concave, quasi concave, and continuous functions.</li> <li>2. Basic concepts of set theories especially convex, hyper planes, half spaces, separating and supporting hyper planes.</li> <li>3. Static optimization and its related concepts.</li> <li>4. How micro economic theories can be portrayed in to set theoretic approach.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand mathematical Methods for Economics</li> <li>2. Apply the methods of linear algebra, differential and Integral calculus, concepts of maxima and minima.</li> <li>3. Solve economic problems using mathematical concepts.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Elementary Linear Algebra: Matrix Multiplication, The transpose, The inverse of a square matrix, Rank of a matrix, Matrix methods of solution, Determinants: definition, properties, minors and cofactors, The adjoint matrix and inverse of a matrix, Illustrations of the applications in economic analysis. Logarithms: definition, and properties, Problem solving without using Log Tables.	15
	2	Differential Calculus: Derivatives of algebraic functions, Exponential and logarithmic functions, differentiation, Product and quotient rules, Successive differentiation (up to second order), Partial differentiation,	18
	3	Integral Calculus: Definite and indefinite integrals: integration by parts and integration by substitution, Differential equations: solution processes for First and Second Order Equations,	12
	4	Maxima and Minima Concepts: Euler's Theorem, Rolle's Theorem, Lagrange's Method,	15
	<b>Total Hours</b>		60
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Chiang, A. C., <i>Fundamental Methods of Mathematical Economics</i>, McGraw Hill</li> <li>• Allen, R.G.D., <i>Mathematical Analysis for Economists</i>; Macmillan.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Dowling, E. T., <i>Theory and Problems of Introduction to Mathematical Economics</i>. MC Graw Hill Education.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Samuelson, Paul A., Enlarged ed. 1983. <i>Foundations of Economic Analysis</i>, Harvard University Press.</li> </ul>



<b>Course: Environmental Economics</b>			<b>Semester: IV</b>
<b>Course Code: LAN213</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Familiarize students with the main issues in environmental valuation and with the basic features of the environmental policy tools.</li> <li>2. The economic causes behind environmental problems.</li> <li>3. To learn economic implications of environmental policy as well as valuation of environmental quality.</li> <li>4. Economic implications of quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments.</li> <li>5. Selected topics on international environmental problems are also discussed.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate familiarity with the main issues in environmental valuation and with the basic features of the environmental policy tools.</li> <li>2. Measure the Benefits of Environmental Improvements</li> <li>3. International Environmental Problems.</li> <li>4. Critically evaluate the design and implementation of environmental policy.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: What is Environmental Economics, Review of Microeconomics and Welfare Economics. The Theory of Externalities- Pareto optimality and Market Failure in the presence of externalities	12
	2	Measuring the Benefits of Environmental Improvements: Non-Market values and Measurement Methods; Risk Assessment and Perception, Sustainable Development.	10
	3	International Environmental Problems: Trans-boundary Environmental Problems; Economics of Climate Change; Trade and Environment. Property Rights and the Coase Theorem.	10
	4	The Design and Implementation of Environmental Policy: Overview; Pigouvian Taxes and Effluent Fees; Tradable Permits; choice between Taxes and Quotas under uncertainty; Implementation of Environmental Policy.	13
	<b>Total Hours</b>		45

<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Kolstad, C., <i>Intermediate Environmental Economics</i>, Oxford University Press.</li> <li>• Stavins, R.N., <i>Economics of the Environment: Selected Readings</i>, W.W. Norton.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Perman, R., Ma, Y., McGilvray, J., &amp; Common, M., Natural resource and environmental economics. Pearson Education.</li> <li>• Cropper, M. L., &amp; Oates, W. E., Environmental economics: a survey. Journal of economic literature.</li> </ul>

<b>Course: Economics of Health and Education</b>			<b>Semester: IV</b>
<b>Course Code: LAN214</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To learn about a macroeconomic framework to analyze health and education policies.</li> <li>2. To comprehend individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors.</li> <li>3. Receive an overview of health and education in India.</li> <li>4. To discuss on selected topics on health and societal problems.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Gain knowledge of the key analytical reasoning and tools of health economics and their normative foundations and ethical implications.</li> <li>2. Develop microeconomic foundations on health economics.</li> <li>3. Analyze health and education program in India.</li> <li>4. Evaluate health and education programs.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Role of Health and Education in Human Development: Importance in poverty alleviation; health and education Outcomes and their relationship with macroeconomic performance.	12
	2	Microeconomic Foundations of Health Economics: Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.	10
	3	Evaluation of Health Programs: Costing, cost effectiveness and cost-benefit analysis; burden of disease. Economics of Education: Demand for Education and its determinants, Investment in human capital, Rate of return to education, Private and Social quality of Education, Supply of Education: Nature of Educational Services, Funding of Education: Role of the State Versus Market, Budget Equation for Public and Private Educational Institutions, Education Production Function	13
	4	Health Sector in India: An Overview: Health Outcomes; Health Systems; Health Financing. Education Sector in India: An Overview - Literacy rates, school participation, school quality measures.	10

	<b>Total Hours</b>	45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Jack, W., <i>Principles of Health Economics for Developing Countries</i>, World Bank Institute of Development Studies.</li> </ul>	
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>The World Bank., World Development Report-<i>Investing in Health</i>.</li> <li>Ehrenberg, R. G. &amp; Smith, R.S., <i>Modern Labor Economics: Theory and Public Policy</i>, Addison Wesley.</li> </ul>	

### Semester V

<b>Course: Indian Public Finance</b>			<b>Semester: V</b>
<b>Course Code: LAN301</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand and analyse the impact of public finance on the allocation of resources and the distribution of income in India.</li> <li>2. Analyse the public expenditures, taxation, budgetary procedures, stabilization instruments, debt issues in India.</li> <li>3. Understand the needs of public borrowing from all possible sources to meet necessary public investment/expenditures in India.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Enable the students to understand the scope and significance of public finance of India.</li> <li>2. Understand the budgetary system in India and States of India.</li> <li>3. Equip students with the nature of government intervention and its implications for allocation, distribution, and stabilization.</li> <li>4. Understand a formal analysis of government taxation and expenditures of India.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Objectives of Fiscal Policy Interdependence of Fiscal & Monetary Policies, Budgetary Deficits, and its Implications.	12
	2	Federal Finance: Theory of Federal Finance; Division of Function and Resources; Fiscal Federalism in India; Vertical & Horizontal Imbalance, Assignment of Function, and Source of Revenue.	12
	3	Center-State Relation: Finance commissions and the planning commission, 15 <sup>th</sup> Finance Commission of India, NITI Ayog Devolution of Resource & Grants; Resources transfer from Union to States in India. Criteria for transfer of resources; Centre-State Financial Relation in India.	12
	4	Taxation: The Indian Tax system: Revenue of the Union States and Local Bodies; Major Taxes in India: Base of Taxes; Direct	12

		& Indirect Tax, Taxation of Agriculture, Expenditure Tax, Taxes on Services; Reforms in Direct & Indirect Taxes. GST	
	5	Budget: Analysis of Central Government Budget, Trends in Public Expenditure and Public Debt, Fiscal Crisis, and Fiscal Sector Reforms in India.	12
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Musgrave, R. A., &amp; Musgrave, P. B. Public Finance in Theory and Practice McGraw Hill Book Company. <i>New York</i>.</li> <li>Rosen, H. S., <i>Public Finance</i>, M. <i>International Edition</i>.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Atkinson, A. B., &amp; Stiglitz, J. E., <i>Lectures on public economics: Updated edition</i>. Princeton University Press.</li> <li>Purohit, M. C., <i>Value Added Tax: Experiences of India and Other Countries</i>. Gayatri Publications.</li> </ul> <p><b>Government Reports</b></p> <ul style="list-style-type: none"> <li>Economic Survey, Government of India (Latest).</li> <li>Reserve Bank of India. State Finances: A study of Budgets “2020–21”.</li> </ul>		

<b>Course: Development Economics-I</b>			<b>Semester: V</b>
<b>Course Code: LAN302</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand discussion of alternative conceptions of development and their justification.</li> <li>2. Understand aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models.</li> <li>3. Develop measures of inequality and connections between growth and inequality.</li> <li>4. Link political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain the basics of development economics, the concepts of development, and growth.</li> <li>2. Identify Key issues of economic development.</li> <li>3. Analyze the economics of Land Labor and credit market.</li> <li>4. Link the connections between Poverty, inequality, and sustainable development.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Conceptions of Development: Alternative measures of development, documenting the international variations in these measures, comparing development trajectories across nations and within them	15
	2	Land Labor and credit market The distribution of land ownership, land reforms, and its effect on productivity, contractual relationship between tenants and landlords, land acquisition. Informational problems and credit contracts, Microfinance.	15
	3	Poverty and Inequality: Definitions, Measures and Mechanisms Inequality axioms; comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps, and path dependence of growth processes	15
	4	Sustainable development Defining sustainability; a brief history of environment	15

		change, environment externality, economic activity and climate change.	
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ray, D., <i>Development economics</i>. Princeton University Press</li> <li>• Todaro, M., Smith, S., <i>Economic Development</i>. Pearson.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Banerjee, A., Benabou, R., Mookerjee, D., <i>Understanding poverty</i>. Oxford University Press.</li> <li>• Basu, K., <i>The Oxford companion to economics in India</i>. Oxford University Press.</li> <li>• Dasgupta, P., <i>Economics: A very short introduction</i>. Oxford University Press.</li> <li>• Sen, A., <i>Development as freedom</i>. Oxford University Press.</li> </ul> <p><b>Government Reports</b></p> <ul style="list-style-type: none"> <li>• SDG reports, NITI Aayog</li> </ul>		



<b>Course: Basic Statistics for Economics</b>			<b>Semester: V</b>
<b>Course Code: LAN303</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand some basic concepts and terminology that are fundamental to statistical analysis and inference.</li> <li>2. Develop notion of probability, followed by probability distributions of discrete and continuous random variables.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the basic concepts of statistics in economics.</li> <li>2. Explain measure of central tendency and dispersion and their relevance.</li> <li>3. Apply principles of probability.</li> <li>4. Use probability in real life situations.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction and Overview Classification of Data, Graphical Representation,	12
	2	Measure of Central Tendency Median, Arithmetic Mean, Mode, Geometric Mean, Harmonic Mean, Uses and Limitations of these measures	12
	3	Measures of Dispersion Range, Quartile Deviation, Interquartile Range, Mean deviation or Average Deviation, Standard Deviation, Variance and Coefficient of Variance, Skewness and Kurtosis.	12
	4	the distinction between populations and samples and between population parameters and sample statistics; the use of measures of location and variation to describe and summarize data; population moments and their sample counterparts.	12
	5	Theory of Probability Sample spaces and events; probability axioms and properties; counting techniques; conditional probability and Bayes' rule; independence. Events and Types of various events, mutually exclusive events, sum applications on probability theory	12
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Gupta, S. C., Fundamentals of Statistics, Himalayan Publishing House.</li> <li>• Siegel, Andrew F, <i>Practical Business Statistics</i>; McGraw Hill.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Jay L. Devore, <i>Probability and Statistics for Engineers</i>, Cengage learning.</li> <li>• John E. Freund, <i>Mathematical Statistics</i>, Prentice Hall.</li> <li>• Richard J. Larsen and Morris L. Marx, <i>An Introduction to Mathematical Statistics and its Applications</i>, Prentice Hall.</li> </ul>
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<b>Course: Behavioural Economics</b>			<b>Semester: V</b>
<b>Course Code: LAN304</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the fundamental principles and concepts of behavioural economics.</li> <li>2. Identify and analyse behavioural biases and heuristics in economic decision-making.</li> <li>3. Apply behavioural economics theories to explain real-world economic phenomena.</li> <li>4. Evaluate the implications of behavioural economics for individual and market outcomes.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the impact of psychology on economic decisions.</li> <li>2. Identify the social and cognitive Influences on decision-making.</li> <li>3. Examine the application of behavioural economics principles to various domains.</li> <li>4. Design and carry out their own experiments while critically discussing existing behavioural economics research.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	<b>Introduction to Behavioural Economics:</b> Overview of the course objectives, expectations and assessment criteria, Introduction to the foundations of behavioural economics and its relevance to economics, Comparison of behavioural economics with traditional neoclassical economics.	15
	2	<b>Social and Cognitive Influences on Decision-Making:</b> Social norms and conformity in economic behaviour, framing effects and their impact on decision-making, Time inconsistency and present bias Behavioural approaches to studying strategic interactions.	15
	3	<b>Applications of Behavioural Economics:</b> Application of behavioral economics principles to various domains, such as savings behavior, labor markets, consumer choice, and public policy, analysis of empirical studies and real-world examples; Analysis of behavioral policy interventions, such as nudges and choice architecture.	15
	4	<b>Critique and Future Directions in Behavioural Economics:</b>	15

		Critical assessment of behavioral economics as a field, Emerging research topics and future directions in behavioral economics, Critical assessment of Application of behavioral economics principles to various domains, such as savings behavior, labor markets, consumer choice, and public policy.	
	<b>Total Hours</b>		60
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Ariely, D., <i>Predictably Irrational: The Hidden Forces That Shape Our Decisions</i>. Harper Collins.</li> <li>• Kahneman, D., <i>Thinking, Fast and Slow</i>. Farrar, Straus, and Giroux.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Mullainathan, S., &amp; Shafir, E., <i>Scarcity: Why Having Too Little Means So Much</i>. Macmillan.</li> <li>• Thaler, R. H., &amp; Sunstein, C. R., <i>Nudge: Improving Decisions About Health, Wealth, and Happiness</i>. Penguin Books.</li> </ul> <p style="text-align: center;"><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>• Rabin, M., <i>Psychology and Economics</i>. Journal of Economic Literature.</li> </ul>		

<b>Course: Economic Growth and Development</b>			<b>Semester: V</b>
<b>Course Code: LAN305</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand discussion of alternative conceptions of economic growth and their justification.</li> <li>2. Understand aggregate models of growth and development to know cross-national growth experience.</li> <li>3. Learn about different measures of demographic indicators and its relationship with development.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge in the basics of economic growth and development, with in-depth discussions of the concepts of development, and growth.</li> <li>2. Evaluate the different growth and development models.</li> <li>3. Plan for economic growth and development in accordance with demographic patterns.</li> <li>4. Conceptualize projects of economics of development and growth.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Growth Models and Empirics: The Harrod-Domar model, the Solow model and its variants, endogenous growth models, and evidence on the determinants of growth.	15
	2	Development Models Rostow stages of Economic Growth, Big push model, Critical minimum effort thesis, Lewis low level equilibrium trap.	15
	3	Demography and Development Demographic: concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and Outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration, Malthus theory of population growth.	15
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ray, D., <i>Development economics</i>. Princeton University Press</li> <li>• Todaro, M., Smith, S., <i>Economic Development</i>. Pearson.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Banerjee, A., Benabou, R., Mookerjee, D., <i>Understanding poverty</i>. Oxford University Press.</li> <li>• Basu, K., <i>The Oxford companion to economics in India</i>. Oxford University Press.</li> <li>• Sen, A., <i>Development as freedom</i>. Oxford University Press.</li> <li>• Jhingan, M.L., <i>The Economics Of Development and Planning</i>, Vrinda Publications.</li> </ul> <p><b>Government Reports</b></p> <ul style="list-style-type: none"> <li>• SDG reports, NITI Aayog</li> </ul>
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<b>Course: Research Methodology in Economics</b>			<b>Semester: V</b>
<b>Course Code: LAN306</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the importance of research for academia and the society.</li> <li>2. Explain the fundamentals of research methodology.</li> <li>3. Plan the research projects.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the importance of research</li> <li>2. Formulate appropriate research questions</li> <li>3. Test hypothesis with appropriate statistical methods.</li> <li>4. Report research findings.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Fundamentals of Research: Purpose of research, Types of Research: Exploratory research, action research, Survey Research, Historical research, Applied Research, Experimental research	10
	2	Research Process: Research Design, Research Plan, Writing Research Methodology, Theoretical Framework, Hypothesis Formulation, Scale-Nominal and Ordinal, Variables	10
	3	Data collection Methods: Various types of Data collection methods, Qualitative and Quantitative Methods, Sample Size, Pilot Survey, Types of Sampling,	12
	4	Report Writing and Ethics: Literature Review, Research Design, References styles, Research Gap, Report Writing and Research Publication Ethics	13
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Kurien C.T., A guide to research in Economics, <i>Institute of Development Studies</i>.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Best, J. W., Research in Education. <i>PHI COURSE Private Ltd.</i></li> <li>• Kothari, C. R., Research Methodology: Methods and Techniques, <i>New age International Publisher</i>.</li> <li>• Kumar, R., Research Methodology: A step-by-step guide for Beginners, <i>SAGE Publications Ltd.</i></li> </ul>		

## Semester VI

<b>Course: International Economics</b>			<b>Semester: VI</b>
<b>Course Code: LAN310</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Introduce students to the fundamental principles and frameworks of international economic theory.</li> <li>2. Provide students with insights into the functioning and dynamics of the global economic system, including trade, finance, and international markets.</li> <li>3. Equip students with a strong foundation to succeed in advanced courses and practical applications related to international economics.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the theoretical aspects, foundations, and principles of International Economics.</li> <li>2. Explain models of supply and demand within the context of international trade theory analysis</li> <li>3. Examine the broad pattern of changes in the arena of International Economic Policy and the evolving Global Economic environment.</li> </ol> <ol style="list-style-type: none"> <li>1. Discuss the international macroeconomic policies and role, structure and functioning of international institutions/organization.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: What is International Economics about? Inter-regional trade vs international trade, some analytical Tools-Production Possibility Curve, Indifference Curve, Offer Curve, Trade Difference Curve.	15
	2	Theories of International Trade: Theory of Absolute Advantage, Comparative advantage theory, Hecksher Ohlin theory of Factor Endowment, Factor price equalization by Samuelson. Factor Intensity Theorems-Stopler-Samuelson and Rybczynski.	15
	3	Trade Policy:	15



		Instruments of trade policy; Political Economy of Trade Policy; Terms of Trade, Gains from Trade, Controversies in Trade Policy.	
	4	International Macroeconomic Policy: Fixed versus flexible Exchange Rates; International Monetary Systems- history, structure and working of IMF, WB, GATT, WTO.	15
	<b>Total Hours</b>		60
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>Salvatore, D., <i>International Economics: Trade and Finance</i>, John Wiley International.</li> <li>Jhingan, M.L., <i>International Trade</i>, Vrinda Publication.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Krugman P.R., Obstfeld M. and Melitz M., <i>International Economics</i>, Pearson Education Asia.</li> <li>Mannur, H.G., <i>International Economics</i>, Vikas Publishing.</li> </ul>		

<b>Course: Basic Econometrics</b>			<b>Semester: VI</b>
<b>Course Code: LAN311</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand stages of empirical research. basic econometric concepts and techniques.</li> <li>2. Develop basic econometric models.</li> <li>3. Explain the consequences of and tests for misspecification of regression models.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain the nature and scope of econometrics in empirical research.</li> <li>2. Apply linear regression model in economics.</li> <li>3. Test the consequence of violations of classical assumptions.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Nature and Scope of Econometrics: Theoretical and Empirical Analyses of Economic Events. Causal effects and Forecasting- An Introduction.	13
	2	Statistical Concepts: Normal distribution; chi-square, t- and F-distributions; Estimation of parameters; Properties of Estimators; Testing of Hypotheses: Defining Statistical Hypotheses. Distributions of Test Statistics; Testing Hypotheses related to population parameters; Type I and Type II errors; Power of a Test; Tests for Comparing Parameters from two samples. Parametric and Non-Parametric Estimations.	20
	3	Simple Linear Regression Model: Two Variable Case: Estimation of model by method of ordinary least squares; Properties of Estimators; Goodness of fit; Tests of Hypotheses; Scaling and Units of Measurement; Confidence Intervals; Gauss-Markov Theorem; Forecasting.	12
	4	Violations of Classical Assumptions: Consequences, Detection and Remedies: Multicollinearity; Heteroscedasticity; Serial Correlation.	15
	<b>Total Hours</b>		<b>60</b>

<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Gujarati, D. N., &amp; Porter, D. C., <i>Essentials of Econometrics</i>, McGraw Hill, International Edition.</li> <li>• Madnani, G. M. K., &amp; Madnani, G. M. K., <i>Introduction to Econometrics: Principles and Applications</i>. Oxford and IBH Publishing.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Kmenta, J., &amp; Klein, L. R., <i>Elements of Econometrics</i>, New York: Macmillan.</li> <li>• Wooldridge, J., <i>Introduction to econometrics: A modern approach, 5th ed.</i> Cengage Learning.</li> <li>• Dougherty, C., <i>Introduction to econometrics</i>, Oxford University Press.</li> </ul>

<b>Course: Advanced Statistics for Economics</b>			<b>Semester: VI</b>
<b>Course Code: LAN312</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand formulation of index numbers.</li> <li>2. Understand sampling distribution and some important theoretical distributions.</li> <li>3. Equip them with technique of hypothesis to be used in research purpose.</li> <li>4. Apply statistical tools in economic problems.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Build new indexes and test consistency.</li> <li>2. Develop competency in creating sample designs in economic research.</li> <li>3. Deal in approximation and future prediction.</li> <li>4. Relate variables and ascertain the cause-and-effect relationship for economic modelling.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Index Number: Uses and Types, Methods for Constructing Index numbers: simple aggregate methods, weighted aggregate methods, simple average of price relative and weighted average of price relative, Tests for consistency,	15
	2	Sampling and Theoretical Distribution: Binomial, Poisson and Normal Distribution.	15
	3	Hypothesis Testing: Properties of Estimator, Z, t, chi square and F Tests, Uses and Significance of tests.	15
	4	Correlation and Regression Analysis: Methods of studying Correlation: scatter diagram method, Karl Pearson method, Rank correlation methods. Use and its Limitations. Introduction to Regression, linear and non-linear, Lines of regression, derivation of lines and calculation of regression coefficients.	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Gupta, S.C., Fundamentals of Statistics, Himalayan Publishing House.</li> <li>• Siegel, Andrew F., <i>Practical Business Statistics</i>; McGraw Hill.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Jay L. Devore, <i>Probability and Statistics for Engineers</i>, Cengage Learning</li> <li>John E. Freund, <i>Mathematical Statistics</i>, Prentice Hall.</li> <li>Richard J. Larsen and Morris L. Marx, <i>An Introduction to Mathematical Statistics and its Applications</i>, Prentice Hall.</li> </ul>
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<b>Course: Gender and Economics</b>			<b>Semester: VI</b>
<b>Course Code: LAN313</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>Examine in detail the issues of gender in the field of production of both formal and informal work.</li> <li>Understand gender as a social category and its relevance to the study of the economy.</li> <li>Develop an understanding of new conceptualizations that gender analyses give shape to definition of work.</li> <li>Create an understanding of some of the ways in which the economy is gendered.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>Demonstrate gender perspective of economy.</li> <li>Analyse the relationship between gender and development.</li> <li>Measure gender inequality in an economy.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Gender and Work: Conceptualizing women's Work, Defining Work, Productive and Reproductive work, Segmentation, Estimation of Women Work, Unpaid vs paid Work, Participation in Care Economy	20
	2	Gender and Development Process: Gender and development - issues and approaches: WDI, WID and GID; GDI & SDGs, Feminization of Poverty, Unequal distribution of income and Assets, Equal Pay gap.	20
	3	Gender Inequality and Measurement: Measures of Gender Equality: Inequality adjusted Human Development Index, Women empowerment Measures, Gender Inequality Index, Global Gender Gap, Social Institutions and Gender Index, and SDG GOAL 5 index.	20
	<b>Total Hours</b>		<b>60</b>
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>Visvanathan, N., Duggan, L., Nisonoff, L., &amp; Wiegersma, N., <i>The Women, Gender, and Development Reader</i>. New Africa Books.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Goodman, J., <i>Global perspectives on gender and work: Readings and interpretations</i>. Rowman &amp; Littlefield Publishers.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Engels, F., &amp; Morgan, L. H., <i>The origin of the family, private property and the state</i>. Moscow: Foreign Languages Publishing House.</li> <li>• Boserup, E., <i>Women's role in development</i>. London: Earthscan.</li> <li>• Benería, L., Berik, G., &amp; Floro, M., <i>Gender, development and globalization: Economics as if all people mattered</i>. Routledge.</li> <li>• Ghosh, J., <i>Never Done &amp; Poorly Paid: Women's Work in Globalising India</i>. Women Unlimited. New Delhi, India.</li> </ul> <p><b>Journal Articles</b></p> <ul style="list-style-type: none"> <li>• XaXa V., 'Women &amp; Gender in the Study of Tribes in India'. <i>Indian Journal of Gender Studies</i>.</li> <li>• Loutfi, M. F., <i>Women, Gender and Work: What is Equality and How Do We Get There?</i> International Labour Office, Washington, DC</li> </ul>

<b>Course: Agricultural Economics</b>			<b>Semester: VI</b>
<b>Course Code: LAN314</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. The importance of the agriculture sector, and the critical issues, policies.</li> <li>2. Programs in this sector with particular emphasis on Indian agriculture.</li> <li>3. Main features of the Indian economy and the agricultural sector.</li> <li>4. The economic and social issues of the agricultural sector.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the importance of agriculture on economic development.</li> <li>2. Identify the linkages and terms of trade between agriculture and industry.</li> <li>3. Analyze the trends in agriculture growth, productivity, and marketing in India.</li> <li>4. Critically examine the impact of green revolution and involvement of WTO in Indian agriculture.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Economics of Agriculture: Nature, scope and its importance in the economy, Role of agriculture in economic development, Mellor's approach, Linkages between agriculture and industry, Sustainable agricultural development, basic features of Indian agriculture.	12
	2	Pricing, Finance and Marketing of Agricultural Products: Determination of agricultural price under perfect and imperfect competition, Price policy in India, Terms of trade between agriculture and industry, Agriculture Finance in India: importance, types of requirements, sources (institutional and non-institutional),	12
	3	Diversification of Agriculture in India: Trends in agriculture growth and agricultural productivity, Pattern of agricultural development: regional variations, Capital formation. Agricultural marketing in India: regulated markets and warehouse, Food security act- 2013.	10
	4	Green revolution: Impact on production, income distribution and labor absorption, Emerging trends in agricultural technology, Dry land farming and use of biotechnology techniques,	11

		Climate change and agriculture, WTO, and Indian Agriculture.	
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Mishra, S. K. &amp; Puri, V. K., <i>Indian Economy</i>, Himalaya Publishing House</li> <li>• Kapila, Uma; <i>Indian Economy: Performance and Policies</i>; Academic Foundation</li> <li>• Singh, A., &amp; Sadhu, A., <i>Agricultural problems in India: development politics &amp; prospects</i>.</li> <li>• Soni, R. N., <i>Leading Issues in Agricultural Economics</i>. Vishal Publication Co.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Datt, G., &amp; Mahajan, A., <i>Indian Economy</i>, New Delhi: S. Chand &amp; Company.</li> <li>• Bahaduri, A., <i>The Economic Structure of Backward Agriculture</i>; Academic Press</li> <li>• Bilgrami, S. A. R., <i>An introduction to agricultural economics</i>. Rawat Publications.</li> </ul>		



<b>Course: DATA ANALYTICS WITH R</b>			<b>Semester: VI</b>
<b>Course Code: LAN315</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Impart knowledge of how to program in R.</li> <li>2. Use R for effective Data Analysis.</li> <li>3. Cover fundamental knowledge in R programming.</li> <li>4. Be able to use R to solve statistical problems.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand basic concepts such as data type and index and use them in their work.</li> <li>2. Demonstrate use of basic functions.</li> <li>3. Conceptualize and create loops to solve different types of problems.</li> <li>4. Create their own customized functions.</li> <li>5. Construct tables, figures and perform all types of statistical operations.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Basic of R: Introduction, R – environment set up: installation, understanding and working, Basic Data types and data structures, editing data in R vectors: creating and naming, Vector Arithmetic and Logical vectors, Matrices, Arrays, Class, Operators: AND, OR and NOT, Conditional statements.	8
	2	Functions and Programming of R: Introduction, writing a function, Mathematical functions, Lists: creation, accessing list elements, manipulation in list elements and merging, Basic R programming techniques, Syntax, variables and data types. Control structures and functions: Conditional statements, Different types of loops such as: for ( ) and while ( ) loops; Use IF statements in for loops.	8
	3	File Management: Editing and Reading Data from Files; Editing data in R; Generating data from any distributions; Reading a data from a file; Loading data from other R packages; Save the data in R.	8
	4	Data Visualisation: Data Visualisation; Exploratory Data Analysis (EDA) and Regression Analysis; Features of data distributions; Plotting data; Descriptive statistics for generated data;	8

		EDA such as stem- and – leaf plot, Histogram and Boxplot.	
	5	<p>Statistical Operations:</p> <p>Basic statistical operations: Measures of Central Tendency, Parametric and Non parametric hypothesis testing: one sample, two samples and more than two samples; Chi Square Test; Correlation and Regression Analysis: Pearson's and Spearman Rank Correlation; Statistical Inferences in Linear Regression, Multiple Regression, going beyond a single variable, Explanatory Variable, Significance Testing and Goodness of Fit, and working with Qualitative Variables, Logistic Regression; Time Series and Forecasting: Introduction, Variation in Time Series, Trend Analysis, Cyclical Variation, Seasonal Variation, Irregular Variation, Problem solving involving All four components of a Time Series, Time Series Analysis in Forecasting and Decision Tree. Lab exercises on R software.</p>	13
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Srinivasa, K.G., Siddesh, G.M., Shetty, Cheatan and Sowmya, B.J.: <i>Statistical Programming in R</i>; Oxford University Press</li> <li>• Rakshit, Sandip: <i>R programming for Beginners</i>; McGraw Hill Education</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Kabacoff, R.I.; <i>R in Action – Data Analysis and Graphics with R</i>; Manning Publications</li> <li>• Verzani. J; <i>Using R for Introductory Statistics</i>; Chapman and Hall, Taylor and Francis.</li> </ul>		

### Semester VII

<b>Course: Advanced Microeconomics</b>			<b>Semester: VII</b>
<b>Course Code: LAN401</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the structure and characteristics (morphology) of various types of markets.</li> <li>2. Analyse price determination and output decisions across different market structures.</li> <li>3. Examine the nature and dynamics of profit under various market conditions.</li> <li>4. Explore and apply different market models to real-world economic scenarios.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of price and output determination under perfect competition, monopoly, oligopoly, and monopolistic competition.</li> <li>2. Analyse the revenue and cost curve of firm and industry in different market structures.</li> <li>3. Evaluate the profit and loss condition for each market structure.</li> <li>4. Solve the price and output determination, profit, and loss condition under different forms of market structure.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Price and Output under Perfect Competition: Assumptions, The Nature of Demand and Marginal Revenue Curves under Perfect Competition; Short Run Equilibrium of the Firm; Long Run Equilibrium of the Firm and Industry; Shutdown Point, Short Run Supply Curve of the firm and the industry.	15
	2	Price and Output under Monopoly: Assumptions, Equilibrium of the Monopolist in the Short Run and Long Run Equilibrium; Allocative Efficiency and Dead Weight Loss; Measurement of Monopoly Power; Absence of Supply Curve Under Monopoly; Monopoly comparison with Perfect Competition; Price Discrimination - Meaning, Possibility and Profitability, Price, and Output determination under Price Discrimination.	15

	3	Price and Output under Oligopoly: Characteristics, Collusive Oligopoly – Price and output determination under Cartels, Price Leadership (Low-Cost and Dominant Firm), Non-collusive Oligopoly – Cournot's Duopoly Model, Cournot's Equilibrium as Nash Equilibrium; Bertrand, Chamberlin and Stackelberg with an introduction to Game Theory, The Kinked-Demand Model, Price Leadership Model.	15
	4	Price and Output under Monopolistic Competition: Assumptions, Product Differentiation, Advertising (Selling Costs), Concepts of the 'Industry' and the 'Group', The Nature of Demand and Marginal Revenue Curves under Monopolistic Competition; Price-Output determination under Monopolistic Competition, Concept of Excess Capacity, Monopolistic Competition compared with Perfect Competition and Monopoly.	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Nicholson, W &amp; Snyder, C., Microeconomic Theory: Basic Principles and Extensions. Cengage Publisher.</li> <li>Varian, H. R., &amp; Varian, H. R., <i>Microeconomic analysis</i>, New York: Norton.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Samuelson, P. A., &amp; Nordhaus, W. D., <i>Economics</i>, The McGraw Hill Companies.</li> <li>Koutsoyiannis, A., <i>Modern Microeconomics</i>, Bloomsbury Academic India.</li> <li>Ahuja, H. L., <i>Modern Economics an Analytical Study</i>. S. Chand Publishing.</li> </ul>		

<b>Course: Advanced Macroeconomics</b>			<b>Semester: VII</b>
<b>Course Code: LAN402</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Describe the equilibrium in the goods market and money market.</li> <li>2. Examine the impact of aggregate demand and aggregate supply on determining income output and employment.</li> <li>3. Explain the concept and determinates of inflation and types of unemployment.</li> <li>4. Analyse the relationship between inflation and unemployment.</li> <li>5. Identify balance of payments and international financial markets.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of theories of business cycle and various phases of business cycles.</li> <li>2. Analyse the implication of fiscal and monetary policy in various phases of business cycles.</li> <li>3. Explain different types of exchange rates.</li> <li>4. Solve the problem of BOP adjustment in open economy model.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Business Cycles: New Business Cycle Theory and New Keynesian Models of sticky Prices	15
	2	Policies: Fiscal and Monetary Policies: Lags in Policy effects: Inside and Outside Lags, Active or Passive, Rules versus Discretion, Time consistency, Government Budget constraints, Government Debt and Ricardian Equivalence. Policy Targets and Objectives	17
	3	Balance of Payment and Exchange Rates: Exchange Rate Regimes: Fixed, Flexible and Hybrid Exchange Rate Regimes; Exchange Rate determination, Balance of Payments and Exchange rate changes; Assets Market approach of Exchange rate determination and Monetary approach to BOP	17
	4	Open Economy Models: Mundell Fleming Model, Purchasing Power Parity, Dornbusch's Overshooting Model	11
	<b>Total Hours</b>		<b>60</b>
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Blanchard O., <i>Macroeconomics</i> 7th ed, Pearson Education, Inc.</li> <li>• Froyen R. T., <i>Macroeconomics: Theories and Policies</i>, Pearson Education</li> </ul>		

	<p>Asia,</p> <ul style="list-style-type: none"> <li>• D'Souza E., <i>Macroeconomics</i>, Pearson Education.</li> <li>• Dornbusch, R., Fischer, S. and Startz, R., <i>Macroeconomics</i>, McGraw Hill.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Friedman, M., A Theory of the Consumption Function. Princeton University Press.</li> </ul> <p><b>Journals</b></p> <ul style="list-style-type: none"> <li>• Economica, the London School of Economics and Political Science</li> <li>• Econometrica, Econometric Society</li> </ul>

<b>Course: Advanced Econometrics</b>			<b>Semester: VII</b>
<b>Course Code: LAN403</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Gain basic knowledge of statistics, mathematics as well as econometric theory.</li> <li>2. Enable estimation of models with limited dependent variables and the use of instrumental variables to estimate models with endogenous regressors.</li> <li>3. Learn the consequences of and tests for misspecification of regression models.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand theoretical basis for econometric techniques widely used in empirical research.</li> <li>2. Explain the importance of instrumental variables, problem of misspecification and pooled regression in econometrics.</li> <li>3. Choose an appropriate regression model concerning the problem and data.</li> <li>4. Estimate the parameters of the regression models.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Stages in empirical econometric research.	13
	2	The Linear Regression Model: Estimation, specification, and diagnostic testing: estimation, specification, and inference	15
	3	Advanced Topics in Regression Analysis: Dynamic econometric models, instrumental variable estimation, measurement errors	13
	4	Panel Data Models and Estimation Techniques: Pooled regression fixed and random effects models; Limited dependent variables: logit and Probit models for binary responses, Tobit models for truncated data.	19
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Gujarati, D. N., &amp; Porter, D. C., <i>Essentials of Econometrics</i>, McGraw Hill, International Edition.</li> <li>• Madnani, G. M. K., &amp; Madnani, G. M. K., <i>Introduction to Econometrics: Principles and Applications</i>. Oxford and IBH Publishing.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Kmenta, J., &amp; Klein, L. R., <i>Elements of Econometrics</i>, New York: Macmillan.</li> <li>• Wooldridge, J., <i>Introduction to econometrics: A modern approach</i>, 5th ed. Cengage Learning.</li> <li>• Hsiao, C., <i>Analysis of panel data</i> (No. 64). Cambridge University Press.</li> </ul>		

<b>Course: Economic Forecasting and Analysis</b>			<b>Semester: VII</b>
<b>Course Code: LAN404</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Develop understanding over different types of data and variables used in economics.</li> <li>2. Constructing forecasts and forecast confidence intervals for the various components using a variety of econometric models.</li> <li>3. Use big data analytics.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain different types of data set used and variables.</li> <li>2. Explore the time series issues involved with forecasting economic variables.</li> <li>3. Handle high dimensional data sets for forecasting.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	The Forecasting Problem and Review of Regression Methods: The forecasting problem, Basic Data Analysis, Reporting and Evaluating Forecasts, Review of Regression methods	15
	2	An Introduction to Time Series Methods: Time series decomposition, Moving averages, Seasonal Adjustment, Properties of Time Series.	12
	3	Time Series Methods: ARIMA models – stationary autoregressive (AR) models – moving average (MA) models – non-seasonal ARIMA models – seasonal ARIMA models; Forecasting with univariate ARIMA models – estimation and order selection in ARIMA models – producing ARIMA forecasts – o producing prediction intervals using ARIMA models; Dynamic time series models– dynamic univariate models – vector autoregressions – forecasting with dynamic time series models	17
	4	Data Reduction and Big Data: What is Big Data? Variable selection in high dimension data sets, Principle components, Factor Models, leading and coincident forecasting indices, Factor augmented vector autoregressions, forecasting using high dimensional data sets	16
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Hyndman, R.J. and Athanasopoulos, G., <i>Forecasting: Principles and Practice</i>. Otexts publisher.</li> </ul>		



	<ul style="list-style-type: none"> <li>• Greene, W. H., <i>Econometric analysis</i>. Pearson Education India</li> </ul>
<b>REFERENCE BOOK/SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Diabold, F.X., <i>Elements of Forecasting</i>. Thomson Press.</li> <li>• Diabold, F.X., <i>Forecasting in Economics, Business, Finance and Beyond</i>. University of Pennsylvania.</li> </ul> <p><b>Weblinks:</b></p> <p><a href="https://www.sas.upenn.edu/~fdiebold/Teaching221/BookPhotocopy.pdf">https://www.sas.upenn.edu/~fdiebold/Teaching221/BookPhotocopy.pdf</a></p> <p><a href="https://www.sas.upenn.edu/~fdiebold/Teaching221/Forecasting.pdf">https://www.sas.upenn.edu/~fdiebold/Teaching221/Forecasting.pdf</a></p>

Course: <b>Mathematical Methods for Economics II</b>	<b>Semester: VII</b>
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<b>Course Code: LAN405</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Introduce students to optimization techniques with and without constraints.</li> <li>2. Deepen understanding of functions of several variables, concavity, and convexity.</li> <li>3. Familiarize students with comparative statics and envelope theorems.</li> <li>4. Apply mathematical concepts to advanced microeconomic and macroeconomic models.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand and apply multivariable calculus and optimization in economic analysis.</li> <li>2. Solve constrained and unconstrained optimization problems.</li> <li>3. Utilize mathematical tools to analyse comparative statics and economic models.</li> <li>4. Interpret and model economic behaviour using mathematical functions and equations.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Functions of Several Variables: Continuity, partial derivatives, differentiability, homogeneous and homothetic functions, Implicit Function Theorem, applications in economics.	11
	2	Constrained Optimization: Lagrange Multiplier Method, Kuhn-Tucker Conditions, Convex Sets and Functions, Concavity, Quasi-Concavity, Applications in consumer and producer theory.	12
	3	Comparative Statics and Envelope Theorem: Concept and applications of comparative statics, use of derivatives, Total Differentiation, Envelope Theorem and economic interpretation.	11
	4	Dynamic Analysis: Introduction to difference and differential equations, stability of equilibrium, phase diagrams, economic applications (e.g., Solow model, Cobweb model).	11
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	Chiang, A.C. & Wainwright, K., Fundamental Methods of Mathematical Economics, McGraw Hill.		

	<p>Sydsaeter, K., Hammond, P.J., Mathematics for Economic Analysis, Pearson Education.</p> <p>Dowling, E.T., Schaum's Outline: Introduction to Mathematical Economics, McGraw Hill.</p>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<p>Simon, C.P. &amp; Blume, L., Mathematics for Economists, W.W. Norton.</p> <p>Sundaram, R.K., A First Course in Optimization Theory, Cambridge University Press.</p> <p>Silberberg, E. &amp; Suen, W., The Structure of Economics: A Mathematical Analysis, McGraw Hill.</p>

<b>Course: Game Theory</b>			<b>Semester: VII</b>
<b>Course Code: LAN406</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Optimal decision making in interactive settings.</li> <li>2. The solution concepts for normal form and extensive form games, along with a variety of applications.</li> <li>3. The ideas related to asymmetric information among the interacting agents.</li> <li>4. The application of game theory to analyse moral hazard, adverse selection and signalling problems.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>2. Illustrate strategies adopted in different forms of game.</li> <li>3. Solve simple games using various techniques.</li> <li>4. Analyse economic situations using game theoretic techniques. Recommend and prescribe which strategies to implement.</li> <li>5. Model any strategic interaction as a game and critically analyse the potential outcomes.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Normal Form Games: The normal form; Dominant and Dominated Strategies; Dominance Solvability; Mixed Strategies; Nash Equilibrium; Symmetric single population games; Applications.	15
	2	Extensive Form Games with Perfect Information: The Game Tree; Strategies; Subgame perfection; Backward induction in finite games; commitment; bargaining; other applications.	15
	3	Simultaneous Move Games with Incomplete Information: Strategies; Bayesian Nash equilibrium; applications	15
	4	Extensive Form Games with Imperfect Information: Strategies; Beliefs and Sequential; Equilibrium; applications	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Osborne, M. (2004). <i>An introduction to game theory</i>. Oxford University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>J Neumann, J. V. and Morgenstern, O. (1944). <i>Theory of games and Economic Behavior</i>. Princeton Press.</li> </ul>		

<b>Course: Contemporary Economic issues</b>			<b>Semester: VII</b>
<b>Course Code: LAN407</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Familiarize students with basic concepts related to the Economic Survey and Union Budget.</li> <li>2. Have sufficient knowledge and skills to analyze these documents.</li> <li>3. Comprehend the needs of public borrowing from all possible sources to meet necessary public investment/expenditures in India.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define various components of budget.</li> <li>2. Analyze economic survey of the given financial year.</li> <li>3. Critically assess the importance and different aspects of the union budget.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Concepts: Fiscal Policy, Areas of Government Spending in India, Capital and Revenue Expenditure, Plan and Non-Plan Expenditures, Deficits (Fiscal, Primary, Revenue), Impact of Fiscal Deficits on the Economy.	12
	2	The Economic Survey: Analysis of Current and Past Policy Emphasis.	10
	3	The Union Budget: Need for the budget, Understanding the process of budget making in India, Analysis of Fiscal and Revenue Deficits, Analysis of Sources of Revenue and Expected Growth in Revenue, Tax simplification, Improvement in Administration, Expansion of Tax net and other measures to improve Revenue Receipts, Analysis of expenditure pattern and expected growth in expenditure, Thrust areas of Budget, Sectors that have received higher/lower shares of Expenditure, the reasons and consequences thereof, steps proposed to ensure effective spending.	13
	4	Budget Receipts: Capital Receipts, Revenue Receipts, Tax and Non-Tax Revenue, Direct and Indirect Taxes, Need for Rationalization of Tax Structure, Goods and Services Tax (GST), Actual, Revised and Budget Estimates, Zero-base Budgeting, Fiscal Devolution and Centre-state Financial	10

		Relations.	
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Musgrave, R. A., &amp; Musgrave, P. B., Public Finance in Theory and Practice McGraw Hill Book Company. <i>New York</i>.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Chakraborty, P., Intergovernmental fiscal transfers in India: Emerging trends and realities. In P.Patnaik (ed.): <i>Macroeconomics</i>. Oxford University Press.</li> <li>Kapila, U., <i>Fiscal and budgetary developments in Indian economy since independence</i>. AcademicFoundation.</li> <li>Mukherjee, P., Budget making. In K. Basu, A. Maertens: <i>The new Oxford companion toeconomics in India</i>. Oxford University Press.</li> <li>Mukherjee, S., Present state of goods and services tax (GST) reform in India. Working Paper No. 154. <i>National Institute of Public Finance and Policy</i>.</li> </ul> <p><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>Reddy, Y., Continuity changes and the way forward: The fourteenth finance commission. <i>Economic and Political Weekly</i>.</li> </ul> <p><b>Government Reports</b></p> <ul style="list-style-type: none"> <li>Economic Survey, Ministry of Finance</li> <li>Union Budgets, Government of India</li> </ul>		

<b>Course: Labor Economics</b>			<b>Semester: VII</b>
<b>Course Code: LAN408</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. The Labor Factor in the Development of Economic Thought Topics.</li> <li>2. Individual and Aggregate Labor Supply and Labor Demand, Labor Force Participation, and Hours of Work Topics.</li> <li>3. Wage Determination, Wage Structure and Wage Differentials, Executive and Alternative Pay Trends, Wages &amp; Productivity Topics.</li> <li>4. Benefits, Labor Mobility &amp; Migration, Labor Market Discrimination &amp; Poverty Topics.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Comprehend classical and neoclassical labour Economics.</li> <li>2. Analyse the concepts of individual and aggregate labour supply and labour demand.</li> <li>3. Explain theories of wage determination.</li> <li>4. Critically examine the issues on labour mobility, migration, and labour market discrimination &amp; poverty.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Labor in Classical and Neoclassical Economics: Labor and Wages in Keynesian economic analysis. Evolution of Labor Economics as discipline post-1945. Recent trends in labor economics.	12
	2	Individual and Aggregate Labor Supply and Labor Demand: Theories of Individual Labor Supply and Labor Demand. Aggregate labor supply analysis: Labor Force Participate trends, determinants, and analyses. Hours of work and contingent labor market trends. Problems in aggregating labor demand.	10
	3	Wage Determination, Wage Structure and Wage Differentials: Theories of wage determination, competitive and institutional. The evolving wage structure and wage differentials. Issues of Executive pay and trends in alternative pay structures. Short and long run trends in productivity. Productivity-Wage relationships.	12

	4	Labor Mobility & Migration, Labor Market Discrimination & Poverty: Pension and Healthcare benefits evolution and current trends analysis. Noninsured benefits. Determinants of labor mobility and migration. Issues in migration and recent policy debates and legislative initiatives. Dimensions, theories, and trends in labor market discrimination.	11
	<b>Total Hours</b>		45
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Brown, C., Minimum wages, employment, and the distribution of income. <i>Handbook of labor economics</i>.</li> <li>• Smith, S. W., <i>Labour economics</i>. Routledge.</li> <li>• Layard, P. R. G., <i>Handbook of labor economics</i> (Vol. 3). North-Holland.</li> <li>• Killingsworth, M. R., <i>Labor supply</i>, Cambridge: Cambridge university press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Heckman, J., Shadow prices, market wages, and labor supply. <i>Econometrica: journal of the econometric society</i>.</li> <li>• Lucas Jr, R. E., &amp; Rapping, L. A., Real wages, employment, and inflation. <i>Journal of political economy</i>.</li> <li>• Hamermesh, D. S., The demand for labor in the long run. <i>Handbook of labor economics</i>.</li> <li>• McConnell, C. R., Brue, S. L., &amp; Macpherson, D. A., <i>Contemporary labor economics</i>, New York: McGraw-Hill. (Main text)</li> <li>• McNulty, P. J., The origins and development of labor economics. <i>MIT Press</i></li> </ul>		



**Semester VIII**

<b>Course: Exemplary Dissertations in Economics</b>			<b>Semester: VIII</b>
<b>Course Code: LAN410</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to</b> <ol style="list-style-type: none"> <li>1. Understand how research is conducted at the Undergraduate level.</li> <li>2. Learn the different variables that exist in Social Science research.</li> <li>3. Appreciate the works of good scholars of Economics from across the world.</li> <li>4. Broaden their scope in the field of research in Economics.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>Students will be able to:</b> <ol style="list-style-type: none"> <li>1. Appreciate the difference between qualitative and quantitative research</li> <li>2. Process Data and use basic statistical tools for analysis</li> <li>3. Understand the difference between research at Masters and PhD level</li> <li>4. Write a dissertation of decent standard</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Structuring a Dissertation – Format; Research Questions and Objectives; Methodology; Chapterization; Factoring in other Variables – Time, Access to Resources, State of Research Area	15
	2	Exemplary Dissertation No 1 – PhD thesis of Dr. B. R. Ambedkar, titled “The Problem of the Rupee: its Origin and its Solution”, 1923, London School of Economics	15
	3	Exemplary Dissertation No 2 – PhD thesis of Paul Robin Krugman, titled “Essays on flexible exchange rates”, 1977, <a href="#">Massachusetts Institute of Technology</a> .	15
	4	Exemplary Dissertation No 3 – Student Master’s thesis of Till D�ppe, titled “ <i>The Making of the Economy: A Phenomenology of Economic Science</i> ”, 2009, Erasmus University Rotterdam	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ambedkar, B. R. (1923). <i>The Problem of the Rupee: its origin and its solution</i>. PS King &amp; son, Limited.</li> <li>• Ambedkar, B. R. (2016). <i>The Problem of the Rupee: Its Origin and Its Solution: (history of Indian Currency &amp; Banking)</i>.</li> <li>• Krugman, P.R. (1977). Essays in flexible exchange rates. <a href="#">04184135-MIT.pdf</a></li> <li>• D�ppe, T. (2011). <i>The making of the economy: A phenomenology of</i></li> </ul>		

	<p><i>economic science</i>. Lexington Books Press.</p> <ul style="list-style-type: none"> <li>• Schumpeter, J. A., <i>Ten great economists</i>. Routledge.</li> </ul>
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<b>Course: History of Economic Thought</b>			<b>Semester: VIII</b>
<b>Course Code: LAN411</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand key aspects of pre-classical schools of economics thought.</li> <li>2. Investigates the classical schools of economics thought.</li> <li>3. Understand socioeconomic conceptions.</li> <li>4. Understand marginalists and Cambridge school of thoughts.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Compare the pre-classical, classical, German historical, marginalists &amp; Cambridge school of thought.</li> <li>2. Explain the assumptions and theories of classical school of economics.</li> <li>3. Assess the German Historical School of thought.</li> <li>4. Examine the Marginalists &amp; Cambridge school of thought.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Pre-Classical Schools of Economics: Mercantilism-main characteristics: Thomas Mun, Physiocracy: Natural Order, Primacy of Agriculture, Social Classes, Tableau Economique, Taxation.	15
	2	Classical School of Economics: Division of Labour, Theory of Value, Capital Accumulation, Distribution, Views on Trade, Economic Progress, Idea of Laissez faire- Naturalism and Optimism. David Ricardo — Value, Theory of Rent, Distribution, Ideas on Economic Development, and International Trade; Thomas R. Malthus — Theory of Population, Theory of Gluts; J.B. Say & Economic Ideas of J.S. Mill	15
	3	Socioeconomic Conceptions: German Historical School, F. List. W. Roscher.G. Schmoller. Methodological Debate. - M. Weber. Utopian Socialism and T. More, Saint-Simon, Sismondi, Scientific Socialism- Karl Marx- Dynamics of Social Change, Theory of Value, Surplus Value, Profit, and Crisis of Capitalism.	15
	4	Marginalists & Cambridge School: The precursors of marginalism – Cournot, The marginalist revolution- Jevons, Gossen, Walras, Bohm-Bowerk and Menger, The rate of interest – Wicksteed, Wicksell and Weiser- Distribution.	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Hajela, T. N., <i>History of Economic Thought</i>, Ane Books Pvt Ltd.</li> <li>• Schumpeter, J. A., <i>History of economic analysis</i>. Psychology Press.</li> <li>• Schumpeter, J. A., <i>Ten great economists</i>. Routledge.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED</b>	<ul style="list-style-type: none"> <li>• Blaug, M., <i>Economic Theory in retrospect</i>. Cambridge University Press, Cambridge</li> <li>• Gide, C. and Rist, <i>A History of Economic Doctrines</i></li> </ul>		

<b>READING</b>	<ul style="list-style-type: none"> <li>• Sandelin, B., &amp; Trautwein, H. M., <i>A short history of economic thought</i>. Routledge.</li> <li>• Gray, A., <i>The development of economic doctrine: an introductory survey</i>. Ludwig von Mises Institute.</li> </ul> <p><b>Journal Article</b></p> <ul style="list-style-type: none"> <li>• Sharma, N. K., Revision of Marxist Thought in Global Socialist Perspectives. <i>Tribhuvan University Journal</i>.</li> </ul>
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<b>Course: Development Economics-II</b>			<b>Semester: VIII</b>
<b>Course Code: LAN412</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. explore how structural transformation contributes to long-term economic development.</li> <li>2. critically examine the role of technological innovation in promoting inclusive growth.</li> <li>3. analyse environmental challenges and climate justice within the framework of sustainable development.</li> <li>4. assess global and national policy responses to issues of inequality, innovation, and sustainability.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand structural transformation and its role in economic development.</li> <li>2. Evaluate the impact of technology and digital innovation on inclusive growth.</li> <li>3. Analyse climate justice issues and sustainable development strategies.</li> <li>4. Apply development frameworks to real-world policy and institutional challenges.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Structural Change and Development Strategy Theories of structural transformation: Lewis, Kaldor, and Chenery Dual economy models and labour reallocation Informal sector and urbanization Agricultural transformation and industrial policy The role of the state in late industrializing economies Case studies: East Asia vs Sub-Saharan Africa	15
	2	Technology, Innovation and the Digital Divide ICT and development: frameworks and evidence Digital public infrastructure and governance: JAM Trinity, UPI, Aadhaar Platform economies and gig work: inclusion or exploitation? Digital gender divide and rural–urban disparities Data colonialism, AI ethics, and techno-governance in the Global South Case studies: India’s Digital India mission, Kenya’s M-Pesa, Brazil’s Bolsa Família digitalisation	151
	3	Climate Justice and Sustainable Development Development-environment trade-offs and externalities	15

		Climate change, vulnerability, and adaptation: Global South perspectives Environmental justice, loss and damage, and intergenerational equity Carbon markets, green transitions, and just energy systems Role of international agreements: Paris Agreement, COP summits Case studies: Narmada Dam displacement, India's energy security, climate finance debates	
	4	Institutions and Governance Role of institutions in development (Acemoglu & Robinson framework) Property rights, rule of law, corruption, and state capacity Political economy of development Case study: Institutional quality and economic OUTCOMESs in South Asia and Africa	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ray, D., <i>Development economics</i>. Princeton University Press</li> <li>• Todaro, M., Smith, S., <i>Economic Development</i>. Pearson.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Banerjee, A., Benabou, R., Mookerjee, D., <i>Understanding poverty</i>. Oxford University Press.</li> <li>• Basu, K., <i>The Oxford companion to economics in India</i>. Oxford University Press.</li> <li>• Dasgupta, P., <i>Economics: A very short introduction</i>. Oxford University Press.</li> <li>• Sen, A., <i>Development as freedom</i>. Oxford University Press.</li> </ul> <b>Government Reports</b> <ul style="list-style-type: none"> <li>• SDG reports, NITI Aayog</li> </ul>		

<b>Course Code: LAN413P</b>	<b>LTP</b>	<b>2 0 4</b>	<b>Credits: 4</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand economic models and theories.</li> <li>2. Have practical exposure to budget making process of India, dummy budgeting, and dummy MPC.</li> <li>3. Learn how to estimate GDP and national income, per capita income.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of micro and macro variables.</li> <li>2. Explain the budget making process of India.</li> <li>3. Estimate the GDP and national income, per capita income.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Workbook – Practical aspect of micro and macro, Challenges – discussion based, and lab based.	30
	2	Act like policy maker, budget making process in India, Mathematical process of calculating GDP and National Income	30
	3	Dummy Budgeting, Dummy MPC, Dummy calculation of Per Capita Income	30
	<b>Total Hours</b>		90
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Hashimzade, N., &amp; Thornton, M. A. (Eds.), <i>Handbook of Research Methods and Applications in Empirical Microeconomics</i>. Edward Elgar Publishing.</li> <li>• Taylor, J. B., &amp; Woodford, M., <i>Handbook of macroeconomics</i>, Elsevier.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Dowling, E. T., <i>Theory and Problems of Introduction to Mathematical Economics</i>. MC Graw Hill Education.</li> <li>• Alesina, A., &amp; Perotti, R., Fiscal discipline and the budget process. <i>The American Economic Review</i>.</li> <li>• Lienert, I., <i>Role of the legislature in budget processes</i>, Palgrave Macmillan UK.</li> <li>• Panda, G. R., <i>Budget and Budgetary Process in the Parliament of India</i>.</li> </ul>		

<b>Course: Quantitative Macro Finance</b>	<b>Semester: VIII</b>
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<b>Course Code: LAN414</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand and analyse the relationship between financial variables and macroeconomic indicators.</li> <li>2. Apply macroeconomic concepts and theories to analyse financial markets and institutions.</li> <li>3. Apply econometric techniques to estimate and interpret quantitative models in macro finance.</li> <li>4. Critically evaluate and interpret research papers in the field of quantitative macro finance.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate the understanding of the key macroeconomic variables relevant to financial markets.</li> <li>2. Examine the impact of monetary policy on financial markets and the macroeconomy.</li> <li>3. Evaluate the macroeconomic consequences of financial crises.</li> <li>4. Estimate and interpret asset pricing models using regression analysis.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Quantitative Macro Finance: Overview of the course objectives, expectations, and assessment criteria; Introduction to the field of macro-finance and its relevance to economics, Discussion of key financial variables and their macroeconomic implications.	12
	2	Monetary Policy and Financial Markets: Theoretical foundations of monetary policy and its transmission mechanism, Empirical analysis of the relationship between monetary policy and financial variables, Case studies on the impact of central bank actions on financial markets.	11
	3	Financial Crises and Macro Finance: Analysis of financial crises and their macroeconomic consequences, Discussion of the role of financial regulations and policy responses to financial crises, Case studies on past financial crises and lessons learned.	11
	4	Econometric Techniques in Macrofinance: Time series analysis and modeling of financial data, Estimation of macroeconomic and financial models using econometric software, Interpretation, and analysis of empirical results.	11



	Total Hours	45
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Campbell, J. Y., Lo, A. W., &amp; MacKinlay, A. C., <i>The Econometrics of Financial Markets</i>. Princeton University Press.</li> <li>• Sarno, L., &amp; Taylor, M. P., <i>The Economics of Exchange Rates</i>. Cambridge University Press.</li> </ul>	
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Cochrane, J. H., <i>Asset Pricing</i>: Revised Edition. Princeton University Press.</li> <li>• Gouriéroux, C., &amp; Jasiak, J., <i>Financial Econometrics: Problems, Models, and Methods</i>. Princeton University Press.</li> <li>• He, Z., &amp; Krishnamurthy, A., <i>Understanding the Risk of Rare Events in Macroeconomics</i>. Annual Review of Economics.</li> <li>• Sarno, L., &amp; Taylor, M. P., <i>The Economics of Exchange Rates</i>. Cambridge University Press.</li> </ul>	

<b>Course: Managerial Economics</b>			<b>Semester: VIII</b>
<b>Course Code: LAN415</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. apply economic theory to real-world business problems, enhancing students' ability to make rational managerial decisions.</li> <li>2. develop quantitative and analytical tools for demand estimation, cost forecasting, and pricing under various market structures.</li> <li>3. evaluate strategic choices using game theory, decision analysis, and behavioral insights in competitive and uncertain environments.</li> <li>4. strengthen critical thinking and problem-solving skills in resource allocation, profit planning, and risk management from a managerial perspective.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Apply optimization techniques in resource-constrained environments.</li> <li>2: Conduct empirical demand estimation and cost forecasting for business decisions.</li> <li>3: Use pricing strategies and market intelligence to frame competitive positioning.</li> <li>4: Evaluate risk and uncertainty in firm-level decisions using decision theory.</li> <li>5: Integrate game theory, behavioral economics, and incentives into managerial strategy.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Managerial Decision Framework Managerial Economics vs Traditional Economics Opportunity cost, marginal reasoning, constrained optimization Decision-making under limited information Case: Expansion vs Diversification (NPV, IRR, Payback Period)	12
	2	Quantitative Tools for Managerial Decisions Linear Programming for resource allocation Regression Analysis for demand estimation Cost forecasting using time-series and Learning curves Case: Estimating advertising impact on sales	10
	3	Pricing & Revenue Management Non-linear pricing (bundling, versioning, two-part tariffs) Peak-load pricing & yield management Competitive pricing: Bertrand, Cournot, Stackelberg models Case: Price wars in airline or FMCG industry	10
	4	Market Intelligence & Strategy Industry analysis using Porter's Five Forces	13

	Strategic interactions using Game Theory (including Nash equilibrium, sequential games) Managerial use of behavioral economics (framing, heuristics, nudging) Case: Entry deterrence and collusion	
	<b>Total Hours</b>	45
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Trivedi, M.L. – Managerial Economics: Theory and Applications</li> <li>• Bayes, Michael R. – Managerial Economics and Business Strategy</li> <li>• Froeb, McCann, Shor, Ward – Managerial Economics: A Problem-Solving Approach</li> </ul>	
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Robert Nau (Duke) – <i>Decision Analysis for Managers</i> (online resources)</li> <li>• Harvard Business Review Cases – On Pricing, Strategy, and Uncertainty</li> </ul>	

#### Program Specific Outcomes (PSOs) for English

***Upon completion of the BA in Liberal Arts (English), students will be able to:***

PSO1: Demonstrate a strong understanding and critical appreciation of English literary texts across genres, periods, and cultural contexts, while integrating interdisciplinary perspectives.

PSO2: Apply literary theories, analytical skills, and creative approaches gained through coursework and experiential learning to interpret texts and address wider social and cultural questions.

PSO3: Develop essential skills in research, critical thinking, academic and creative writing, content creation, and effective communication, enabling engagement within and beyond literary studies.

PSO4: Integrate knowledge from English literature with insights from other disciplines (such as history, philosophy, sociology, and political science) to analyze complex real-world issues.

PSO5: Build professional competencies suited for careers in writing, publishing, media, cultural industries, education, and related fields that value critical and creative engagement with texts.

<b>ENGLISH</b>							
<b>S. No.</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Contact Hours</b>			<b>Credits</b>	<b>Category</b>
			<b>L</b>	<b>T</b>	<b>P</b>		
<b>1</b>	LAE201	The Study of Poetry	4	0	0	4	Major
<b>2</b>	LAE202	British Literature:14 <sup>th</sup> to16 <sup>th</sup> Centuries	4	0	0	4	Major
<b>3</b>	LAE203	Language & Linguistics	4	0	0	4	Major
<b>4</b>	LAE204	History of English Literature	4	0	0	4	Major
<b>5</b>	LAE205	Science Fiction	3	0	0	3	Minor
<b>6</b>	LAE206	Landmarks of World Literature	3	0	0	3	Minor
<b>7</b>	LAK207P	MS Office III	0	0	6	3	SEC
<b>8</b>	LAM208	Basic Statistics	3	0	0	3	MDC
		<b>Total Credits</b>	<b>25</b>	<b>0</b>	<b>6</b>	<b>28</b>	
		<b>Total Contact Hours</b>	<b>31</b>				

BA IV Semester							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAE209	The Study of Prose	4	0	0	4	Major
2	LAE210	British Literature: 17th to 18th Centuries	4	0	0	4	Major
3	LAE211	History of English Language	4	0	0	4	Major
4	LAE212	Indian Writing in English	4	0	0	4	Major
5	LAE213	Detective Fiction	3	0	0	3	Minor
6	LAE214	American Literature	3	0	0	3	Minor
7	LAM215P	Statistical Software Package	0	0	6	3	MDC
8	LAA216	Modern European Language	2	0	0	2	AEC
		Total Credits	24	0	6	27	
		Total Contact Hours	30				
BA V Semester							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAE301	Modern European Drama	4	0	0	4	Major
2	LAE302	British Literature: 19th Century	4	0	0	4	Major
3	LAE303	Literary Theory	4	0	0	4	Major
4	LAE304	Indian Classical Literature	4	0	0	4	Major
5	LAE305	Structure of English	3	0	0	3	Minor

6	LAE306	Research Methodology in English Literature	3	0	0	3	Minor
7	LAA307P	English Language - II	0	0	4	2	AEC
8	LAV308	Indian Philosophy	2	0	0	2	VAC (IKS)
9	LAI309P	Summer Internship Report and Viva-Voce	0	0	0	4	Internship
		<b>Total Credits</b>	<b>24</b>	<b>0</b>	<b>4</b>	<b>30</b>	
		<b>Total Contact Hours</b>	<b>28</b>				

#### BA VI Semester

S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			<b>L</b>	<b>T</b>	<b>P</b>		
1	LAE310	Contemporary Literature	4	0	0	4	Major
2	LAE311	British Literature: 20th Century	4	0	0	4	Major
3	LAE312	Literary Criticism-I	4	0	0	4	Major
4	LAE313	Literature Signs and Representations	4	0	0	4	Major
5	LAE314	Post-Colonial Literature	3	0	0	3	Minor
6	LAE315	War and Literature	3	0	0	3	Minor
7	LAV316P	Data Interpretation with AI	0	0	4	2	VAC
8	LAA317P	English Language - III	0	0	4	2	AEC
		<b>Total Credits</b>	<b>22</b>	<b>0</b>	<b>8</b>	<b>26</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

#### BA VII Semester

S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			<b>L</b>	<b>T</b>	<b>P</b>		
1	LAE401	Literary Criticism-II	4	0	0	4	Major
2	LAE402	Partition Literature	4	0	0	4	Major
3	LAE403	Methods and Materials for ELT	4	0	0	4	Major
4	LAE404	Literature & Film Studies	4	0	0	4	Major
5	LAE405	Popular Literature	4	0	0	4	Major
6	LAE406	Editing and Publishing	4	0	0	4	Major
7	LAE407	English Language Teaching	3	0	0	3	Minor
8	LAE408	Folk Literature	3	0	0	3	Minor
		<b>Total Credits</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>30</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

#### BA VIII Semester (Hons)

S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			<b>L</b>	<b>T</b>	<b>P</b>		
1	LAR409	Philosophy of Social Science and Research Paradigms	4	0	0	4	Major
2	LAE410	Exemplary Dissertation in English	4	0	0	4	Major
3	LAE411	Literature and Environment	4	0	0	4	Major
4	LAE412	Feminist Literature	4	0	0	4	Major
5	LAE413P	Practicum - English Language Teaching	2	0	4	4	Major

6	LAE414	Cultural Studies	3	0	0	3	Minor
7	LAE415	Latin American Literature	3	0	0	3	Minor
8	LAF416	Career Skills	2	0	0	2	Minor
		<b>Total Credits</b>	<b>26</b>	<b>0</b>	<b>4</b>	<b>28</b>	
		<b>Total Contact Hours</b>	<b>30</b>				
<b>BA VIII Semester (Hons with Research)</b>							
<b>S. No.</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Contact Hours</b>			<b>Credits</b>	<b>Category</b>
			<b>L</b>	<b>T</b>	<b>P</b>		
1	LAR409	Philosophy of Social Science and Research Paradigms	4	0	0	4	Major
2	LAE410	Exemplary Dissertation in English	4	0	0	4	Major
3	LAR411	Research Publication and Ethics	4	0	0	4	Major
4	LAR412	Humanistic Research Approach	4	0	0	4	Major
5	LAR413P	Research Project	0	0	0	12	Dissertation
		<b>Total Credits</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>28</b>	
		<b>Total Contact Hours</b>	<b>16</b>				



<b>Course: The Study of Poetry</b>			<b>Semester: III</b>
<b>Course Code: LAE201</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Learn various movements in poetry.</li> <li>2. Appreciate the role of poetry in literature and society.</li> <li>3. Understand the evolution of poems throughout early ages.</li> <li>4. Enable the students to appreciate and critique poetry.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Underline various historical trends in poetry.</li> <li>2. Restate an understanding of Elizabethan poetry.</li> <li>3. Interpret the Neoclassical and Romantic poet</li> <li>4. Differentiate the Victorian and Modern Poetry.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to English Poetry and Poetic Devices: History of English Poetry: The Age of Chaucer, Elizabethan Poetry, Metaphysical Poetry, Neoclassical Poetry, Romantic Poetry, Victorian Poetry, Modern Poetry, and Post-Modern Poetry. Rhetoric: Simile, Metaphor, Personification, Hyperbole, Allusion, Onomatopoeia, Alliteration, Idiom, Pun, Euphemism, Irony, Oxymoron, Synecdoche, Understatement Paradox, Allegory.	15
	2	Elizabethan Poetry: Andrew Marvel – “To His Coy Mistress”. George Herbert – “The Pulley”.	15
	3	Neoclassical and Romantic: <ol style="list-style-type: none"> <li>1. Alexander Pope – “Ode on Solitude”.</li> <li>2. William Blake – “The Chimney Sweeper”.</li> <li>3. William Wordsworth – “The Solitary Reaper”.</li> <li>4. P. B. Shelley – “Ode to the West Wind”.</li> </ol>	15
	4	Victorian and Modern Poetry: <ol style="list-style-type: none"> <li>1. Robert Browning: “My Last Duchess”.</li> <li>2. Tennyson: “<i>The charge of the Light Brigade</i>”.</li> </ol>	10
	5	World Poetry: Faiz Ahmed Faiz: “Don’t ask me for the same love”. Bob Dylan: “Blowing in the wind”.	05
	<b>Total Hours</b>		<b>60</b>

<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Woodring, Carl, and James Shapiro. The Columbia History of British Poetry. Columbia University Press.</li> <li>• For Individual Poems, Website of <i>Poetry Foundation</i>. <a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a></li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• A Glossary of Literary Terms. India, Macmillan India Limited.</li> <li>• The Cambridge Companion to English Poets. United Kingdom, Cambridge University Press.</li> <li>• Leech, Geoffrey N. A Linguistic Guide to English Poetry. United Kingdom, Taylor &amp; Francis.</li> </ul>

<b>Course: British Literature: 14th to 16th Centuries</b>			<b>Semester: III</b>
<b>Course Code: LAE202</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Study various literary forms in poetry and drama popular in the respective ages through the lens of representative British writers and their literary works.</li> <li>2. Comprehend the development of trends in British drama and poetry.</li> <li>3. Understand the theme, structure and style in British poetry and drama.</li> <li>4. Critically appreciate and analyse the prescribed texts.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Recall the tradition of English literature from the 14th to 16th century</li> <li>2. Describe the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.</li> <li>3. Illustrate the instances of the variety of literary forms closely in terms of style, figurative language, and convention.</li> <li>4. Examine a clear understanding of Renaissance Humanism that provides the basis for the texts suggested.</li> </ol>		

<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Spenserian Sonnets: Edmund Spenser, <i>Sonnet LXVII 'Like as a huntsman...'</i> , <i>Sonnet LVII 'Sweet warrior...'</i> , <i>Sonnet LXXV 'One day I wrote her name...'</i>	15
	2	Shakespearean Sonnets: William Shakespeare, <i>Sonnet CXVI, 'Let me not to the marriage of true minds'</i> , <i>Sonnet XVIII, 'Shall I compare thee to a summer's day?'</i>	15
	3	Plays: Christopher Marlowe, <i>Doctor Faustus</i>	15
	4	Poetry: Geoffrey Chaucer, <i>The Wife of Bath's Prologue</i> John Donne, <i>The Sun Rising</i>	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Spenser, Edmund. <i>Amoretti, A Sonnet Cycle</i>. Copyright Group.</li> <li>Chaucer, Geoffrey. <i>The Wife of Bath's Tale</i>. Harper Collins.</li> <li>Simon and Schuster, <i>Shakespeare's Sonnets</i>. Washington square press.</li> <li>Marlowe, Christopher. <i>Dr. Faustus</i>. Edited by Datta Kitty, Oxford University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Calvin, John. 'Predestination and Free Will'. <i>The Portable Renaissance Reader</i>. Edited by James Bruce Ross and Mary Martin McLaughlin, Penguin Books.</li> <li>Journal: <i>Journal of Medieval History</i>, Taylor and Francis.</li> </ul>		

<b>Course: Language &amp; Linguistics</b>			<b>Semester: III</b>
<b>Course Code: LAE203</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Have an understanding of the concept of human and non-human communication.</li> <li>2. Have a fundamental understanding of the basic nature, branches,</li> <li>3. Understand basic concepts related to phonology and morphology.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Enumerate about language and its characteristics.</li> <li>2. Discuss the phonetics and word formation in English Language.</li> <li>3. Develop a learning of basic morphology and linguistic grammar in the English Language.</li> <li>4. Classify the Syntax and Semantics of the English language.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	<i>The Study of Language</i> , George Yule, Chapters 1 & 2	15
	2	<i>The Study of Language</i> , George Yule, Chapters 3, 4 and 5	15
	3	<i>The Study of Language</i> , George Yule, Chapters 6 & 7	15
	4	<i>The Study of Language</i> , George Yule, Chapters 8 & 9	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Yule, George. <i>The Study of Language</i>. United Kingdom, Cambridge University Press.</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>• Lyons, John. <i>Language and linguistics: an introduction</i>. United Kingdom, Cambridge University Press.</li> </ul>		

<b>SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Trask, Robert Lawrence. Key Concepts in Language and Linguistics. United Kingdom, Routledge.</li> <li>• Journal: <i>Language and Linguistics</i>, Cambridge University Press, <a href="https://www.cambridge.org/core/journals/english-language-and-linguistics">https://www.cambridge.org/core/journals/english-language-and-linguistics</a></li> </ul>
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<b>Course: History of English Literature</b>			<b>Semester: III</b>
<b>Course Code: LAE204</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> 1. Understand Key Literary Periods
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	2. Examine Literary Movements and Trends 3. Contextualize Literature Within Broader Disciplines 4. Foster Appreciation for Literary Heritage.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> 1. Identify key literary periods and authors 2. Recognize the evolution of the English language and literary style 3. Engage in informed literary discussions 4. Critically discuss literature's role in shaping and reflecting society		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	The Beginnings The Anglo-Saxon literature The Middle English Period The age of Chaucer	09
	2	From Renaissance to Puritanism The Renaissance and the Elizabethan Age (the University Wits, Shakespeare, Elizabethan poetry and prose) The Jacobean Age The Puritan Age/Age of Milton	15
	3	Satire and Reason: Dryden, Pope and Johnson The Age of Restoration (Restoration theatre, Dryden) The Augustan Age/The Age of Pope The Age of Johnson	12
	4	Changing Landscapes: From the Rise of the Novel to Victorian Ideals The Rise of the Novel The Age of Romanticism The Victorian Era	12
	5	Towards Modernism Modernist Literature The Post-modern Age	12
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Albert, Edward. <i>A History of English Literature</i>, Revised Edition, Oxford, 2017.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Bate, Jonathan. <i>English Literature: A Very Short Introduction</i>, Oxford, 2010.</li> <li>Sanders, Andrew. <i>The Short Oxford History of English Literature</i>, Oxford, 2005.</li> <li>Daiches, David. <i>A Critical History of English Literature</i>, Vol. I and II, Supernova Publishers, 2022.</li> </ul>		

<b>Course: Science Fiction</b>			<b>Semester: III</b>
<b>Course Code: LAE205</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the major concepts of Science Fiction as an important genre in contemporary society.</li> <li>2. Form an in-depth understanding of main themes and ideas in Science Fiction</li> <li>3. Analyze the effects of modern technology, its pros and cons on literature, society and life in general.</li> <li>4. Implement the acquired knowledge in analyzing real-life situations, reading case studies and developing critical thinking skills.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Reproduce and understand the main concepts of the genre, science fiction.</li> <li>2. Recognize and synthesize key ideas and themes explored in science fiction and will be able to identify how contemporary realities are metaphorized in Sci-Fi.</li> <li>3. Examine science fiction from its origins to its present-day forms and explore the impact of technology on the human world.</li> <li>4. Develop critical thinking and analyze real-life situations, based on their understanding of themes and issues explored in contemporary science fiction.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Theoretical Introduction to Science Fiction: Donna Haraway, "A Cyborg Manifesto".	<b>15</b>
	2	Science Fiction in Translation: Satyajit Ray, <i>The Incredible Adventures Professor Shonku</i> , (First 4 short stories)	<b>15</b>
	3	Canonical Science Fiction: <ul style="list-style-type: none"> <li>• H.G. Wells, <i>The Time Machine</i>, (Novel)</li> <li>• Mary Shelley, <i>Frankenstein</i> (Novel)</li> </ul>	<b>15</b>
	4	Contemporary Science Fiction: <ul style="list-style-type: none"> <li>• Douglas Adams, <i>The Hitchhiker's Guide to the Galaxy</i> (Novel)</li> <li>• <i>Guardians of the Galaxy</i> Vol I, directed by James Gunn, (Film to be Watched)</li> </ul>	<b>15</b>

		<ul style="list-style-type: none"> <li>• <i>Blade Runner</i>, directed by Ridley Scott, (Film to be Watched)</li> </ul>	
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Donna J. Haraway, “A Cyborg Manifesto: Science, technology, and Socialist-Feminism in the Late Twentieth Century,” in <i>Simians, Cyborgs, and Women: The Reinvention of Nature</i>, New York: Routledge.</li> <li>• Ray, Satyajit, Surabhi Bandyopādhyāya (Translator). <i>The Incredible Adventures of Professor Shonku</i>. Penguin Books.</li> <li>• Shelley, Mary. <i>Frankenstein</i>. Penguin Classics.</li> <li>• Wells, H. G. <i>The Time Machine</i>. Penguin Classics.</li> <li>• Adams, Douglas, 1952-2001. <i>The Hitchhiker's Guide to the Galaxy</i>. New York: Harmony Books.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Bradbury, Ray. <i>The Martian Chronicles</i>. HarperCollins.</li> <li>• Landon, Brooks. <i>The Aesthetics of Ambivalence: Rethinking Science Fiction Film in the Age of Electronic (Re)Production</i>. Westport, CT: Greenwood Press.</li> <li>• McKitterick, Christopher. “Science Fiction: Stories for a Changing World”.</li> </ul>		

<b>Course: Landmarks of World Literature</b>			<b>Semester: III</b>
<b>Course Code: LAE206</b>	<b>LTP</b>	<b>3 -0 -0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Get a background in World Literature.</li> <li>2. Understand the influence of literature in different parts of the globe.</li> <li>3. Comprehend different cultures, lifestyles and histories.</li> <li>4. Be exposed to international works through translation.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Recall an introduction to classic world drama.</li> <li>2. Identify the classic novels with different approaches</li> <li>3. Interpret the classic world poems.</li> </ol>



	4. Simplify the different nature of storytelling of the world.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Drama: Bertolt Brecht, <i>The Threepenny Opera</i> (Drama)	14
	2	Novels: Alexander Dumas, <i>The Count of Monte Cristo</i> Miguel Cervantes, <i>Don Quixote</i> (Abridged).	14
	3	Poems: Alexander Pushkin, "A Flower Shriveled Bare of Fragrance." Rumi, "Let Go of Your Worries". Matsuo Basho, "In the Twilight Rain" (Haiku). Charles Baudelaire – Elevation.	14
	4	Short Story: 1. Guy de Maupassant, <i>The Convert</i> 2. Fyodor Dostoyevsky, <i>A Christmas Tree and a Wedding</i> 3. Firdausi, "The Story of Sohrab and Rustum" (From the epic <i>Shahnameh</i> )	14
	5	World Film: <i>Train to Busan</i> (Film to be Watched)	04
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Dumas, Alexandre, et al. <i>The Count of Monte Cristo</i>. Wordsworth Editions Ltd.</li> <li>Cervantes, Miguel De. <i>Don Quixote</i>. Maple Press.</li> <li>For Individual Poems, the Website of <i>Poetry Foundation</i>. <a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a></li> <li>Worrall, Non, and Brecht, Bertolt. <i>The Threepenny Opera</i>. United Kingdom, Bloomsbury Academic.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li><i>World Literature Reader: A Reader</i>. United Kingdom, Taylor &amp; Francis.</li> <li>Henrik Ibsen, Ibsen, et al. <i>A Doll's House</i>. United Kingdom, Dodo Press.</li> <li>Journal: <i>World Literature</i>. Published by Brill.</li> </ul>		

### SEMESTER – IV

<b>Course: The Study of Prose</b>			<b>Semester: IV</b>
<b>Course Code: LAE209</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Learn the evolution of prose through various ages.</li> <li>2. Develop an understanding of the diverse techniques of prose writing.</li> <li>3. Comprehend the various forms of essay writing.</li> <li>4. Identify the writings of classic prose and short story writers.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Underline the various forms of prose and elements of fiction in prose.</li> <li>2. Restate and comprehend prose till the 18th century.</li> <li>3. Make use of prose of the 19th century.</li> <li>4. Analyze the Modern prose and fiction.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Forms of Prose: Essay, Biography, Autobiography, Diary, Memoir, Travelogue. Varieties of Prose: Descriptive Prose, Narrative Prose and Expository Prose Elements of Fiction: (Plot-setting- theme) Plot structure, Classical three unities	10
	2	English Prose till 18th Century: <ul style="list-style-type: none"> <li>• Francis Bacon, “Of Truth”</li> <li>• Joseph Addison, “Sir Roger at the Theatre”</li> <li>• Richard Steele, “The Trumpet Club”</li> <li>• Oliver Goldsmith, “The Man in Black”</li> </ul>	18
	3	19 <sup>th</sup> Century English Prose: Thomas Babington Macaulay's “Minutes to Education”	20

		William Hazlitt, “The Fight” Modern English Prose I: G. K. Chesterton, “The Worship of the Wealthy” A.G. Gardiner, “A Fellow Traveler”.	
	4	Fictional Prose: Saki, ‘The Lumber-Room’ Anton-Chekhov- <i>The Bet</i> (Short Stories)	12
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Eliot, Charles William (Edited). <i>English Essays from Sir Philip Sidney to Macaulay: Addison, Steele, Swift, Defoe, Johnson and others</i>. Harvard’s Classics.</li> <li>The Cambridge Companion to Prose. United Kingdom, Cambridge University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>B. Prasad. <i>A Background to the Study of English Literature</i></li> <li>Abrams, M.H. <i>A Glossary of Literary Terms</i>.</li> <li>Prasad, B. <i>A Bbackground to the study of English literature</i> (Revised ed.). Macmillan India, 2005.</li> </ul>		

<b>Course: British Literature: 17th to 18th Centuries</b>			<b>Semester: IV</b>
<b>Course Code: LAE210</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>Understand the various literary forms in poetry, prose, and drama, popular in the respective ages through a study of the works of representative writers.</li> <li>Identify with the Jacobean and the 18th century British poetry and drama.</li> <li>Explore different features of Neoclassicism and its influence on English society.</li> <li>Investigate the growth and development of British drama.</li> </ol>		

<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the major characteristics of the Comedy of Manners and Mock-Heroic poetry.</li> <li>2. Explain the critical key themes in representative texts of the period, including sin, transgression, love, pride, revenge, sexuality, and human follies, among others.</li> <li>3. Demonstrate in-depth knowledge and understanding of the religious, intellectual and cultural thoughts of the 17th and 18th centuries.</li> <li>4. Appraise the characteristics of the play as a literary genre.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	John Milton, <i>Paradise Lost</i> (Book 1) (Poetry)	15
	2	Jonathan Swift, <i>Gulliver's Travels</i> (Novel)	15
	3	Aphra Behn, <i>The Rover</i> (Play)	15
	4	Alexander Pope, <i>The Rape of the Lock</i> (Canto 1,2) (Mock Epic Poetry)	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Milton, John, <i>Paradise Lost</i>, Finger Print, Classics.</li> <li>• Swift, Jonathan. <i>Gulliver's Travels</i>. Worldview Publications.</li> <li>• Behn, Aphra. <i>The Rover</i>. Edited by Asha S. Kanwar and Anand Prakash, Worldview Publications.</li> <li>• Pope, Alexander. <i>The Rape of the Lock</i>. Edited by Harriet Raghunathan, Worldview Publications.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• <i>The Holy Bible, Genesis, The Gospel</i> (according to St. Luke), Chaps 1–7 &amp; 22.</li> <li>• Eagleton, T. <i>How to read a poem</i>. Blackwell Publishing.</li> </ul>		

<b>Course: History of the English Language</b>			<b>Semester: IV</b>
<b>Course Code: LAE211</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the evolution of English from Old English to the Postmodern Age, highlighting key authors, works, and historical contexts.</li> <li>2. Analyze changes in grammar and vocabulary, including influences from Celtic, Anglo-Saxon, and Norman sources, and the emergence of English as a global language.</li> <li>3. Examine the role of William Caxton, Elizabethan theatre, and the rise of periodicals, essays, and novels in shaping English literary traditions.</li> <li>4. Explore the impact of major literary movements such as the Renaissance, Romanticism, and Modernism on English literature.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the progress of the English language, from its origins to its contemporary global forms.</li> </ol>		

	2. Identify and explain key changes in grammar, vocabulary, and phonology across different stages of English. 3. Analyze representative texts to illustrate the interplay between linguistic and cultural developments. 4. Examine the impact of globalization, technology, and societal changes on English as a global language.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Nature of language: Distinctive Features of Language, Importance of learning English as a second language, Barrier in learning English Language, Language families Indo European family –Germanic group	15
	2	The descent of English – Broad characteristics - Periods in the History of the English language - Old English – Celtic, Latin and Scandinavian  Influences – Effect on grammar and syntax	15
	3	Norman Conquest – French influence –The Norman Conquest and the Rise of Anglo Norman Period William Caxton and the rise of print culture The Impact of the Renaissance	10
	4.	Middle English – Decay of inflexion – Loss of grammatical gender – French Influence on the vocabulary – Dialectal diversity	10
	5.	Modern English – Renaissance, The Rise of Standard English – Contribution of major writers to the English Language – Chaucer, Spenser, Shakespeare, Milton – The Impact of Bible Translations on the English language.	10
	<b>Total Hours</b>		<b>60</b>
<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• A History of the English Language by Albert C. Baugh and Thomas Cable</li> <li>• English Historical Linguistics: An Introduction by Laurel J. Brinton</li> <li>• The Cambridge History of the English Language (Vols. 1-6), edited by Richard M. Hogg and others</li> <li>• Baugh A.C. A History of the English Language. Chennai: Allied Published, 1978.</li> <li>• Wood F.T. An Outline History of the English Language. Macmillan, 2008.</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>• Old English Grammar by Alistair Campbell</li> </ul>		

<b>SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Chaucer and His Contemporaries: Contexts for the Canterbury Tale by John M. Bowers</li> <li>• English as a Global Language by David Crystal</li> <li>• Barber C.L. The Story of Language. Penguin, 1982.</li> <li>• Crystal, David. English as a Global Language. London: Cambridge University Press, 1997.</li> <li>• Mugglestone. Oxford History of English, Indian Edition: Oxford University Press, 2009.</li> </ul>
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<b>Course: Indian Writing in English</b>			<b>Semester: IV</b>
<b>Course Code: LAE212</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. The overview of the various phases of the evolution of Indian writing in English.</li> <li>2. The thematic concerns, genres, and trends of Indian writing in English.</li> <li>3. The discussions on the constraints and challenges encountered in articulating Indian sensibility in English.</li> <li>4. The pluralistic aspects of Indian culture, ethos, and identity.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Discuss the major Indian writers and their monumental works as an independent field of literature in English.</li> <li>2. Demonstrate critically the Indian literary texts written in English in terms of Colonialism/Postcolonialism, regionalism, and nationalism.</li> <li>3. Examine and appraise the major traditions and values of ancient India.</li> <li>4. Develop the historical trajectory of various genres of IWE from colonial times till the present.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	R.K. Narayan, <i>Swami and Friends</i> (Novel)	10
	2	Anita Desai, <i>In Custody</i> (Novel)	11
	3	Sri Aurobindo, <i>Savitri: A Legend and a Symbol</i> Canto 1 (Long Poem)	15
	4	<ol style="list-style-type: none"> <li>1. H.L.V. Derozio, 'Freedom to the Slave',</li> <li>2. Kamala Das, 'Introduction',</li> <li>3. Nissim Ezekiel, 'The Night of the Scorpion' (Poetry)</li> </ol>	12
	5	<ul style="list-style-type: none"> <li>• Mulk Raj Anand: <i>The Lost Child</i> (Short Story)</li> <li>• Ruskin Bond: <i>The Room on the Roof</i> (Novel)</li> </ul>	12
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Desai, Anita. <i>In Custody</i>. Random House India.</li> <li>• Narayan, R. K. <i>Swami and Friends</i>. Indian, Indian Thought Publications.</li> <li>• Derozio, H.L.V. <i>Song of the Stormy Petrel: Complete Works of Henry Louis Vivian Derozio</i>.</li> <li>• Ezekiel, Nissim. <i>Collected Poems</i>. Preface by Leela Gandhi, introduction by John Thieme, Oxford India Paperbacks.</li> </ul>		



	<ul style="list-style-type: none"> <li>● Bond, Ruskin. <i>Room on the Roof</i>. Puffin Books, India.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>● Mehrotra, A.K. <i>An Illustrated History of Indian Literature in English</i>. Permanent Black, Progressive Publishers.</li> <li>● Naik, M. K. <i>A history of Indian English literature</i>. Sahitya Akademi.</li> <li>● Journal: <i>Journal of Postcolonial Writing</i>. Published by Taylor and Francis.</li> </ul>

<b>Course: Detective Fiction</b>			<b>Semester: IV</b>
<b>Course Code: LAE213</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Analyze the stylistic differences employed by the course authors.</li> <li>2. Argue for specific interpretations of course materials.</li> <li>3. Engage critically with multiple theoretical approaches to literary genre, using detective fiction.</li> <li>4. Reflect systematically on the methodologies needed to study popular and “high” literary texts together.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Enumerate an introduction to detective fiction.</li> <li>2. Explain Women’s Detective writing.</li> <li>3. Interpret the canonical and popular detective fiction.</li> </ol>		

	4. Analyze the detective fiction on the silver screen.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Crime Writing: Mary Evans, 'The Imagination of Evil Detective Fiction and the Modern World' (Theoretical Introduction, Non-Fiction)	05
	2	<ul style="list-style-type: none"> <li>Agatha Christie, <i>Death on the Nile</i> (Novel)</li> <li>Agatha Christie, <i>Murder on the Orient Express</i> (Novel)</li> </ul>	10
	3	<ul style="list-style-type: none"> <li>Arthur Conan Doyle, <i>Sherlock Holmes- The Hound of the Baskervilles</i> (Novel)</li> <li>Satyajit Ray, <i>The Golden Fortress- Feluda Series</i> (Novel)</li> </ul>	15
	4	<ul style="list-style-type: none"> <li><i>Shutter Island</i>, Directed by Martin Scorsese (Film to be Watched)</li> <li><i>LA Noir</i> (Video Game)</li> </ul>	15
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Evans, Mary. <i>The Imagination of Evil: Detective Fiction and the Modern World</i>. Bloomsbury Publishing.</li> <li>Ray, Satyajit. <i>The Golden Fortress- Adventures of Feluda</i> (Translated from the Bangla original "Sonarkela"). Penguin India.</li> <li>Doyle, Arthur Conan. <i>The Hound of the Baskervilles</i>. United Kingdom, Penguin Publishing Group.</li> <li>Christie, Agatha. <i>Death on the Nile</i> (Poirot). United Kingdom, Harper Collins Publishers.</li> <li>Christie, Agatha. <i>Murder On the Orient Express</i>. United States, Lulu.com.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Collins, Wilkie. <i>The woman in white</i>. Germany, Bernhard Tauchnitz.</li> <li>Doyle, Arthur Conan. <i>The Sign of Four</i>. United Kingdom, Penguin Publishing Group.</li> </ul>		

<b>Course: American literature</b>			<b>Semester: IV</b>
<b>Course Code: LAE214</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. The historical background of American literature developing an insight into society, politics, and art and how it affects literature.</li> <li>2. The socio cultural and political events responsible for the development in American literary history.</li> <li>3. Expand skills to appreciate American poetry.</li> <li>4. To develop the relationships between moments in American history, colonialism, and culture and their representation in works of American literature.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Discover how American literature reflects complex historical and cultural experiences.</li> <li>2. Identify and understand the key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.</li> <li>3. Categorize and examine works of American literature from a range of genres.</li> <li>4. Evaluate the relationships between moments in American history, colonialism, and culture and their representation in works of American literature.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>

	1	Tennessee Williams, <i>The Glass Menagerie</i> (Drama)	09
	2	Toni Morrison, <i>Beloved</i> (Novel)	09
	3	Ernest Hemingway, <i>The Old Man, and the Sea</i> (Novella)	09
	4	William Faulkner, 'Dry September' (Short Story)	09
	5	Robert Frost: "The Road Not Taken" (Poem)  Walt Whitman's Selections from 'A Passage to India' (lines 1–68) (Poem), Edgar Allan Poe, "The Raven" (Poem)	09
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Williams, Tennessee. <i>The Glass Menagerie</i>. Bloomsbury.</li> <li>Morrison, Toni. <i>Beloved</i>. Vintage International.</li> <li>Frost, Robert. <i>The Collected Poems</i>. Vintage Classics.</li> <li>Whitman, Walt. <i>The Complete Poems</i>. Penguin Classics.</li> <li>Strowbridge, Clarence C. <i>American Short Story Masterpieces</i>. Dover's Thrift Edition.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Baym, N. (Ed.) <i>The Norton anthology of American literature</i> (7th ed., Vols. A–E). W. W. Norton &amp; Company.</li> <li>Morrison, Toni. 'Romancing the Shadow'. <i>Playing in the Dark: Whiteness and Literary Imagination</i>. Picador.</li> <li>Longfellow, Henry Wadsworth. "A Psalm of Life by Henry Wadsworth Longfellow." <i>Poetry Foundation</i>, <a href="http://www.poetryfoundation.org/poems/psalm-of-life">www.poetryfoundation.org/poems/psalm-of-life</a>.</li> </ul>		

## SEMESTER – V

<b>Course: Modern European Drama</b>			<b>Semester: V</b>
<b>Course Code: LAE301</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. provide students with an overview of how modernity was introduced in the twentieth century through drama.</li> <li>2. help them to understand the dynamic relationship between actors and audience, and to observe the transition from passive spectatorship to a more active and vital participatory process visible in newer forms in the 1970s.</li> <li>3. provide them with a broader picture of modern drama with a focus on new trends at the turn of the century.</li> <li>4. understand the politics, social changes, and the stages in Modern European Drama.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the role of theatre and drama in the introduction and shaping of modernity.</li> <li>2. Explain the concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, epic theatre, the theatre of the absurd, etc.</li> <li>3. Interpret how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the Twentieth century.</li> <li>4. Develop an understanding of the politics, social changes, and the stages in modern European drama.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Henrik Ibsen, <i>Ghosts</i> , trans. Peter Watts	12
	2	Bertolt Brecht, <i>Mother Courage and Her Children</i> trans. John Willet	12
	3	Samuel Beckett, <i>Waiting for Godot</i>	12
	4	Eugene Ionesco, <i>Rhinoceros</i> , ed. Dilip K. Basu	12

	5	Luigi Pirandello, <i>Six Characters in Search of an Author</i>	12
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ibsen, Henrik. <i>Ghosts and Other Plays</i>. Penguin Books Ltd.</li> <li>• Brecht, Bertolt. <i>Mother Courage and Her Children</i>. Translated by John Willet, Methuen Drama.</li> <li>• Beckett, Samuel. <i>Waiting for Godot</i>. Faber &amp; Faber.</li> <li>• Ionesco, Eugene. <i>Rhinoceros</i>. Edited by Dilip K. Basu, Worldview Publications.</li> <li>• Pirandello, Luigi. <i>Six Characters in Search of an Author</i>. Bloomsbury Publishing India Private Limited.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Steiner, George. 'On Modern Tragedy'. <i>The Death of Tragedy</i>. Faber.</li> <li>• Esslin, Martin. <i>The Theatre of the Absurd</i>. Overlook Press.</li> <li>• Fischer-Lichte, Erika. <i>History of European Drama and Theatre</i>. Translated by Jo Riley, Routledge.</li> <li>• Daram, Mahmoud and Abolfazl Ahmadinia. "Bertolt Brecht's Mother Courage and Her Children: Marxist Concept of Alienation." <i>International Journal of Comparative Literature &amp; Translation Studies</i>.</li> </ul>		

<b>Course: British Literature: 19<sup>th</sup> Century</b>			<b>Semester: V</b>
<b>Course Code: LAE302</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. acquire knowledge of the Romantic and the Victorian period.</li> <li>2. enable the students to understand the existing conflict between faith and doubt in that era.</li> <li>3. understand the literary terms used by the Victorian poets.</li> <li>4. analyse the socio-economic-political contexts that inform the literature of the period.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define and analyze the socio-economic-political contexts that influence the literature of the period.</li> <li>2. Describe the conflict between self and society in different literary genres of the period.</li> <li>3. Interpret the pattern of development and change in the themes and literary techniques used by the Victorian novelists and poets.</li> <li>4. Examine the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Jane Austen, <i>Pride and Prejudice</i> (Novel)	10
	2	Charlotte Bronte, <i>Jane Eyre</i> (Novel)	10
	3	Charles Dickens, <i>Hard Times</i> (Novel)	10
	4	Alfred Tennyson, 'The Lady of Shalott', 'The Defence of Lucknow' (Poems)	10
	5	Robert Browning, 'My Last Duchess', 'The Last Ride Together' (Poem)	10
	6	Christina Rossetti, <i>The Goblin Market</i> (Poetry)	10
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Austen, Jane. <i>Pride and Prejudice</i>. Penguin Books Ltd.,</li> <li>• Bronte, Charlotte. <i>Jane Eyre</i>. Maple Press Pvt Ltd.,</li> <li>• Dickens, Charles. <i>Hard Times</i>. Vintage Publishing.</li> <li>• Tennyson, Alfred. <i>Selected Poems</i>. Penguin Books Ltd.,</li> <li>• Browning, Robert. <i>Selected Poems</i>. Penguin Books Ltd.,</li> <li>• Rossetti, Christina. <i>The Goblin Market and Other Poems</i>. Dover Publications Inc.,</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Tennyson, Alfred. <i>Selected Poems: A Critical Evaluation</i>. Unique publisher.</li> <li>• Browning, Robert. <i>Selected Poems</i>, Edited by John Woolford, Daniel Karlin and Joseph Phelan. Taylor &amp; Francis Ltd.,</li> </ul>		

	<ul style="list-style-type: none"> <li>● Mukherjee, Jayanta. "Important Features of 19th Century British Literature: A Study with Special Reference to Victorian Era". <i>International Journal of Interdisciplinary Research and Innovations</i>.</li> </ul>
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<b>Course: Literary Theory</b>			<b>Semester: V</b>
<b>Course Code: LAE303</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. with various critical principles for interpreting and evaluating literary texts.</li> <li>2. demonstrate an understanding of key concepts in literary theory.</li> <li>3. understand the concepts of structuralism and post-structuralism, synchrony, diachrony, paradigm and syntagma.</li> <li>4. learn about the rise of feminism and its significance for the betterment of women's society.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. State and write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.</li> </ol>		



	2. Explain critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres. 3. Develop the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past. 4. Classify and investigate the representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Structuralism: Ferdinand de Saussure, Concepts of ‘Sign’, ‘Signifier’ and ‘Signified’ in <i>Course in General Linguistics</i> trans. Wade Baskin	15
	2	Post-structuralism: <ul style="list-style-type: none"> <li>Jacques Derrida, “Structure, Sign and Play in the Discourse of the Human Science”, trans. Alan Bass, in <i>Modern Criticism and Theory: A Reader</i>, ed. David Lodge</li> <li>Michel Foucault, ‘Truth and Power’, in <i>Power and Knowledge</i>, trans. Alessandro Fontana and Pasquale Pasquino</li> </ul>	15
	3	Feminism: <ul style="list-style-type: none"> <li>Elaine Showalter, ‘Twenty Years on: A Literature of Their Own Revisited’, in <i>A Literature of Their Own: British Women Novelists from Bronte to Lessing</i>.</li> <li>Luce Irigaray, ‘When the Goods Get Together’ (from <i>This Sex Which is Not One</i>), in <i>New French Feminisms</i>, ed. Elaine Marks and Isabelle de Courtivron</li> </ul>	15
	4	Marxism: <ul style="list-style-type: none"> <li>Antonio Gramsci, ‘The Formation of the Intellectuals ‘and ‘Hegemony (Civil Society) and Separation of Powers’, in <i>Selections from the Prison Notebooks</i>, ed. and trans. Quintin Hoare and Geoffrey Nowell Smith</li> <li>Louis Althusser, ‘Ideology and Ideological State Apparatuses’, in <i>Lenin and Philosophy and Other Essays</i></li> </ul>	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Saussure, Ferdinand De. <i>A Course in General Linguistics</i>. Translated by Wade Baskin, Columbia University Press.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Derrida, Jacques. <i>Structure, Sign and Play in the Discourse of the Human Science</i>. Macat International Limited.</li> <li>• Foucault, Michael. <i>Power/Knowledge: Selected Interviews and Other Writings</i>, Colin Gordon, Pantheon Books.</li> <li>• Showalter, Elaine. <i>A Literature of Their Own: British Women Novelists from Bronte to Lessing</i>. Princeton University Press.</li> <li>• Irigaray, Luce. <i>This Sex Which is Not One</i>. Translated by Catherine Porter, Cornell University Press.</li> <li>• Gramsci, Antonio. <i>Selections From the Prison Notebook</i>. Edited and translated by Quentin Hoare and Geoffrey Nowell Smith, Elecbook.</li> <li>• Althusser, Louis. <i>Lenin and Philosophy and Other Essays</i>. Monthly Review Press.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Eagleton, Terry, <i>Literary Theory: An Introduction</i>, Blackwell.</li> <li>• Barry, Peter, <i>Beginning Theory</i>, Manchester University Press.</li> <li>• Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. Routledge.</li> </ul>

<b>Course: Indian Classical Literature</b>			<b>Semester: V</b>
<b>Course Code: LAE304</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understanding of translated versions of Indian Classical Literature and the scope of different genres associated with it.</li> <li>2. Exposure with the rich and diverse literary cultures of ancient India and create awareness among them.</li> <li>3. An appreciation of the Indian classical literature and to realize its value in practical aspects of life.</li> <li>4. The values contained in Indian classical literature.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Discuss different genres of classical literature and their scope.</li> <li>2. Illustrate the pluralistic and inclusive nature of Indian classical literature and its attributes.</li> <li>3. Classify the virtue of sacrifice, passions, integrity, tolerance, and selflessness.</li> <li>4. Formulate the various features of Indian Classical literature.</li> </ol>

<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Bharata Muni, <i>Nāṭya Śāstra</i> , (Chapters 6-10) trans. Manmohan Gosh	12
	2	Sudraka, <i>Mrichhakatika</i>	12
	3	Vyasa, 'The Dicing', 'The Sequel to Dicing', <i>The Book of the Assembly Hall</i> (Book II), 'The Temptation of Karna', <i>The Book of Effort</i> (Book V), <i>The Mahabharata</i> : trans. and edited J.A.B. van Buitenen	13
	4	Kalidasa, <i>Abhijnana Sakuntalam</i>	12
	5	Ilango Adigal, 'The Book of Vanci' (Book 3)	11
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>● Bharata. <i>Natyashastra</i>. Translated by Manomohan Ghosh, Granthalaya, 'Sentiments'.</li> <li>● Vyasa. <i>The Mahabharata</i>. Translated by K.M. Ganguli, J.A.B. Van Buitenen and James L. Fitzgerald, Kanav Gupta and Meha Pande, Worldview Publications.</li> <li>● Kalidasa. <i>Abhijnanashakuntalam</i>, trans. Vinay Dharwadker. Penguin Random House.</li> <li>● Adigal, Ilango. <i>The Book of Vanci</i>, trans. B. Mangalam. Worldview Publications.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>● Buitenen, J.A.B. Van. 'Dharma and Moksha'. <i>Indian Philosophy</i>. Edited by Roy W. Perrett, vol. V, <i>Theory of Value: A Collection of Readings</i>, Garland.</li> <li>● De, S. K. <i>Sanskrit poetics as a study of aesthetic</i>. University of California Press</li> <li>● Pollock, S. (Ed.). <i>Literary cultures in history: Reconstructions from South Asia</i>. University of California Press</li> </ul>		

<b>Course: Structure of English</b>			<b>Semester: V</b>
<b>Course Code: LAE305</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the structure of English language starting from the basic patterns of sentence formation and transformation</li> <li>2. Form an in depth understanding of grammatical categories and their functions</li> <li>3. Explore the syntactic-semantic interface</li> <li>4. Implement the acquired knowledge in analyzing real life situations, applying theoretical knowledge to language teaching/COURSE and linguistic analysis.</li> </ol>		
<b>COURSE OUTCOMES 3333</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Analyze sentence structure and apply appropriate grammatical rules to construct clear and effective sentences.</li> <li>2. Understand how meaning is constructed in English at the level of words, phrases, and sentences.</li> <li>3. Critically evaluate the effectiveness and clarity of English language structures in different contexts</li> <li>4. Develop critical thinking skills and analyze real life situations, based on their understanding of both literal and implied meanings.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Nature of Text What is a Text? Organizing and structuring a Text The Discourse Perspective – Context in Discourse Studies, Speech Acts, Cohesion and Coherence Application of Text Analysis to Teaching Language Skills	15
	2	Sentence Types: Form and Function Functional and Formal labels	10

		Basic Sentence Patterns Nouns, Number and Gender, Structure of Noun Phrase (NP) Verbs, Verb Phrase and Modal Auxiliaries Tense	
	3	Sentence Transformations Simple, Compound and Complex Sentences <i>Types of Sentences -Affirmative, Negative, Interrogative, Exclamatory</i> <i>Transformations of Sentences from one type to another</i> Voice – Active and Passive	10
	4	Word and Sentence Patterns The Syllable – Identifying number of syllables in a word, stressed and unstressed syllable Stress Patterns, Change in Stress Pattern, Derivational suffixes that affect word stress Stress in Sentences, Rhythm in connected speech	10
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• <i>A Comprehensive Grammar of the English Language</i> by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik, Longman, 1985.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• <i>English Grammar in Use</i> by Raymond Murphy, Cambridge, 2012.</li> <li>• <i>English Word-Stress</i> by Erik Fudge, Routledge Revivals, 2017.</li> <li>• <i>Discourse Analysis: An Introduction</i> by Brian Paltridge, Bloomsbury Publishing, 2006.</li> </ul>		

<b>Course: RESEARCH METHODOLOGY IN ENGLISH LITERATURE</b>			<b>Semester: V</b>
<b>Course Code: LAE306</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To familiarize students with the basic concepts of research on the post-graduate level before heading towards higher dimensions of research.</li> </ol>		

	<ol style="list-style-type: none"> <li>To enable students to understand various paradigms of research, its tools, ethics, and challenges related to English literary studies and related fields and develop creative and academic skills in them.</li> <li>To provide a survey of the major literary works as well as acknowledging other representative writings of the genre.</li> <li>To situate these writings within the social and historical contexts that fostered their production.</li> <li>To develop strong close reading, analytic skills and research skills that deepen appreciation of these works.</li> </ol>		
<b>COURSE OUTCOMES</b>	<p><b>After completing this course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>Discuss proper research methods pertinent to English literary studies and related fields.</li> <li>Develop and analyze literary works intensively for structure and meaning through their salient features to interpret different aspects of literature to form a research hypothesis.</li> <li>Analyze the ability to use the critical theories in literary evaluation to draft a research thesis or project by its various components of a draft and also learn using citation tools.</li> <li>Determine the knowledge of ethics and principles of research</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: What is literary research? <ul style="list-style-type: none"> <li>Textual Analysis as a Research Method (Catherine Belsey)</li> <li>Archival Methods (Carolyn Steedman)</li> <li>Discourse Analysis (Gabriele Griffin)</li> <li>Creative Writing as a Research Method (Jon Cook)</li> </ul>	09
	2	Research, Hypothesis. Analysis of Data and Interpretation <ul style="list-style-type: none"> <li>Research question.</li> <li>Review of literature.</li> <li>Data collection- Primary and Secondary Sources.</li> </ul>	09
	3	Components and Requirements of a Research Project/ Dissertation <ul style="list-style-type: none"> <li>Research Proposal/ Synopsis</li> <li>Bibliography</li> <li>Research Paper</li> <li>Research Thesis/ Dissertation</li> </ul>	09
	4	Research Tools and Citations <ul style="list-style-type: none"> <li>MLA Style Sheet (Latest Edition)</li> <li>APA-Chicago Manual of Style (Latest Edition)</li> </ul>	09
	5	Ethics in Research and Plagiarism <ul style="list-style-type: none"> <li>Self-plagiarism</li> </ul>	09

	<ul style="list-style-type: none"> <li>• Online and offline plagiarism checks</li> <li>• Workshop and Presentation</li> </ul>	
	<b>Total Hours</b>	45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Gabriele Griffin, <i>Research Methods in English Studies</i></li> <li>• MLA Handbook for Writers of Research Papers: Latest edition</li> <li>• The Chicago Manual of Style.</li> </ul>	
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• C. R. Kothari, <i>Research Methodology: Methods and Techniques</i></li> <li>• M.P. Sinha, <i>Research Methods in English</i></li> <li>• Stephen Bailey, <i>Academic Writing: A Handbook for International Students</i></li> </ul>	

### SEMESTER – VI

<b>Course: Contemporary Literature</b>			<b>Semester: VI</b>
<b>Course Code: LAE310</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To assess the major themes of Literature in Contemporary Times</li> <li>2. Comprehend the change in narrative styles of various genres over the years.</li> <li>3. Understand the emphasis on texts from the Global South in a Contemporary Perspective.</li> <li>4. Appreciate developments in contemporary society and technology along with issues of culture and conflict.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Enumerate literature that studies history and conflict from a contemporary perspective.</li> <li>2. Explain new forms of popular genres such as literature.</li> <li>3. Interpret contemporary perspectives on myth and Technology.</li> <li>4. Formulate a clear understanding of the role of technology in human lives.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Geetanjali Shree, <i>The Tomb of Sand</i> (Novel, translated from Hindi by Daisy Rockwell)	15
	2	Marjene Satrapi, <i>Persopolis</i> (Part 1 and Part 2; Comics translated from French by Mattias Ripa)	15

	3	Devdutt Pattanaik, <i>Indian Mythology: Tales, Symbols, and Rituals from the Heart of the Subcontinent</i> (Non-Fiction)	12
	4	<i>Her</i> , Directed by Spike Jonze (Film to be Watched)	09
	5	Contemporary Poetry: <ul style="list-style-type: none"> <li>• Robin S Ngangom, “Native Land” (from the Poetry Collection <i>Desire of Roots</i>)</li> <li>• Mahmoud Darwish, “To Our Land” (From the Poetry Collection “<i>The Butterfly’s Burden</i>”, translated from the Arabic by Fady Joudah)</li> </ul>	09
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Shree, Geetanjali. <i>Tomb of Sand</i> (translated from the Hindi original “Ret Samadhi” by Daisy Rockwell). Penguin Random House India.</li> <li>• Satrapi, Marjene. <i>Persopolis I and II</i> (Translated by Mattias Ripa). Vintage Media.</li> <li>• Pattanaik, Devdutt. <i>Indian Mythology: Tales, Symbols, and Rituals from the Heart of the Subcontinent</i>.</li> <li>• Ngangom, Robin S. <i>The Desire of Roots</i>. Red River.</li> <li>• For Individual Poems, the website of <i>Poetry Foundation</i>.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Journal: <i>Contemporary Literature</i> University of Wisconsin Press.</li> <li>• Childs, P. <i>Contemporary literature: A very short introduction</i>. Oxford University Press.</li> <li>• Boxall, P. <i>The value of the novel</i>. Cambridge University Press.</li> </ul>		



<b>Course: British Literature: 20th Century</b>			<b>Semester: VI</b>
<b>Course Code: LAE311</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. develop an understanding of the various forms of critique of modernity that evolved in England (and Europe) during the 20th century.</li> <li>2. comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations.</li> <li>3. understand the impact of the two world wars on literary expression and the various political/ideological positions of the European intelligentsia vis-à-vis the phenomenon.</li> <li>4. create awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. State the major issues related to the cultural and social context introduced in the literature of the 20th century.</li> <li>2. Explain the history of modernism in the socio-cultural and intellectual contexts of late Nineteenth-century and early twentieth-century Europe.</li> <li>3. Compare and contrast between modernity and modernism.</li> <li>4. Appraise the use of modern techniques in different genres in early Twentieth century British literature.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	D.H. Lawrence, <i>Sons and Lovers</i>	15
	2	Virginia Woolf, <i>Mrs. Dalloway</i>	15
	3	W.B. Yeats, 'The Second Coming', 'No Second Troy', 'Sailing to Byzantium'	15
	4	T.S. Eliot, 'The Love Song of J. Alfred Prufrock', 'The Hollow Men'	15
	<b>Total Hours</b>		60

<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>● Lawrence, D.H. <i>Sons and Lovers</i>. Oxford University Press.</li> <li>● Woolf, Virginia. <i>Mrs. Dalloway</i>. Maple Press Pvt Ltd.</li> <li>● Yeats, W.B. <i>Selected Poems</i>. Alma Books Ltd.</li> <li>● Eliot, T.S. <i>Selected Poems</i>. Faber &amp; Faber.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>● Williams, Raymond. 'Introduction'. <i>The English Novel from Dickens to Lawrence</i>. Hogarth Press.</li> <li>● Stewart, J.I.M. <i>Writers of the Early Twentieth Century: Hardy to Lawrence (Oxford History of English Literature)</i>. Clarendon Press.</li> <li>● Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', 'The Structure of the Unconscious'. <i>The Modern Tradition</i>, edited by Richard Ellman et. al., OUP.</li> </ul>

<b>Course: Literary Criticism-I</b>			<b>Semester: VI</b>
<b>Course Code: LAE312</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. gain a critical understanding of the developments in literary criticism.</li> <li>2. develop a conceptual framework for the function and practice of traditional modes of literary criticism.</li> <li>3. read theoretical texts closely and identify their central arguments.</li> </ol>		

	4. formulate the benefits and potential drawbacks of their theoretical position as a student of literature.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the way the critical ideas, values, and themes inform and impact culture and society, both now and in the past.</li> <li>2. Identify the critical ideas, values, and themes that appear in literary and cultural texts.</li> <li>3. Make use of the critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.</li> <li>4. Modify literary and cultural texts within a considerable number of historical, geographical, and cultural contexts.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Aristotle: <i>The Poetics</i> , tr. Ingram Bywater	15
	2	Horace: <i>Ars Poetica</i>	15
	3	Philip Sidney: <i>An Apology for Poetry</i> (1595) Samuel Johnson: <i>Preface to Shakespeare</i> (1765)	15
	4	William Wordsworth: <i>Preface to Lyrical Ballads</i> (1802) Percy Bysshe Shelley: <i>A Defence of Poetry</i> (1840)	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>● Aristotle. <i>Poetics</i>. Dover publications Inc.</li> <li>● Horace. <i>Satires, Epistles and Ars Poetica</i>. Forgotten Books.</li> <li>● Sidney, Sir Philip. <i>An Apology for Poetry (Or The Defence of Poesy)</i>. Edited by R.W. Maslen., Manchester University Press.</li> <li>● Mangan, Michael. <i>A Preface to Shakespeare's Tragedies</i>. Taylor and Francis Books India Pvt. Ltd.</li> <li>● Wordsworth, William. <i>Lyrical Ballads</i>. Edited By Michael Mason, Taylor &amp; Francis Ltd.</li> <li>● Coleridge, Samuel Taylor. <i>Biographia Literaria</i>. Lector House</li> <li>● Shelley, Percy Bysshe. <i>A Defence of Poetry</i>. Alpha Edition.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>● Abrams, M. H. <i>A Glossary of Literary Terms</i>. Harcourt Asia Pvt. Ltd.</li> <li>● Habib, M. A. R. <i>A History of Literary Criticism and Theory: From Plato to the Present</i>. Blackwell.</li> <li>● Nagarajan, M.S. <i>English Literary Criticism and Theory</i>. Orient Blackswan</li> </ul>		

<b>Course: Literature, Signs and Representations</b>			<b>Semester: VI</b>
<b>Course Code: LAE 313</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Grasp the theories and basic concepts of Literature, Signs and Representations.</li> <li>2. Form a clear understanding of major terms like structure, play, plot, dialogue, transitions, and descriptive details.</li> <li>3. Utilize their theoretical and textual knowledge in practical situations.</li> <li>4. Understand how signs and representations are used in literary, psychoanalytic, and cultural perspectives.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Memorize the fundamental theoretical framework of Literature, Signs and Representations.</li> <li>2. Describe the key concepts like story, plot, character, structure, dialogue, transitions, and different types of narration.</li> <li>3. Develop the literary techniques practically, for presenting a case study or personal analysis on signs and representations in real life scenario.</li> </ol>

	4. Categorize texts based on literary signs and representations and identify the critical nuances.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Theoretical Foundation: Roland Barthes: <i>Introduction to the Structural Analysis of Narratives</i> .	12
	2	Introduction to Basic Terminology: Point of View Narration, Linear Narration, Cyclic Narration, Instrumental Narration, Big Other, Alpha characterization, Return of the Repressed, Jouissance: Concepts of Freudian and Lacanian Psychoanalysis	18
	3	Textual Analysis: <ul style="list-style-type: none"> <li>Vladimir Propp, <i>Morphology of the Folk Tale</i>. (Introduction/Chapter 1)</li> </ul> Paul Ricoeur, <i>Time and Narrative (Temps et Récit)</i> , 3 vols. Trans. Kathleen McLaughlin and David Pellauer	18
	4	John Simons, <i>Animals, Literature, and the Politics of Representation</i> (Introduction and Chapter 1).	12
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Barthes, Roland and Lionel Duisit 'An Introduction to the Structural Analysis of Narratives', <i>New Literary History</i>.</li> <li>Propp, Vladimir. <i>Morphology of the Folktale</i>. University of Texas Press. Austin.</li> <li>Ricoeur, Paul. <i>Time and Narrative (Temps et Récit)</i>, Trans. Kathleen McLaughlin and David Pellauer. New York.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Simons, John. <i>Animals, Literature and the Politics of Representation</i>. Palgrave Macmillan London.</li> <li>Flaudernik, Monika. <i>An Introduction to Narratology</i>. Routledge.</li> <li>Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. Routledge.</li> </ul>		

<b>Course: Post-Colonial Literature</b>			<b>Semester: VI</b>
<b>Course Code: LAE314</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To present colonialism and anti-colonial resistance through the cultural legacy and literary imprints that they leave.</li> <li>2. Attain familiarity with the development and practice of post-colonial theory.</li> <li>3. Gain knowledge about the terms and concepts exclusive of post-colonial literature.</li> <li>4. Make a critical analysis of a work of art within the frames of post-colonial studies.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Underline the psychological impact of the process of colonization.</li> <li>2. Discuss a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural, and theoretical developments.</li> <li>3. Examine the interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues.</li> <li>4. Justify arguments and assumptions about postcolonial literature, texts, and modes of interpretation.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Novel: Chinua Achebe, <i>Things Fall Apart</i>	15
	2	Short Stories: <ul style="list-style-type: none"> <li>• Gabriel Garcia Marquez, <i>Chronicle of a Death Foretold</i>, trans. Gregory Ralassa.</li> <li>• Ama Ata Aidoo, <i>The Girl Who Can Grace Ogot</i>, 'The Green Leaves'</li> </ul>	15
	3	Poetry: <ul style="list-style-type: none"> <li>• Pablo Neruda, <i>Tonight, I Can Write</i></li> <li>• Derek Walcott, <i>A Far Cry from Africa</i></li> <li>• David Malouf, <i>Revolving Days</i></li> <li>• Mamang Dai, <i>Small Towns and the River</i></li> </ul>	15
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Sati, Someshwar. <i>A Warble of Postcolonial Voices: An Anthology of Short Stories and Poems</i>, Volumes I and II. Worldview Publications.</li> <li>• Achebe, Chinua. <i>Things Fall Apart</i>. 1st Anchor Books ed, Anchor Books.</li> <li>• Website of the <i>Poetry Foundation</i> for Individual Poems.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Thiong'o, Ngugi Wa. 'The Language of African Literature'. <i>Decolonizing the Mind: The Politics of Language in African Literature</i>. Pearson.</li> <li>• Ashcroft, B., Griffiths, G., &amp; Tiffin, H. <i>The Empire Writes Back: Theory and practice in post-colonial literatures</i> (2nd ed.). Routledge.</li> <li>• Journal: <i>International Journal of Postcolonial Studies</i></li> </ul>
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<b>Course: War and Literature</b>			<b>Semester: VI</b>
<b>Course Code: LAE315</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. study various literature related to war.</li> <li>2. reflect on and tell stories about war in the context of history and the evolving technology of conflict.</li> <li>3. Identify and analyze specific narratives relating to war and how these narratives shaped culture and everyday life.</li> </ol>
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	4. Develop and discuss ideas and theories about the role of war literature in reflection, morality, propaganda, national identity and history, and anti-war movement.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the functions of war literature by analyzing war poetry.</li> <li>2. Restate the prose and novels related to war.</li> <li>3. Interpret the condition of prisoners of War.</li> <li>4. Examine the contemporary literatures about war</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Theoretical Introduction: Catharine Savage Brosman, "The Functions of War Literature" (Essay) War Poetry: <ul style="list-style-type: none"> <li>• Mahmoud Darwish, "To Our Land"</li> <li>• Wilfred Owen, "Insensibility"</li> <li>• Shaker Aamer, "They Fight for Peace"</li> </ul>	09
	2	Prose and Novel: Ernest Hemmingway <i>For whom the Bell Tolls</i> (Novel)	09
	3	War Refugee/prisoner narrative: Wladyslaw Szpilman <i>The Pianist</i> (Memoir, Non-Fiction)	12
	4	Contemporary War Narratives: (Film to be Watched) <ul style="list-style-type: none"> <li>• <i>Ender's Game</i>, Directed by Gavin Hood</li> <li>• <i>Hacksaw Ridge</i>, Directed by Mel Gibson</li> <li>• <i>Dunkirk</i>, Directed by Christopher Nolan</li> </ul>	15
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Brosman, Catharine Savage. "The Functions of War Literature." <i>South Central Review</i>, JSTOR</li> <li>• The Oxford Handbook of British and Irish War Poetry (Oxford Handbooks of Literature). United Kingdom, OUP Oxford.</li> <li>• Hemingway, Ernest. <i>For Whom the Bell Tolls</i>. United Kingdom, Arrow.</li> <li>• Szpilman, Wladyslaw. <i>The Pianist</i>. United Kingdom, Orion.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• <i>The Cambridge Companion to War Writing</i>. United Kingdom, Cambridge University Press.</li> <li>• <i>The Cambridge Companion to the Literature of World War II</i>. United Kingdom, Cambridge University Press.</li> <li>• Card, Orson Scott. <i>Ender's Game</i>. United States, Tor Publishing Group.</li> <li>• Knight, Andrew and Schenkkan, Robert. <i>Hacksaw Ridge: An Original Screenplay</i>. United States.</li> </ul>		



	<ul style="list-style-type: none"> <li>Nolan, Christopher. <i>Dunkirk</i> (Screenplay). United Kingdom, Faber &amp; Faber.</li> </ul>
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### BA VII Semester

<b>Course: Literary Criticism-II</b>			<b>Semester: VII (H)</b>
<b>Course Code: LAE401</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>expose students to the various theories of art and representation and critical approaches that emerged in Europe throughout countries.</li> <li>examine the evolution of various theoretical and aesthetic concepts across space and time and pay close attention to the method of argument and establishment of concepts.</li> <li>enable students to discern the connections between the theoretical formulations in this paper which are seminal to the understanding of literary texts.</li> <li>to develop with them the ability to write a critical essay that states a clear thesis and supports it persuasively, and to integrate literary research with personal ideas.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>Memorize the history of Western literary Criticism.</li> <li>Describe the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods.</li> <li>Illustrate the fundamental literary and critical concepts and underlying distinctions amongst them.</li> <li>Classify the theoretical and critical concepts with critics/ texts/ movements with which they are associated and understand them in their contexts.</li> </ol>		

<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Matthew Arnold, <i>The Study of Poetry</i>	10
	2	T.S. Eliot, <i>Tradition and Individual Talent</i> , <i>The Function of Criticism</i> in Selected Prose of T.S. Eliot, ed. Frank Kermode	10
	3	Virginia Woolf, <i>Modern Fiction</i> , in <i>The Common Reader: Volume I</i>	10
	4	John Crowe Ransom, <i>The New Criticism</i>	10
	5	I.A. Richards, <i>Principles of Literary Criticism</i> (Chapters 1, 2 and 34)	10
	6	Cleanth Brooks, <i>The Heresy of Paraphrase</i>	10
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>● Arnold, Matthew. <i>Essays in Criticism</i>. USA: Legare Street Press.</li> <li>● Eliot, T.S. <i>Selected Prose of T.S. Eliot</i>. Edited by Frank Kermode, Ecco Press.</li> <li>● Woolf, Virginia. <i>The Common Reader, Volume I</i>. Vintage publishing.</li> <li>● Ransom, John Crowe. <i>The New Criticism</i>. Praeger Publishers Inc.</li> <li>● Richards, I.A. <i>Principles of Literary Criticism</i>. RCH Publisher.</li> <li>● Brooks, Cleanth. <i>Studies in the Structure of Poetry: The Well- Wrought Urn</i>. Houghton Mifflin.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>● Bickley, Francis Lawrence. <i>Matthew Arnold and His Poetry</i>. Forgotten Books.</li> <li>● Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. London: Routledge.</li> <li>● Richards, I. A. (1929). <i>Practical criticism: A study of literary judgment</i>. Kegan Paul, Trench, Trubner &amp; Co.</li> </ul>		

<b>Course: Partition Literature</b>			<b>Semester: VII</b>
<b>Course Code: LAE402</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. develop an understanding of the affective dimensions of partition in varied geopolitical spaces.</li> <li>2. engage with the idea of partition and understand the socio-economic, political, and cultural issues associated with partition.</li> <li>3. understand the country's postcolonial realities and be aware of the transitions that took place because of partition.</li> <li>4. form a better understanding of these concepts: colonialism, nationalism, communalism, the Partition of India, homelessness, exile and migration, rehabilitation and resettlement, borders, and borderlands.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Discuss the different aspects of partition in different geopolitical spaces.</li> <li>2. Develop an understanding of theories related to partition in analyzing socio-economic, political and cultural issues.</li> <li>3. Analyze the importance of transitions that occurred due to partition.</li> <li>4. Formulate and apply the major concepts related to partition, while engaging in textual and critical analysis of the same.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Ritu Menon and Kamla Bhasin, 'Introduction', in <i>Borders and Boundaries</i> (Theoretical Introduction; Book Chapter) Khushwant Singh: <i>Train to Pakistan</i> (Novel) Amitav Ghosh: <i>The Shadow Lines</i> (Novel)	16
	2	Manohar Malgonkar: <i>A Bend in the Ganges</i> (Novel)	12
	3	Manik Bandopadhyay, 'Final Solution' (Bangla, West Bengal), trans. Rani Ray <i>Mapmaking: Partition Stories from Two Bengals</i> , (Translated Short Story) Lalithambika Antharajanam, 'A Leaf in the Storm' (Translated Short Story)	16
	4	Intizaar Hussain, <i>Basti</i> , Tr. Frances W Pritchett (Novel)	16
	<b>Total Hours</b>		<b>60</b>

<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ritu Menon and Kamla Bhasin, 'Introduction', in <i>Borders and Boundaries</i> (Delhi: Kali for Women).</li> <li>• Singh, Khushwant. <i>Train to Pakistan</i>. Roli Books.</li> <li>• Ghosh, Amitav. <i>The Shadow Lines</i>. J. Murray Publications.</li> <li>• Malgonkar, Manohar. <i>A Bend in the Ganges</i>. India Ink/Roli Books.</li> <li>• Manik Bandopadhyaya Manik. 'Final Solution' (Bangla, West Bengal), trans. Rani Ray, in <i>Mapmaking: Partition Stories from Two Bengals</i>, ed. Debjani Sengupta (Delhi: Amaryllis)</li> <li>• Hussain, Intizaar . <i>Basti</i>, Tr. Frances W Pritchett.</li> <li>• Butalia, Urvashi. <i>The Other Side of Silences: Voices from the Partition of India</i>. (Kali for Women)</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Nandy, Ashish. 'The Invisible Holocaust and the Journey as an Exodus', in <i>A Very Popular Exile</i> (Delhi OUP)</li> <li>• Butalia, U. (1998). <i>The other side of silence: Voices from the Partition of India</i>. Viking Penguin.</li> <li>• Menon, R., &amp; Bhasin, K. (1998). <i>Borders and boundaries: Women in India's Partition</i>. Kali for Women.</li> </ul>

<b>Course: Methods and Materials for ELT</b>			<b>Semester: VII</b>
<b>Course Code: LAE403</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the role of English language teachers.</li> <li>2. Comprehend the various types of language learners</li> <li>3. Learn the most popular approaches and methods of teaching English</li> <li>4. Make use of appropriate resources for ELT</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Better appreciate the contribution of the teacher in learner's English acquisition</li> </ol>		

	2. Gather a basic comprehension of task assignment and assessment. 3. Manage classroom discourse, interaction, and language 4. Design innovative material and resources		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Teaching Strategies for the Classroom: Introduction to ELT, Learner Assessment, Integrating Language Abilities, Teaching Language through Literature, Writing Tasks, Listening Tasks, Stages of a Reading Lesson	18
	2	The Classroom Discourse: Classroom Interaction, Classroom Discourse, Negotiated Interaction, Classroom Interactional Competence (CIC)	12
	3	The Cross-Curricular Approach: Language Across Curriculum, Approaches to Promote LAC, English for LAC in the Indian Context, Class Monitoring	18
	4	Materials and Resources: Materials for ELT, Adopting and Adapting Instructional Materials, ICT in ELT, Materials for Assessment	12
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>● O'Neill, R. "Why use textbooks?" <i>ELT Journal</i>. Vol. 36/2</li> <li>● Wyse, Dominic et al <i>Teaching English, Language and Literacy</i>.</li> <li>● Broughton, Geoffrey et al. <i>Teaching English as a Foreign Language</i>.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>● Richards, J. C., &amp; Rodgers, T. S. (2014). <i>Approaches and methods in language teaching</i> (3rd ed.). Cambridge University Press.</li> <li>● Harmer, J. (2015). <i>The practice of English language teaching</i> (5th ed.). Pearson Education.</li> <li>● Nunan, D. (2003). <i>Practical English language teaching</i>. McGraw-Hill</li> </ul>		

<b>Course: Literature and Film Studies</b>			<b>Semester: VII</b>
<b>Course Code: LAE404</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To become familiar with the difference between film and literary texts.</li> <li>2. To enhance skills in discussing and evaluating movie and literary texts</li> <li>3. To examine film as a reflection of cultures and periods of history.</li> <li>4. To increase their knowledge of film techniques and the grammar of film.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Underline the independent responses to a variety of imaginative texts.</li> <li>2. Explain the terminology used in the analysis of literature and film and ways it can be used.</li> <li>3. Demonstrate the structures and techniques used in various forms of literature and film.</li> <li>4. Categorize a variety of critical approaches that may be employed in the study of literature and film.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Film Theory: Introduction to Film terminologies and genres; History of Film in the West and India; Film techniques – camera, sound, editing; Literature and Cinema – Theories of Adaptation and Critical Analysis	16
	2	William Shakespeare:	16

		<i>Comedy of Errors, Macbeth, and Othello, Hamlet</i> and their adaptations: <i>Angoor</i> (dir. Gulzar, 1982), <i>Throne of Blood</i> (dir. Akira Kurosawa, 1957); <i>Maqbool</i> (dir. Vishal Bhardwaj, 2003), <i>Omkara</i> dir. Vishal Bhardwaj, 2006), <i>Haider</i> (dir. Vishal Bhardwaj, 2014).	
	3	Harper Lee: <i>To Kill a Mockingbird</i> Stephen King: <i>The Shawshank Redemption</i> ; Chuck Palahniuk, <i>Fight Club</i> Joseph Conrad, <i>Apocalypse Now</i> (Films to be Watched)	14
	4	Adaptations of Ruskin Bond Works into Films: <i>Junoon</i> , Directed by Shyam Benegal <i>The Blue Umbrella</i> and <i>Saat Khoon Maaf</i> (Both Directed by Vishal Bharadwaj) (Films to be Watched)	14
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Linda Hutcheon, 'On the Art of Adaptation,' <i>Daedalus</i>.</li> <li>• Poonam Trivedi, 'Filmi Shakespeare,' <i>Litfilm Quarterly</i>.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Cahir, L. C. <i>Literature into film: Theory and practical approaches</i>. McFarland.</li> <li>• Guneratne A. R., <i>Shakespeare film studies and the visual cultures of modernity</i>, Palgrave Macmillan.</li> <li>• Sarangi J., <i>Glorious trends: Indian writings films and translation</i>. Book Enclave.</li> </ul>		

<b>Course: Popular Literature</b>			<b>Semester: VII</b>
<b>Course Code: LAE 405</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. To introduce the students to genres such as romance, detective fiction, fantasy which can help them to gain a better understanding of the popular roots of literature.</li> <li>2. To educate how socio-political and socio-cultural institutions are studied within the purview of popular literature and culture.</li> <li>3. To Differentiating between canonical and popular literature.</li> <li>4. To educate students about ethics, educational values, gender roles, class and bildungsroman in popular literature and culture.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Underline the characteristics of various genres of non-literary fiction.</li> <li>2. Describe how popular literature belongs to its time.</li> <li>3. Make use of various methods of literary analysis to understand and interpret popular literature.</li> <li>4. Formulate the treatment of certain themes of popular literature and ideas through different lenses.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	<u>Adventure and mystery:</u> Dan Brown, <i>Da Vinci Code</i> Travel: Rishad Saam Mehta, <i>Hot Tea Across India</i> (Non-Fiction Travel Writing)	15
	2	Crime Thriller: Agatha Christie, <i>The Murder of Roger Ackroyd</i> , (Novel)	15
	3	Cul Cinema (Films to be Watched): <i>The Lord of the Rings</i> (Trilogy), <i>Rocky</i> (Sports Film)	15
	4	Social Issues: Harper Lee, <i>To Kill a Mockingbird</i> (Novel)	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>● Brown, Dan. <i>The Da Vinci Code: A Novel</i>. New York: Random House Audio.</li> <li>● Mehta, Rishad Saam. <i>Hot Tea across India</i>. Tranquebar Press.</li> <li>● Christie, Agatha. <i>The Murder of Roger Ackroyd</i>. London: Collins.</li> <li>● Lee, Harper. <i>To Kill a Mockingbird</i>. New York: Harper Perennial Modern Classics.</li> </ul>		



<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Bloom, Clive. <i>Bestsellers: Popular Fiction since 1900</i>. Palgrave Macmillan.</li> <li>• Glover, D., &amp; McCracken, S. <i>The Cambridge companion to popular fiction</i>. Cambridge University Press.</li> <li>• Cawelti, J. G. <i>Adventure, mystery, and romance: Formula stories as art and popular culture</i>. University of Chicago Press.</li> </ul>
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<b>Course: Editing and Publishing</b>			<b>Semester: VII</b>
<b>Course Code: LAE406</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the roles of copy editors and proofreaders</li> <li>2. Distinguish between copy editing, copy marking and proof reading</li> <li>3. Comprehend the various levels of copy editing</li> <li>4. Identify the specific requirements of different types of proofs</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Learn the various professions and roles involved in the publication process</li> <li>2. Gather a basic comprehension of the mechanics of editing</li> <li>3. Proof read drafts by authors</li> </ol>		

	4. Make use of common housestyles and proof reading symbols		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Copy Editing and its Levels: Role of the Copyeditor, Housestyles, Elementary Level, Medium Level, Heavy Level	10
	2	Copy Editing and its Checklist: Typography, Illustrations, Text Breakers, Page Make-up, Layout	18
	3	Copy Marking: The Basics of Copy Marking, Camera-Ready Copy, Typefaces, International Requirements, Print Instructions	20
	4	Proof Reading: The Act/Art of Reading, Surface Flaws, Checking Layout, Querying, Content Retention	12
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• The Cambridge Handbook for Editors, Copy-editors and Proofreaders by Judith Butcher et al.</li> <li>• MLA Handbook 9th Edition</li> <li>• Publication Manual of APA 7th Edition</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Butcher, J., Drake, C., &amp; Leach, M. (2006). <i>Butcher's copy-editing: The Cambridge handbook for editors, copy-editors and proofreaders (4th ed.)</i>. Cambridge University Press.</li> <li>• Greetham, B. <i>How to write better essays</i> (3rd ed.). Palgrave Macmillan.</li> <li>• Rude, C. D. <i>Technical Editing</i> (5th ed.). Pearson.</li> </ul>		

<b>Course: ENGLISH LANGUAGE TEACHING</b>			<b>Semester: VII</b>
<b>Course Code: LAE 407</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Grasp the theories and basic concepts of Literature, Signs and Understand the nature of language acquisition and COURSE.</li> <li>2. Develop an insight of approaches of teaching English.</li> <li>3. Develop the skills of teaching language and literary discourses.</li> <li>5. understand the importance and application of evaluation.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Recall the basic idea in English Language Teaching</li> <li>2. Describe ELT in terms of pronunciation, listening and speaking.</li> <li>3. Interpret the English Language Teaching in terms of reading and writing.</li> <li>5. Analyze and learn testing methods.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	<ul style="list-style-type: none"> <li>• English in the World Today</li> <li>• English in the Classroom</li> <li>• Language and Communication</li> </ul> Basic Principles and Lesson Plan.	12
	2	Pronunciation, Listening and Speaking,	11
	3	Reading & Writing	11

	4	Errors, Correction and Remedial Work, Assessment and Examinations	11
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	Brumfit, Christopher, et al. Teaching English as a Foreign Language. N.P. Taylor & Francis.		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>● Harmer, Jeremy. The Practice of English Language Teaching. Kiribati, Pearson Longman.</li> <li>● The Routledge International Handbook of English, Language and Literacy Teaching.</li> <li>● Larsen, Freeman and Anderson, Techniques and Principles in Language Teaching. OUP</li> <li>● Nunan, D., Practical of English language Teaching. New York. McGraw Hill.</li> <li>● Journal: <i>ELT Journal</i> (<a href="https://academic.oup.com/eltj">https://academic.oup.com/eltj</a>)</li> </ul>		

<b>Course: Folk Literature</b>			<b>Semester: VII</b>
<b>Course Code : LAE408</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate thorough understanding and knowledge of people and their “lores”, especially in the respective cultural contexts of the concerned students.</li> <li>2. Show an ability to evolve multicultural competence through an investigation of different traditions and texts.</li> <li>3. Reflect critical and reflective thinking through the ability to analyze not only written but oral texts too.</li> <li>4. Illustrate commitments to lifelong COURSE necessary to understand and imbibe knowledge that is part of one’s growing up and which is significantly associated with the aspirations and values that shape us.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Memorize the Folk tales from Eastern India</li> <li>2. Describe the Folk tales from Northern India</li> <li>3. Demonstrate the Folk tales from Western India</li> <li>4. Classify the Folk tales from Southern India</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Select Tales from Eastern India: <ul style="list-style-type: none"> <li>• ‘The Fortune-Teller’* (An Assamese Folktale) Translated from Assamese by Madan Sarma and Gautam Kumar Borah</li> <li>• ‘The Blessing’. <i>Folk Tales from Orissa</i>. Translated by Ramendra Kumar</li> </ul>	11
	2	Select Tales from Northern India: <ul style="list-style-type: none"> <li>• ‘How Floods Were Banished from Kashmir’ <i>in the book Stories from Rajatarangini: Tales of Kashmir</i>. Edited by Devika Rangachari.</li> <li>• ‘The Story of Puran Pansari’* <i>Folk Tales of Himachal Pradesh</i>, translated by Pratibha Nath.</li> </ul>	11

	3	Select Tales from Western India: <ul style="list-style-type: none"> <li>• ‘Queen Vrajkunwar Ba’* Folk Tales of Gujarat. Translated by Alaka Shankar.</li> <li>• ‘The Magic Ring’* <i>Folktales from Maharashtra</i>. Nanditha Chandraprakash.</li> </ul>	11
	4	Folktales from Southern India: <ul style="list-style-type: none"> <li>• ‘The Beggar and the Five Muffins’* in the book <i>Tales of the Sun or Folklore of Southern India</i>. Edited by Mrs. Howard Kingscote &amp; Pandit Natesa Sastri.</li> <li>• ‘The Brahmarākshas and the Hair’* in the book <i>Tales of the Sun or Folklore of Southern India</i>. Mrs. Howard Kingscote &amp; Pandit Natesa Sastri.</li> </ul>	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• “The Fortune Teller: An Assamese Folktale.”. Available on the website, <i>The Nezine</i> (<a href="http://www.nezine.com">www.nezine.com</a>)</li> <li>• Kumar, Ramendra. <i>Folktales from Orissa</i>. S K Kataria and Sons.</li> <li>• Rangachari, Devika. <i>Stories from Rajatarangini: Tales of Kashmir</i>. Children’s Book Trust.</li> <li>• Nath, Pratibha. <i>Folktales from Himachal Pradesh</i>. Children’s Book Trust.</li> <li>• Shankar, Alaka. <i>Folktales of Gujarat</i>. SK Kataria and Sons.</li> <li>• “Folktales from Maharashtra: The Magic Ring.” Available on the website <i>roundglass sustain</i> (<a href="http://www.roundglasssustain.com">www.roundglasssustain.com</a>)</li> <li>• Kingscote, Howard and Pandit Natesa Sastri. <i>Tales of the Sun or Folklore of Southern India</i>. (Available on the Website of <i>Project Gutenberg</i>).</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Ashliman, D.L., <i>Folk and Fairy Tales: A Handbook</i>. Greenwood Press.</li> <li>• Cox, Roalfe. <i>An Introduction to Folklore</i>. LLC.</li> <li>• Dorson, R. M. <i>Folklore and folklife: An introduction</i>. University of Chicago Press.</li> </ul>		

### SEMESTER –VIII

<b>Course: Exemplary Dissertations in English</b>			<b>Semester: VIII</b>
<b>Course Code: LAE410</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand how research is conducted.</li> <li>2. Learn the different forms of English research.</li> </ol>		

	3. Appreciate the works of good scholars of English from across the world. 4. Broaden their scope in the field of research in English.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> 1. Appreciate the different research techniques. 2. Process and analyze the data collected. 3. Understand the need of conducting scientific research. 4. Write a dissertation of decent standard.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Structuring a Dissertation – Format; Research Questions and Objectives; Methodology; Chapterization; Analysing Data and Conclusion	15
	2	<i>The ethics of the novel in the life of the town: provincial communities in the works of Fyodor Dostoevsky and George Eliot</i> – P. Chadwick (Oxford University)	15
	3	<i>Artificial Humanities: A Literary Perspective on Creating and Enhancing Humans from Pygmalion to Cyborgs</i> - Nina Beguš. (Harvard)	15
	4	<i>Mass Culture Media and the Feminine A Post Colonial Exploration of Suzanne Collinss the Hunger Games Trilogy</i> - Adrian, Minz Deepshikha (EFL University)	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Beguš, Nina. <i>Artificial Humanities: A Literary Perspective on Creating and Enhancing Humans from Pygmalion to Cyborgs</i>. Diss. Harvard University, 2020.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Chadwick, Philip. <i>The ethics of the novel in the life of the town: provincial communities in the works of Fyodor Dostoevsky and George Eliot</i>. Diss. University of Oxford, 2017.</li> <li>Deepshikha, A. M. <i>Mass Culture, Media And The Feminine: A Post-Colonial Exploration Of Suzanne Collins The Hunger Games Trilogy</i>. Diss. EFLU, Shodhganga, 2022."</li> </ul>		

<b>Course: Literature and Environment</b>			<b>Semester: VIII</b>
<b>Course Code: LAE411</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. The major nature and environmental writers in Western literature.</li> <li>2. The relationships existing between humans and the environment as expressed in literature.</li> <li>3. Literary terminology is relevant to the discussion of environment and literature.</li> <li>4. The values conveyed in Literature and the Environment beyond the classroom and into their daily lives.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Underline an advanced knowledge of the ways by which literary texts engage with their cultural, geographic, and historical contexts through an extended and integrated argument written according to disciplinary conventions.</li> <li>2. Identify and evaluate debates within the field of environmental literature.</li> <li>3. Demonstrate a critical analysis and evaluation of a range of works of environmental literature.</li> <li>4. Analyze the advanced reading, writing, and research skills through the independent exposition of environmental literature.</li> </ol>



<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Historical Background: i. Anthropocentrism ii. Ecclesiasticism iii. Humanism iv. Animism	15
	2	Green Theory: Nature/ Culture/Gender Ecocritical Principles Environmentalism/Ecologism Environmental crisis and the Literary studies	15
	3	Essays on Literature and the Environment: John Ruskin, "Landscape, Mimesis and Morality (Book Chapter from <i>Modern Painters</i> ) Bate Jonathan, "From Red to Green"	15
	4	Eco Texts: William Blake, <i>The Lamb</i> , <i>The Tyger</i> John Keats, <i>Ode to a Nightingale</i> Pablo Neruda, <i>Keeping Quiet</i> (Poems) Thomas Hardy, <i>Return of the Native</i> (Novel) Rachel Carson, <i>Silent Springs</i> (Non-Fiction) Chief Seattle's Letter to Washington (1854).	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ruskin, John. <i>Modern Painters</i>. Pilkington Press.</li> <li>• Bate, Jonathan. <i>Romantic Ecology: Wordsworth and the Environmental Tradition</i>. Routledge.</li> <li>• Hardy, Thomas. <i>The Return of the Native</i>. Modern Library Publications.</li> <li>• For Individual Poems, the website of the Poetry Foundation. <a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a></li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Glotfelty, Cheryll and Fromm, Harold. <i>The Ecocritical Reader: Landmarks in Literary Ecology</i>. University of Georgia Press.</li> <li>• Armbruster, Karla and Kathleen Wallace. <i>Beyond Nature Writing: Expanding the Boundaries of Ecocriticism</i>. University of Virginia Press.</li> <li>• Garrard, G. <i>Ecocriticism</i> (2nd ed.). Routledge.</li> </ul>		

<b>Course: Feminist Literature</b>			<b>Semester: VIII</b>
<b>Course Code: LAE412</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand and engage with central debates in the field of feminist literature.</li> <li>2. List and discuss historical, political, social, and cultural issues as they pertain to and influence the writing of Indian women.</li> <li>3. Define and apply basic terms and concepts central to this field.</li> <li>4. Apply concepts and theories of feminist literature to life experiences, historical events, and processes.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Memorise some of the developments, themes, and narrative strategies of English-language feminist fiction.</li> <li>2. Identify the literary texts through the perspective of gender.</li> <li>3. Develop the central points of a selection of feminist theory and use it as a context for reading literary texts.</li> <li>4. Analyse and engage in theoretical and scholarly debates about feminist fiction.</li> </ol>		

COURSE DETAILS	Module No	Topic	Hours
	1	Western Thinkers: 1. Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> extracts from (Introduction, Chapter 2- “The Prevailing Opinion of a Sexual Character” <i>Discussed</i> , Chapter 13- “Some Instances of the Folly which the Ignorance of women generates; with concluding reflections on the Moral Improvement that a Revolution in Female Manners Might Naturally be Expected to Produce” 2. Virginia Woolf, <i>A Room of One’s Own</i> Chapter 6 “Androgyny”	15
	2	1. Sandra Gilbert and Susan Gubar, <i>The Madwoman in the Attic</i> 2. Toril Moi, <i>Sexual/textual Politics: Feminist Literary Theory</i>	15
	3	Indian Sub-continent Thinkers: 1. Kamla Bhasin and Nighat Said Khan <i>Some Questions on Feminism and its Relevance in South Asia</i> 2. Mrinal Pande <i>Devi: Tales of the Goddess in Our Time</i>	15
	4	Perumal Murugan, <i>Resolve</i> . (Novel)	15
	<b>Total Hours</b>		60
TEXT BOOK	<ul style="list-style-type: none"> <li>Wollstonecraft, Mary. <i>A Vindication of the Rights of Men; A Vindication of the Rights of Woman; An Historical and Moral View of the French Revolution</i>. Edited by Janet Todd, OUP.</li> <li>Pāṇḍe, Mṛṇāla. <i>Devi: Tales of the Goddess of Our Time</i>. Penguin Books.</li> <li>Perumāḷ Murugan. <i>Resolve</i>. Translated by Aniruddhan Vasudevan, Hamish Hamilton/Penguin, an imprint of Penguin Random House.</li> </ul>		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> <li>Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge.</li> <li>Gilbert, Sandra, and Susan Gubar. <i>The Madwoman in the Attic</i>. Worldview Publications.</li> <li>Moi, T. <i>Sexual/textual politics: Feminist literary theory</i> (2nd ed.). Routledge.</li> </ul>		

<b>Course: Practicum -English Language Teaching</b>			<b>Semester: VIII(H)</b>
<b>Course Code: LAE413P</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To develop an understanding of the key concepts in ELT methodology through a process of inquiry and reflection</li> <li>2. To equip participants to critically engage with various approaches and methods in language teaching and arrive at their own context sensitive pedagogy</li> <li>3. To engage participants in classroom teaching to make strong connections between theory and practice by reflecting on teaching and learning processes</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. have practical experience in making lesson plan and teaching classes</li> <li>2. observe various styles of teaching</li> <li>3. learn to analyze the teaching as a process.</li> </ol>		

<p><b>1. COURSE OUTLINE &amp; IMPLEME NTATION</b></p>	<p><b>Pattern of grouping and teaching sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>Attendance to all the P-ELT sessions is mandatory.</b></li> </ul> <p>All participants should pitch their lessons at <i>intermediate level</i>. It should be ensured that the plan is not plagiarized and is genuinely done for the purpose.</p> <p><b>P-ELT Pattern</b></p> <ul style="list-style-type: none"> <li>• Participants will plan their lessons and teach <i>individually</i> (NOT in teams).</li> <li>• A participant who teaches on a scheduled day should <b><i>submit the lesson plan to the tutor at least two days before the scheduled day of teaching</i></b>. One day before s/he teaches, the tutor will discuss/suggest changes in the lesson plan during the lesson planning slot. <b><i>The final draft of the lesson plan must be submitted to the tutor before s/he starts teaching.</i></b></li> </ul> <p>The observation team should receive the lesson plans of the teaching team before the teaching day.</p> <p><b>Pattern of evaluation:</b></p> <p>Each participant should be evaluated</p> <p>The division of marks will be:</p> <ol style="list-style-type: none"> <li><b>15 % for Self-evaluation report.</b> This will be a progress report as the participants are expected to write a report on both their teaching sessions with special reference to progressive change in their quality of teaching.</li> <li><b>10 % for participation in PT review discussions</b> (as students for the teachers and observers).</li> <li><b>25 % for two observation reports</b> (These reports can be of the same participant or different participants )</li> <li><b>40 % for two teaching classes</b> (20% for each teaching session).</li> <li><b>10 % for lesson plan, materials and tasks designed to achieve the set objectives.</b></li> </ol>
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<b>Course: Cultural Studies</b>			<b>Semester: VIII</b>
<b>Course Code: LAE 414</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the key concepts and phases in Cultural Studies.</li> <li>2. Develop a comparative approach to the study of culture and intercultural contact.</li> <li>3. Help students analyze cultural artefacts using dimensions such as nation, identity, and power as interconnected entities in the field of academic enquiry.</li> <li>4. Help students engage with cultural debates from India and the world.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Underline the basic ideas, concepts, debates, and methods of Cultural Studies while realizing the importance of this interdisciplinary field as a framework for academic enquiry.</li> <li>2. Recognize a critical understanding of culture, various cultural artefacts, and Cultural Studies while exploring the popular articulations of culture, culture as industry in interrelated fields.</li> <li>3. Demonstrate the current debates around culture and nationality, the construction of a nation, divergences and convergences between imagined communities and culture.</li> <li>4. Analyze the concept of cultural hybridity, multiculturalism, and the importance of mass media with regard to studies in the domain of culture.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Theoretical Background: <ul style="list-style-type: none"> <li>• Raymond Williams "Culture is Ordinary" from The Everyday Life Reader. (Essay).</li> <li>• Gayatri Chakravorty Spivak and Sneja Gunew. "Questions of multiculturalism." The Cultural Studies Reader. (Essay).</li> <li>• Hall, Stuart. "Encoding, decoding." The Cultural Studies Reader. (Essay)</li> </ul>	10
	2	Forms of Culture: <ul style="list-style-type: none"> <li>• John Berger. Ways of seeing (Vol. 1) (Video Television Series to be Watched).</li> </ul>	15

		<ul style="list-style-type: none"> <li>• Rachel Dwyer and Divia Patel. <i>Cinema India: The visual culture of Hindi film</i> (Book)</li> <li>• Pramod K Nayar: "Star Power: The Celebrity as Power" (Chapter 3 in the Book <i>Seeing Stars: Spectacle, Society and the Celebrity Culture</i>)</li> </ul>	
	3	Nation and Identity: <ul style="list-style-type: none"> <li>• Romila Thapar: "Introduction" <i>On Nationalism</i> (Book Chapter)</li> <li>• Benedict Anderson: "Introduction" <i>Imagined Communities</i> (Book Chapter).</li> <li>• Partha Chatterjee: "Whose Imagined Community?" (Journal Article)</li> </ul>	10
	4	Media and Culture: <ul style="list-style-type: none"> <li>• Rubdy, R. "Hybridity in the linguistic landscape: democratizing English in India". <i>The global-local interface and hybridity: Exploring language and identity</i>. (Book Chapter).</li> <li>• Castells, M. "The new public sphere: Global civil society, communication networks, and global governance." (Journal Article)</li> </ul>	10
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Williams, Raymond. "Culture is Ordinary" from <i>The Everyday Life Reader</i>.</li> <li>• Miller, Toby. "What it is and what it isn't: Introducing... Cultural Studies." A Companion to Cultural Studies.</li> <li>• Hall, Stuart. "Encoding, decoding." <i>The Cultural Studies Reader</i>. Simon During. New York, London: Routledge.</li> <li>• Spivak, Gayatri Chakravorty and Sneja Gunew. "Questions of multiculturalism." <i>The Cultural Studies Reader</i>. Simon During. New York, London: Routledge.</li> <li>• Berger, John. <i>Ways of seeing</i>, Penguin UK. <a href="https://www.youtube.com/watch?v=0pDE4VX_9Kk">https://www.youtube.com/watch?v=0pDE4VX_9Kk</a></li> <li>• Nayar, Pramod K., <i>Seeing Stars: Spectacle, Society and Celebrity Culture</i>. Sage Publications.</li> <li>• Dwyer, Rachel &amp; Patel, Divia <i>Cinema India: The visual culture of Hindi film</i>. Rutgers University Press.</li> <li>• Rubdy, R., <i>Hybridity in the linguistic landscape: democratizing English in India. The global-local interface and hybridity: Exploring language and identity</i>.</li> <li>• Castells, M., <i>The new public sphere: Global civil society, communication networks, and global governance</i>. The Annals of the American academy of Political and Social Science.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Adorno, Theodor and Max Horkheimer. "The Culture Industry: Enlightenment as Mass Deception." The Cultural Studies Reader. Simon During(ed). New York, London: Routledge.</li> <li>• Marwick, A. E., &amp; Boyd, D., I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. New media &amp; society.</li> <li>• Crane, D., Fashion and its social agendas: Class, gender, and identity in clothing. University of Chicago Press.</li> </ul>
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<b>Course: Latin American Literature</b>			<b>Semester: VIII(H)</b>
<b>Course Code: LAE 415</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. get background knowledge of Latin American Literature</li> <li>2. appreciate Latin American literature through a diverse range of literary texts</li> <li>3. gain insight into modern-day Latin American literature and Latin American identity</li> <li>4. familiarize with certain literary trends and history in Latin America</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the magic of realism in Latin American Literature</li> <li>2. Discuss and make a comparison of novels of Columbia and Peru</li> <li>3. Illustrate the works from Brazil and Chile</li> <li>4. Examine certain works from Mexico and Argentina</li> </ol>		



<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Roberto González Echevarría, “Modern Latin American Literature: A Very Short Introduction” (Theoretical Introduction; Book Chapter)	06
	2	Columbian and Peru: • Gabriel Garcia Marquez: <i>One Hundred Years of Solitude</i> (Novel) • 2.Mario Vargas Llosa: <i>The Feast of the Goat</i> (Novel)	12
	3	Brazilian and Chile: • Paul Coelho: <i>The Alchemist</i> (Novel) • Pablo Neruda, “The Heights of Machu Picchu” (Poem)	15
	4	Argentina and Mexico: • <i>Pan’s Labyrinth</i> , directed by Guillermo del Toro (Film to be Watched) • Octavio Paz, “Sunstone,” (Poem) • Carlos Fuentes, <i>The Death of Artemio Cruz</i> (Novel) • Jorge Luis Borges, <i>The Aleph, Labyrinth</i> (Short Stories)	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• García Márquez, Gabriel. <i>One Hundred Years of Solitude</i>. United Kingdom, Blackstone Publishing.</li> <li>• Coelho, Paulo. <i>The Alchemist</i>. United Kingdom, HarperCollins.</li> <li>• Vargas Llosa, Mario. <i>The Feast of the Goat</i>. United States, Farrar, Straus, and Giroux.</li> <li>• Fuentes, Carlos. <i>The Death of Artemio Cruz: A Novel</i>. United States, Farrar, Straus and Giroux.</li> <li>• Borges, Jorge Luis, and Andrew Hurley. <i>The Aleph</i>. Penguin Books.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Flores, Angel. “Magical Realism in Spanish American Fiction.” <i>Hispania</i>.</li> <li>• <i>A Companion to Latin American Literature and Culture</i>. Germany, Wiley.</li> <li>• González Echevarría, R., &amp; Pupo-Walker, E. (Eds.). (1996). <i>The Cambridge history of Latin American literature</i> (Vols. 1–3). Cambridge University Press</li> </ul>		

### Program Specific Outcomes (PSOs) for Psychology

*Upon completion of the BA in Liberal Arts (Psychology), the students will be able to:*

PSO1: Demonstrate ethical values as a professional psychologist.

PSO2: Demonstrate the ability to efficiently utilize the theoretical as well as practical knowledge required for the skills to do psychological analysis, counseling, and personality development.

PSO3: Develop necessary skills like research competence in the discipline and sub-disciplines of psychology.

PSO4: Demonstrate subject specific as well as inter-disciplinary knowledge of psychology which can be effectively integrated in real life.

PSO5: Develop relevant competencies in the professional field of Psychology.

BA III Semester (Psychology)							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAY201	Introduction to Human Behaviour	4	0	0	4	Major
2	LAY202	Development of Psychological Theories	4	0	0	4	Major
3	LAY203	Theories of Personality	4	0	0	4	Major
4	LAY204	Positive Psychology	4	0	0	4	Major
5	LAY205	Intelligence: Theories and Perspectives	3	0	0	3	Minor
6	LAY206	Health Psychology	3	0	0	3	Minor
7	LAK207P	MS Office III	0	0	6	3	SEC
8	LAM208	Basic Statistics	3	0	0	3	MDC
		<b>Total Credits</b>	<b>25</b>	<b>0</b>	<b>6</b>	<b>28</b>	
		<b>Total Contact Hours</b>	<b>31</b>				

BA IV Semester							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAY209	Developmental Psychology	4	0	0	4	Major
2	LAY210	Psychological Testing, Measurement & Research	4	0	0	4	Major
3	LAY211	Social Psychology	4	0	0	4	Major
4	LAY212	Cognitive Psychology	4	0	0	4	Major
5	LAY213	Stress Management	3	0	0	3	Minor
6	LAY214	Psychology and Media & Communication	3	0	0	3	Minor
7	LAM215P	Statistical Software Package	0	0	6	3	MDC
8	LAA216	Modern European Language	2	0	0	2	AEC
		Total Credits	24	0	6	27	
		Total Contact Hours	30				
BA V Semester							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAY301	Organizational Psychology	4	0	0	4	Major
2	LAY302P	Practicum - I	1	0	6	4	Major
3	LAY303	Biopsychology	4	0	0	4	Major
4	LAY304	Psychology of Digital Behaviour and Technology	4	0	0	4	Major
5	LAY305	Consumer Psychology	3	0	0	3	Minor
6	LAY 306	Research Methodology in Psychology	3	0	0	3	Minor

7	LAA307P	English Language - II	0	0	4	2	AEC
8	LAV308	Indian Philosophy	2	0	0	2	VAC (IKS)
9	LAI309P	Summer Internship Report and Viva-Voce	0	0	0	4	Internship
		<b>Total Credits</b>	<b>21</b>	<b>0</b>	<b>10</b>	<b>30</b>	
		<b>Total Contact Hours</b>	<b>31</b>				

#### BA VI Semester

S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			<b>L</b>	<b>T</b>	<b>P</b>		
1	LAY310	Counselling Skills & Psychotherapy	4	0	0	4	Major
2	LAY311P	Practicum - II	1	0	6	4	Major
3	LAY312	Abnormal Psychology	4	0	0	4	Major
4	LAY313	Psychology of Everyday Interaction	4	0	0	4	Major
5	LAY314	Statistics for Psychology-I	3	0	0	3	Minor
6	LAY315	Sports Psychology	3	0	0	3	Minor
7	LAV316P	Data Interpretation with AI	0	0	4	2	VAC
8	LAA317P	English Language III	0	0	4	2	AEC
		<b>Total Credits</b>	<b>19</b>	<b>0</b>	<b>14</b>	<b>26</b>	
		<b>Total Contact Hours</b>			<b>33</b>		

#### BA VII Semester

S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			<b>L</b>	<b>T</b>	<b>P</b>		
1	LAY401	Clinical Psychology	4	0	0	4	Major

2	LAY402	Educational Psychology	4	0	0	4	Major
3	LAY403	Fundamentals of Mental Health	4	0	0	4	Major
4	LAY404	Psychology of Emotions	4	0	0	4	Major
5	LAY405	Cyber Psychology	4	0	0	4	Major
6	LAY406	Psyche and Environment	4	0	0	4	Major
7	LAY407	Statistics for Psychology-II	3	0	0	3	Minor
8	LAY408	Ecopsychology and Nature based Healing	3	0	0	3	Minor
		<b>Total Credits</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>30</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

#### BA VIII Semester (Hons)

S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			<b>L</b>	<b>T</b>	<b>P</b>		
1	LAR409	Philosophy of Social Science and Research Paradigms	4	0	0	4	Major
2	LAY410	Exemplary Dissertation in Psychology	4	0	0	4	Major
3	LAY411	Cross-Cultural Psychology	4	0	0	4	Major
4	LAY412	Methods and Application of Descriptive and Inferential Statistics	4	0	0	4	Major
5	LAY413P	Practicum-III	2	0	4	4	Major
6	LAY414	Mental Health and Well Being	3	0	0	3	Minor
7	LAY415	Indigenous Psychology and Indian Knowledge System	3	0	0	3	Minor
8	LAF416	Career Skills	2	0	0	2	Minor
		<b>Total Credits</b>	<b>26</b>	<b>0</b>	<b>4</b>	<b>28</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

**SEMESTER VIII (Hons.) with Research**

<b>S. No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
1	LAR409	Philosophy of Social Science and Research Paradigms	4
2	LAE410	Exemplary Dissertation in English	4
3	LAR411	Research Publication and Ethics	4
4	LAR412	Humanistic Research Approach	4
5	LAR413P	Research Project	12
<b>Total Credits</b>			<b>28</b>

<b>Course: Introduction to Human Behaviour</b>			<b>Semester: III</b>
<b>Course Code:</b> <b>LAY201</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.</li> <li>2. Make familiar with the theories concerning human behaviour in a social context.</li> <li>3. This course offers a strong foundation for psychological principles, theories and methods covering the areas of sensation &amp; Perception.</li> <li>4. Develop the understanding of biological basis of behaviour.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Recognize structure and function of the following sensory systems: visual, auditory, olfactory, somatic, gustatory, and vestibular and describe how external stimuli are processed in the brain.</li> <li>2. Explain the structure and function of neurons, neural communication, the brain, the spinal cord, the central nervous system, the peripheral nervous system, and the physiological and behavioural effects of neurotransmitters.</li> <li>3. Analyse the principles of thinking and its components, problem solving, structure and elements of Language.</li> <li>4. Evaluate the effects of social influence, Attitude, and Impression formation on behaviour. Explain the concepts of Prejudice, Stereotype and Discrimination.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Sensation & Perception: Meaning, Vision, Hearing, Chemical senses, kinesthetic & Somesthetic senses; Gestalt principles depth perception.	18
	2	Basics of Biological Perspectives: Structure of Neurons, Neurotransmitters, Brain and spinal cord.	10
	3	Cognition: Mental images, nature of concept & prototype, Problem solving and decision making; Elements and structure of language, Language and thinking.	10
	4	Meaning and nature of Social Psychology:	22

		Social influence, Attitude and impression formation, Group think, Stereotypes, Prejudice, and discrimination	
	Total Hours		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ciccarelli, S. K., White, J. N., Fritzley, V. H., &amp; Harrigan, T., <i>Psychology: an exploration</i>, Upper Saddle River, NJ, USA: Pearson Prentice Hall.</li> <li>• Baron, R. &amp; Misra, G., <i>Psychology</i>. New Delhi: Pearson</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Passer, M.W. &amp; Smith, R.E., <i>Psychology: The science of mind and behavior</i>. New Delhi: Tata McGraw-Hill.</li> <li>• The International Journal of Psychology (IJP) (Journal)</li> </ul>		

<b>Course: Development of Psychological Theories</b>			<b>Semester: III</b>
<b>Course Code: LAY202</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Provide a basic introduction to the development of the discipline from the western perspective.</li> </ol>
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	2. Review the development of psychological thought and introduce the issues and debates in contemporary psychology.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify the concept of theories and the perspectives of Greek Philosophers in the field of psychology.</li> <li>2. Demonstrate and Distinguish and compare the theoretical ideologies of Rationalism, Empiricism &amp; Positivism.</li> <li>3. Summarize the understanding of Behavioral and Cognitive Perspectives.</li> <li>4. Assess the various Principles of Gestalt Psychology.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	The Early Greek philosophers: Hippocrates, Socrates, Plato, Aristotle, and Rene Descartes.	14
	2	Empiricism, Rationalism & Positivism: Thomas Hobbs, John Locke, Berkley, David Hume; Immanuel Kant; August Comte.	14
	3	Behaviorism & Cognitive Psychology: Guthrie, Thorndike & Watson; Kohler, Donald Hebb, Jerome Bruner	14
	4	Foundations of Gestalt Psychology: Max Wertheimer, Kurt Kofka; Law of Pragnanz, Perceptual Constancies.	18
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Hergenhahn, B. R., <i>An introduction to the history of psychology</i>. Thomson Brooks/Cole Publishing Co.</li> <li>• Catherine Collin, <i>The Psychology Book: Big Ideas Simply Explained</i>. DK Publishing.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Benson, N., Ginsburg, J., Grand, V., Lazyan, M., &amp; Weeks, M., <i>The psychology book: Big ideas simply explained</i>. Gabal. London: DK Publishing</li> <li>• History of Psychology (Journal)</li> </ul>		

<b>Course: Theories of Personality</b>			<b>Semester: III</b>
<b>Course Code:</b> <b>LAY203</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Define personality and understand its nature.</li> <li>2. Understand the various perspectives of Personality.</li> <li>3. Describe and distinguish among the major theoretical approaches to understand personality.</li> <li>4. Demonstrate knowledge and understanding of the methods and scales used to assess personality.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. List and Recognize various assessment measures in research of the study of personality.</li> <li>2. Compare and contrast major theoretical perspectives on personality through the application of theories to case studies or other examples.</li> <li>3. Explain and relate to various types of theoretical approaches.</li> <li>4. Explain and differentiate between Trait and type Approaches of Psychology.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Nature of Personality; Perspectives on Personality; and Assessment in the study of personality.	12
	2	Psychoanalytic and Neo-psychoanalytic Approach: Sigmund Freud; Carl Jung; Alfred Adler; & Erik Erikson	15
	3	Cognitive, Socio-COURSE & Humanistic Approach: Gorge Kelly; Albert Bandura; Abraham Maslow and Carl Rogers	14
	4	Trait and Type Approach: Seldon; Kretchmer; Gordon Allport; Raymond Cattell; Hans Eysenck; Robert McCrae & Paul Costa	19
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>● Schultz, D., &amp; Schultz, S. E., <i>Theories of personality</i>, CENGAGE COURSE Custom Publishing.</li> <li>● Feist, J., <i>Theories of personality</i>, Harcourt Brace College Publishers.</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>● Ciccarelli, S. K., &amp; Meyer, G. E., <i>Psychology: South Asian Edition</i>. New Delhi: Pearson Education.</li> </ul>		

<b>SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Journal of Personality (Journal)</li> </ul>
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<b>Course: Positive Psychology</b>			<b>Semester: III</b>
<b>Course Code:</b> <b>LAY204</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>To develop an understanding of perspectives in positive psychology through western and eastern approaches.</li> <li>To understand the various concepts of positive emotional and cognitive states and applications of positive psychology.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b>

	<ol style="list-style-type: none"> <li>1. Identify and describe the concepts and differentiate between western and eastern perspectives in positive psychology.</li> <li>2. Discuss the various positive emotional states.</li> <li>3. Compare and contrast upon the concepts of optimism, self-efficacy, flow, and mindfulness.</li> <li>4. Justify the use of positive psychology in various areas of life.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, PERMA model of Martin Seligman, Character, Strengths and Virtues.	15
	2	Positive Emotional States and Processes: Happiness and Wellbeing, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience	15
	3	Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness	15
	4	Applications: Work, education, ageing, health	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>● Carr, A., Positive Psychology: The science of happiness and human strength.UK: Routledge.</li> <li>● Baumgardner, S.R. Crothers M.K., Positive psychology. Upper Saddle River, N.J.: Prentice Hall.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>● Snyder, C.R., &amp; Lopez, S.J., Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.</li> <li>● The Journal of Positive Psychology (Journal)</li> </ul>		

<b>Course: Intelligence: Theories and Perspectives</b>			<b>Semester: III</b>
<b>Course Code:</b> <b>LAY205</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Learn about various theoretical perspectives of Intelligence.</li> <li>2. Understand Creativity and its relationship with Intelligence.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define human intelligence.</li> <li>2. Explain and summarize the Factor analytic theories of Intelligence.</li> <li>3. Discuss the non-factor analytic theories of Intelligence.</li> <li>4. Evaluate and interpret the concept of creativity and various test of measurement.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Human Intelligence: Meaning, Types & Neurocognition in Intelligence. Nature vs Nurture Controversy, Nutrition and intelligence Psychological	12

		nature of analysis logical operations, intelligence and perception, growth of thoughts, social function of intelligence.	
	2	Factor Analytic Theories of Intelligence: Spearman, Cattell, Arthur Jensen, Thurston & Vernon.	<b>13</b>
	3	Non- Factor Analytic Theories of Intelligence: Sternberg, Gardner, and Thorndike.	<b>10</b>
	4	Measurement of Intelligence & Creativity: Binet, Wechsler & Culture fair test of Intelligence; Torrance test of creativity. Relationship between Intelligence & Creativity.	<b>10</b>
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Richard or, Psychology of intelligence analysis, center for study of intelligence.</li> <li>• Solso, R. L., MacLin, M. K., &amp; MacLin, O. H., <i>Cognitive psychology</i>. Pearson Education New Zealand.</li> <li>• Sternberg, R. J., <i>Cognitive psychology</i>. Harcourt Brace College Publishers.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Baron, R. &amp; Mishra, G., Psychology. Pearson.</li> <li>• Journal of Cognition (<b>Journal</b>)</li> </ul>		

### Semester – IV

<b>Course: Developmental Psychology</b>			<b>Semester: IV</b>
<b>Course Code:</b> <b>LAY209</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the basic developmental patterns.</li> <li>2. Understand and identify typical developmental milestones reached in infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood.</li> <li>3. Describe major developmental theories.</li> <li>4. Identify how these theories apply to everyday examples of human development.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Describe the life-span human development.</li> <li>2. Define and interpret a historical overview of developmental psychology.</li> <li>3. Explain the students to learn the basic concepts and theories of developmental Psychology.</li> <li>4. Compare the various theories of development across domains of development.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Developmental Psychology: Definition, History, Nature Vs. Nurture (Intelligence and Personality); Theories of development: Psychoanalytical Theory, Psychosocial Development theory (Erickson); Methods: Longitudinal, Cross Sectional	14
	2	Stages of Life Span Development: Prerequisites of Conception: Maturation, Ovulation and Fertilization; Multiple Births: Causes and Types; Prenatal Development, Birth, and Infancy; Childhood, Adolescence, Adulthood	14
	3	Domains of Human Development:	14

		Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development	
	4	Socio-Cultural Contexts for Human Development: Family, Socialization within family, family lifestyle & traditions, vulnerable families.; Peers, Media and Schooling.	18
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Berk, L.E., <i>Child Development</i>, New Delhi: Prentice Hall.</li> <li>• Feldman, R.S., &amp; Babu. N., <i>Discovering the Lifespan</i>. Pearson.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Santrock, J.W., <i>Life Span Development</i>, New Delhi: Mc Graw Hill.</li> <li>• Developmental Psychology (Journal)</li> </ul>		

<b>Course: Psychological Testing, Measurement &amp; Research</b>			<b>Semester: IV</b>
<b>Course Code: LAY210</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Define psychological assessment.</li> <li>2. Describe the characteristic features of psychological tests.</li> <li>3. Describe the research process in terms of how to conduct sound research and how to evaluate critically the research of others.</li> </ol>		



<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify and recognize understanding of psychological testing.</li> <li>2. Organize and apply the various steps in construction of a psychological test and understand the concept of reliability, validity, and norms.</li> <li>3. Define the basic principles of research and its paradigms.</li> <li>4. Explain and evaluate the methods of quantitative and qualitative psychological research traditions.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	<b>Foundations of Psychological Testing &amp; Measurement</b> Levels of Measurement; Meaning, Classification. Nature, scope & Application of psychological testing, Characteristics & Ethical issues in testing.	12
	2	<b>Test Construction &amp; Standardization</b> Steps of Test Construction, Item writing & Item analysis, Reliability, Validity and Norms	15
	3	<b>Basics of Psychological Research</b> Meaning, Goals, Paradigms of Research, Types of research & process, Principles of Good Research, Ethics in Psychological Research.	14
	4	<b>Methods of Psychological Research:</b> Meaning and types of Quantitative & Qualitative, formulating a problem & developing a testable research question research hypothesis, Sampling Techniques. & Research Design	19
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Bryman, A., Quantity and Quality in Social Research. Routledge</li> <li>• Gregory, R.J., Psychological Testing: History, Principles, and Applications, New Delhi: Pearson Education.</li> <li>• A K Singh, Tests, Measurements and Research InBehavioural Sciences. Bharti Bhawan.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Kerlinger, F.N.&amp; Lee, H.B., Foundations of Behavioral Research. Wadsworth</li> <li>• Journal of Research in Psychology (<b>Journal</b>)</li> </ul>		

<b>Course: Social Psychology</b>			<b>Semester: IV</b>
Course Code: LAY211	LPA	4 0 0	Credits: 4

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Define psychological assessment.</li> <li>2. Describe the characteristic features of psychological tests.</li> <li>3. Describe the research process in terms of how to conduct sound research</li> <li>4. and how to evaluate critically the research of others.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1-Define the nature and various research approaches in social psychology.</li> <li>2-Reflect upon the concepts of social cognition and understand attitude formation.</li> <li>3-Demonstrate understanding of stereotypes, prejudice and discrimination and social influence.</li> <li>4-Evaluate the concepts of Group behavior.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>

	1	Introduction to social psychology: Nature and scope of social psychology; history of social psychology; Methods of studying social behavior (observational, experimental, field study, and survey).	15
	2	Understanding and evaluating the social world: Social cognition, social perception; Attitudes, Attitude-behavior link (cognitive dissonance), Attitude formation Strategies for attitude change.	15
	3	Social interaction and social influence: Impression formation and interpersonal attraction; Stereotypes, Prejudices, and Discrimination; Social Influence – Conformity, Compliance, and Obedience.	15
	4	Group dynamics and intergroup relations: Nature and formation of groups; Influence of group on individual behavior (Social facilitation, social loafing); Groupthink; Nature of intergroup conflicts, conflict resolution strategies	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Baron, R. A., &amp; Branscombe, N. R. (2006). Social psychology. Pearson Education India.</li> <li>Hogg, M. A., &amp; Vaughan, G. M. (1995). Social psychology: An introduction. Harvester Wheatsheaf.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Reference Book</li> <li>Aronson, E., Wilson, T. D., &amp; Sommers, S. R. (2005). Social psychology. Pearson Education India.</li> </ul> <p>Journal Name:</p> <ul style="list-style-type: none"> <li>Journal of Social Psychology</li> </ul>		

<b>Course: Cognitive Psychology</b>	<b>Semester: IV</b>
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<b>Course Code:</b> <b>LAY212</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Describe major concepts in cognitive psychology.</li> <li>2. Remember major concepts and theories of Sensation, Perception and Attention.</li> <li>3. Understand the various models of Memory.</li> <li>4. Develop the basic understanding of language formation and its structure.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the perspectives and historical developments of cognitive psychology.</li> <li>2. Recognize various structures supporting the process of sensation, perception and attention.</li> <li>3. Compare and contrast various theoretical approaches of memory encoding and storage.</li> <li>4. Summarize and justify the approaches of language development.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Cognitive Psychology: Definition, scope & Historical origin, key Assumptions & Approaches, Methods used in Cognitive Psychology.	11
	2	Sensation, Perception & Attention: Visionary & Auditory pathways; illusions, Richard Gregory -Theory of perception & Feature Detection; Meaning, Nature & Theories of Attention	15
	3	Memory: Atkinson and Shiffrin model of memory; Working Memory model, Bartlett model of Memory; Types of memory; Sins of Memory. Forgetting theories & causes. Mnemonics & Memory Improvement Strategies	15
	4	Thinking, Reasoning & Problem Solving: Nature of thinking concepts & Category Introduction and structure of Language; Hypothesis testing Model of concept formation; Meaning, structure, types & Process of problem solving.	19
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Solso, R. L., MacLin, M. K., &amp;MacLin, O. H., <i>Cognitive psychology</i>. Pearson Education: New Zealand.</li> <li>• Sternberg, R. J., <i>Cognitive psychology</i>. Harcourt Brace College Publishers.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Best, J. B., <i>Cognitive psychology</i>. West Publishing Co.</li> <li>• Rebecca Copenhaver, Christopher Shields., <i>The History of the Philosophy of Mind</i> (Six volume set). Routledge.</li> <li>• <i>Applied Cognitive Psychology</i> (<b>Journal Name</b>)</li> </ul>
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<b>Course: Stress Management</b>			<b>Semester: IV</b>
<b>Course Code: LAY213</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand how stress works and develop sustainable behaviors.</li> <li>2. Identify the causes of stress, the symptoms of stress, how to manage stressful situations.</li> <li>3. To utilize effective relaxation and stress reduction techniques and develop a Personal Action Plan for Stress Management.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify and understand the signs and symptoms of stress.</li> <li>2. Define and recognize the various coping strategies to deal with stress effectively.</li> </ol>

	3. Explain and develop methods to control and/or reduce stress in their daily life. 4. Design and evaluate stress management techniques.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Stress: Definition & Nature, types & sources of stress .Biological basis of stress, Symptoms of stress, Hans Seyle (GAS) model & Lazarus model of stress.	12
	2	Physiological & Psychological Aspects of Stress Biological response to stress: HPA axis & Autonomic nervous system. Role of Brain structure: Amygdale, Hypothalamus, Prefrontal Cortex. Psychosomatic disorder & stress related illness	14
	3	Effect of stress on behavior Impact of stress on physical health: cardiovascular, Immune, Digestive system Stress & Mental health: Anxiety, Depression. Stress & sleep disturbance. Role of gender & Culture in stress Response.	15
	4	Managing Stress: Methods - Yoga, Meditation, Relaxation Techniques, Problem focused approaches, Emotion focused approaches.	19
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Carr, A., Positive Psychology: The science of happiness and human strength.UK: Routledge. DiMatteo, M. R. &amp; Martin, L. R., Health psychology. New Delhi: Pearson</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Neiten, W., &amp; Lloyd, M.A., Psychology applied to Modern life. Thomson Detmar COURSE.</li> <li>Stress &amp; Health (<b>Journal</b>)</li> </ul>		

<b>Course: Psychology and Media Communication</b>			<b>Semester: IV</b>
<b>Course Code:</b> <b>LAY214</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms.</li> <li>2. Describe the positive applications of media and technology, including individual creativity and identity.</li> <li>3. Increase media literacy and greater access to social support, civic engagement and education, enhanced productivity.</li> <li>4. Recognize the problems related to the influence of various types of media texts and is aware of the advantages and disadvantages of methods of measuring it.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Outline and describe how media can affect human behavior and thought processes.</li> <li>2. Identify critical and reflective thinking abilities on the impact of media advertising on society.</li> <li>3. Analyze the impact of media in everyday lives and in decision making process.</li> <li>4. appraise the principles of psychology to critically evaluate media influences</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>

	1	Understanding Mass Media:  Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation	11
	2	Developing an effective advertising program/media promotions/campaign for social marketing, Case studies in the Indian context.	11
	3	Nature and their impact on Developmental Issues: fantasy Vs. reality, socialization, stereotyping, violence, and cybercrime. Case studies in the Indian context	11
	4	Virtual social media, Interactive media Gaming, Issues of internet addiction, Case studies in the Indian context	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Dill, K.E., <i>How Fantasy becomes Reality Seeing Through Media Influence</i>. New York: Oxford University Press.</li> <li>• Giles, D., <i>Media Psychology</i>. New Jersey: Lawrence Erlbaum Associates Publishers.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Haugtvedt, C. P., Herr, P. M., &amp;Kardes, F. R., <i>Handbook of Consumer Psychology</i>. New York: Psychology Press.</li> <li>• <i>Journal of Media Psychology (Journal)</i></li> </ul>		



### Semester V

<b>Course: Organizational Psychology</b>			<b>Semester: V</b>
<b>Course Code:</b> <b>LAY301</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. To understand the meaning and theoretical foundations of Organizational Psychology.</li> <li>2. To develop an understanding of how the various theories and methods of Organizational Psychology apply to real work settings.</li> <li>3. To learn how the science of human behavior is used to select, develop, and manage employees.</li> <li>4. To organizations can create a supportive work environment through leadership.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Describe different theories and models regarding conflicts and how to support individuals and groups and show ability to apply these in collaboration.</li> <li>2. Discuss the theories and models applicable to organizational development.</li> <li>3. Justify the use of communication on the management of human resources.</li> <li>4. Summarize and explain range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Organizational Psychology: Definition, Brief History; Science and practice of organizational psychology; Contemporary Trends and Challenges; Organizational climate	11
	2	Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity, Work life balance, Stress at work, Absenteeism, Job satisfaction	15
	3	Communication in Organizations:	15

		Communication process, Purpose of communication, in organizations, Barriers to effective communication Managing communication, Organizational behavioral skills	
	4	Leadership: Early approaches to leadership, Contemporary approaches to leadership, Transformational & Transactional Leadership Leader member relations Grievances handling	19
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Chadha, N.K., <i>Organizational Behavior</i>. Galgotia Publishers: New Delhi.</li> <li>Greenberg, J.&amp; Baron, R.A., <i>Behavior in Organizations</i>, India: Dorling Kindersley</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Griffin, R.W.&amp; Moorhead., <i>Organizational Behavior: Managing People Organizations</i>. Biztantra publishers</li> <li>Journal of occupational and organizational psychology (Journal)</li> </ul>		

<b>Course: Practicum I</b>			<b>Semester: V</b>
<b>Course Code:</b> LAY302P	<b>LTP</b>	<b>1 0 6</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b>
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	<ol style="list-style-type: none"> <li>1. Develop a conceptual model of assessment that will guide them through the assessment process for initial client referral to final report writing.</li> <li>2. Have a broad overview of the psychological assessment of an individual and offers students opportunities to develop the skills needed to become reflective decision makers throughout the assessment process.</li> </ol>
<b>COURSE OUTCOMES</b>	<p><b>After completing this course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe the concepts of psychology through experiments.</li> <li>2. Explain with the skills of conducting and documenting experiments in the field of Psychology.</li> <li>3. Discover scientific reasoning to interpret psychological phenomena.</li> <li>4. Justify the processes of psychological assessments and testing.</li> </ol>
<b>COURSE DETAILS</b>	<p><b>Test and Scales</b></p> <ul style="list-style-type: none"> <li>• Emotional intelligence scale</li> <li>• Social Intelligence Scale</li> <li>• Culture fair test of intelligence</li> <li>• MBTI Personality</li> <li>• Social Skill Problem Behavior Check List.</li> <li>• Eysenck's personality questionnaire</li> <li>• Anxiety Scale Indian Expression</li> <li>• Optimistic – Pessimistic Scale</li> </ul>

**Course: Biopsychology**

**Semester: V**

<b>Course Code: LAY303</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Develop a foundation for the understanding of biological sciences behind human psychology.</li> <li>2. Understand the concepts and theories of biological bases of behavior.</li> <li>3. Develop an appreciation of the neurobiological basis of psychological function and dysfunction.</li> <li>4. Identify and describe the parts of the brain and its function.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Analyze the importance of the most essential fundamental biological processes underlying psychological events.</li> <li>2. Discuss comprehensive exposure to nervous system and its governing factors with various behaviors.</li> <li>3. Summarize the structure and function of brain cells, regions, systems, and their role in behavior.</li> <li>4. Assess the neurotransmitter systems and drugs that affect each system.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology	11
	2	Structure & Function of the Nervous system Organization of the nervous system CNS & PNS neural transmission, hemispheric specialization (Right & Left hemisphere Resting potential, Action Potential, Synaptic Transmission Glial cells & their Function, Neuroplasticity	15
	3	Neurotransmitters, Hormonal systems & Endocrine System Major Neurotransmitter, Acetylcholine, Dopamine, Serotonin, GABA, Glutamate Neurotransmitters function & their role in Psychological Disorder Endocrine System  Structure, functions, and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.	15

	4	Biological Basis of Behavior: Biological basis of Motivation and Emotion, Sleep & Biological rhythms, Genetics & Behavior, Nature Vs Nurture, Twin and Adoption Studies	19
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Pinal, J. P. J., Biopsychology, 8th Edition. Pearson Education, New Delhi</li> <li>• Carlson, N. R., Foundations of Physiological Psychology, Pearson Education, New Delhi.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Rosenzweig, M. H., Physiological Psychology. New York: Random</li> <li>• Biological Psychology (<b>Journal</b>)</li> </ul>		

<b>Course: Psychology of Digital Behavior and Technology</b>			<b>Semester: V</b>
<b>Course Code: LAY304</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To examine how digital environments influence psychological processes.</li> <li>2. To explore the impact of social media, digital addiction, and tech-based relationships.</li> <li>3. To understand both the benefits and risks of digital engagement on mental health.</li> <li>4. To build awareness of ethical issues in tech-human interaction.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand how digital environments influence cognition, emotion, and behavior.</li> <li>2. Analyze psychological impacts of social media, gaming, and virtual spaces.</li> <li>3. Explore tech-related mental health issues like digital addiction and FOMO.</li> <li>4. Evaluate ethical and psychological aspects of AI-human interaction</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>

	1	Introduction to Digital Psychology <ul style="list-style-type: none"> <li>• Defining digital behavior</li> <li>• The psychology of virtual spaces</li> <li>• Digital natives vs digital immigrants</li> <li>• Concepts: screen time, techno-stress, digital well-being</li> </ul>	11
	2	Social Media and the Self <ul style="list-style-type: none"> <li>• Online identity and self-presentation</li> <li>• Fear of Missing Out (FOMO), validation cycles</li> <li>• Cyberbullying and social comparison</li> <li>• Impact on self-esteem and body image</li> </ul>	15
	3	Digital Dependence and Addictive Behaviors <ul style="list-style-type: none"> <li>• Internet addiction and digital dopamine</li> <li>• Gaming behavior and psychological immersion</li> <li>• Smartphone dependency: signs, patterns, interventions</li> <li>• Technoference in relationships and work</li> </ul>	15
	4	Cognition in the Digital Age Ethics, AI, and the Future of Human-Tech Interaction <ul style="list-style-type: none"> <li>• Attention span and multitasking</li> <li>• Digital COURSE and memory</li> <li>• Algorithmic influence on decision-making</li> <li>• Para social relationships with AI</li> <li>• Chat bots, mental health apps, and digital therapy</li> </ul>	19
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• . Alter, A. (2017). <i>Irresistible: The Rise of Addictive Technology</i></li> <li>• Turkle, S. (2011). <i>Alone Together: Why We Expect More from Technology and Less from Each Other</i></li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	Prensky, M. (2001). <i>Digital Natives, Digital Immigrants</i> Selected articles from journals like <i>Cyberpsychology, Behavior, and Social Networking</i>		

<b>Course: Consumer Psychology</b>			<b>Semester: V</b>
<b>Course Code: LAY305</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To provide students with an understanding of the social, psychological, and cognitive processes underpinning the consumption of goods and services and their impact.</li> <li>2. Address the psychology of consumption at different levels of analysis: individual, group and societal.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Describe Consumer Psychology and how its foundation is grounded in scientific methods.</li> <li>2. Identify and Explain what motivates consumers to purchase products and services from a psychological perspective.</li> <li>3. Apply psychological theories to improve marketing campaigns, public policies, and consumer decision-making.</li> <li>4. Assess how the Elaboration Likelihood Model can be used to explain when advertising is at its most persuasive and, as a result, can favorably alter consumers' attitudes.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Meaning and Growth of Consumer Psychology: Rise of advertising in experimental psychology.	12
	2	Motivational Determinants of Consumer Behavior: Need, drives, Theories of motivation to drive consumers, Encourage involvement	14
	3	Consumer Decision Making: Meaning, Heuristics and its types, Role of emotions in taking decisions, Attribute based decision making and Brand loyalty.	15
	4	Advertising Psychology: Meaning, Role of Attention, Elaboration likelihood Models & Psychological factors that make advertisements successful.	19

		<b>Total Hours</b>	60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Jansson, C. V., <i>Consumer psychology</i>. Open University Press.</li> <li>• Norton, M. I., Rucker, D. D., &amp; Lamberton, C., <i>The Cambridge Handbook of consumer psychology</i>. Cambridge University Press.</li> <li>• Melina Palmer, <i>What Your Customer Wants and Can't Tell You: Unlocking Consumer Decisions with the Science of Behavioral Economics</i>. Mango Media.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Foxall, G., <i>Consumer psychology from a behavioral perspective</i>. Beard Books.</li> <li>• Journal of Consumer Psychology (<b>Journal</b>)</li> </ul>		

<b>Course: Research Methodology in Psychology</b>			<b>Semester: V</b>
<b>Course Code:</b> <b>LAY306</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>



<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the purpose of research in psychology.</li> <li>2. Develop insight into procedural scientific steps of conducting research.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Describe the concept of research and its types in psychology.</li> <li>2. Recognize the understanding of hypothesis formation.</li> <li>3. Differentiate between various types of variables and its purpose in research and reviewing the literature.</li> <li>4. Compare and conclude various types of research design.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Research: Meaning, Objectives characteristics, approaches. Stages in research and types of research. Ethical Consideration in psychological Research (Informed Consent, Confidentiality, Debriefing, Non-Directional and Formulation)	12
	2	Research Problem and Hypothesis: Meaning and characteristics; types of research problem; characteristics of hypothesis and formulation	13
	3	Research Design and Method, Types of Research Descriptive, Exploratory, Co relational, Experimental Quasi- Experimental. Types of variables, selection of variables and controlling extraneous variables.	10
	4	Sampling & Data Collection: population & sampling, Probability sampling method non-probability sampling methods, Tools of Data Collection and Data Analysis	10
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Singh, A.K., <i>Tests, Measurement and Research Methods in Behavioral Sciences</i>. Bharti Bhawan publishers &amp; distributors.</li> <li>• Bryman, A., <i>Quantity and Quality in Social Research</i>. Routledge.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Gregory, R.J., <i>Psychological Testing: History, Principles, and Applications</i>, New Delhi: Pearson Education</li> <li>• International Journal of Psychological Research. (<b>Journal</b>)</li> </ul>		

**Semester VI**

<b>Course: Counselling Skills &amp; Psychotherapy</b>			<b>Semester: VI</b>
<b>Course Code: LAY310</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"><li>1. Develop an understanding of basic concepts, processes, and techniques of counseling.</li><li>2. Acquaint the learner with the challenges of counseling.</li><li>3. Learn various counselling and therapeutic techniques.</li></ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Define the nature of counselling, ethical considerations and qualities of a effective counselor.</li><li>2. Explain the basic framework of counselling sessions.</li><li>3. Categorize the various techniques used in counselling sessions in respect to various approaches in psychology.</li></ol>

	4. Discriminate and select the application of counselling principles in various settings.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counselor: personality characteristics.	14
	2	Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships	14
	3	Techniques of Counseling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation	14
	4	Counseling Applications: Child Counseling; Family Counseling; Career Counseling; Crisis Intervention: suicide, grief, and sexual abuse.	18
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Gladding, S. T., Counseling: A Comprehensive Profession, New Delhi. Pearson</li> <li>Corey, G., Counseling and Psychotherapy; Theory and Practice, New Delhi: Cengage COURSE.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Gibson, R. L. &amp; Mitchell, M. H., Introduction to Counseling and Guidance, New Delhi: Pearson.</li> <li><i>The Journal of Counseling Psychology.</i> (<b>Journal</b>)</li> </ul>		

<b>Course: Practicum II</b>			<b>Semester: VI</b>
<b>Course Code: LAY311P</b>	<b>LTP</b>	<b>1 0 6</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Develop a conceptual model of assessment that will guide them through the assessment process for initial client referral to final report writing.</li> <li>2. Acquire a broad overview of the psychological assessment of an individual and develop the skills needed to become reflective decision makers throughout the assessment process.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify and recall the concepts of psychology through the mediums of experiments.</li> <li>2. Discuss the skills of conducting and documenting experiments in the field of Psychology.</li> <li>3. Infer scientific reasoning to interpret psychological phenomena.</li> <li>4. Evaluate and justify the processes of psychological assessments and testing.</li> </ol>
<b>COURSE DETAILS</b>	<b>Tests and Scales</b>
	<p>Every student is expected to perform and write any 5 practical's in each out of the following options:</p> <ul style="list-style-type: none"> <li>• Mental Health Battery</li> <li>• Rotter's Locus of Control Scale.</li> <li>• Personal Value Questionnaire.</li> </ul>

	<ul style="list-style-type: none"><li>• Social Relationship Scale.</li><li>• P.G.I. Memory Scale.</li><li>• Achievement Motivation Scale.</li><li>• Psychological Wellbeing Scale</li></ul>
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<b>Course: Abnormal psychology</b>			<b>Semester: VI</b>
<b>Course Code: LAY312</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the concept of abnormality.</li> <li>2. Remember symptoms and etiology of various psychological disorders.</li> <li>3. Sensitize them in terms of information on psychopathology and dispel myths regarding it.</li> <li>4. Manage the symptoms of psychological disorders.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define and recognize the nature of psychological disorders.</li> <li>2. Distinguish between “normal” and “abnormal.”</li> <li>3. Relate to bio-psycho-social perspectives of psychological disorders</li> <li>4. Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Understanding Abnormality: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment	12
	2	Clinical Picture and etiology of Disorders: Anxiety disorders; somatoform disorders, Hypochondriasis, Mental retardation	14
	3	Clinical Picture of: Mood disorders; eating disorders; Sexual disorders: gender identity disorder, Autism	15
	4	Clinical Picture of: Schizophrenia; Personality Disorder: borderline personality disorder, Anti-Social Personality Disorders	19
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Carson, R. C., Butcher, J. N., Mineka, S., &amp; Hooley, J. M., Abnormal Psychology. New Delhi: Pearson.</li> <li>• David Barlow H., &amp; Durand V. Mark, e-book, Abnormal Psychology: Cengage COURSE India Edition</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Kearney, C. A., &amp;Trull, T. J., Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage COURSE.</li> <li>• Journal of Psychopathology and clinical Science (<b>Journal</b>)</li> </ul>
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<b>Course: Psychology of Everyday Interaction</b>			<b>Semester: VI</b>
<b>Course Code: LAY313</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b>
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	1. Learn to apply principles of psychology in everyday life. 2. Promote psychological skills which will enhance everyday interaction.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> 1. Recognize the concepts of psychology in everyday aspects. 2. Discover the concepts of communication and effective application. 3. Elaborate on the concept of self enhancement. And design self - enhancement techniques 5. Summarize the application of psychology in various context.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Nature and scope of psychology. Understanding one's and others emotion.	12
	2	Psychology of Communication: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication	15
	3	Enhancing individual's potential: Self-determination theory; Enhancing cognitive potential, Self-regulation, and self enhancement; Fostering creativity.	14
	4	Application of Psychology: Application of principles of psychology at workplace, Relationships; Conflict Management; Effective Leadership	19
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Liu, B., &amp; Li, K., Book Review: Psychology and the Conduct of Everyday Life.</li> <li>Højholt, C., &amp; Schraube, E., Introduction: Toward the psychology of everyday living. In <i>Psychology and the conduct of everyday life</i>, Routledge.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Strongman, K. T., <i>Applying psychology to everyday life: A beginner's guide</i>. John Wiley &amp; Sons.</li> <li>Journal of Applied Psychology. (<b>Journal</b>)</li> </ul>		



<b>Course: Statistics for Psychology</b>			<b>Semester: VI</b>
<b>Course Code: LAY314</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the basic concept of statistics in psychology.</li> <li>2. Learn categorization and presentation of data; graphical representation used to communicate data.</li> <li>3. Understand the concept of Correlational design.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the basic understanding for descriptive and inferential statistics in psychological research.</li> <li>2. Demonstrate the graphical representation of data.</li> <li>3. Examine the concept of Central tendencies, normal probability curve and skewness.</li> <li>4. Evaluate the correlational design and various methods of correlation calculation.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement.	09
	2	Frequency Distributions, Percentiles, and Percentile Ranks & Graphic Representation of Data: Organizing Quantitative Data; Constructing a Grouped Frequency Distribution, a Relative Frequency Distribution, and a Cumulative Frequency Distribution; Computation of Percentiles and Percentile Ranks. Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph	10
	3	Measures of Central Tendency:	10

		The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions	
	4	Correlation: The Meaning of Correlation; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions concerning Correlation Coefficients	16
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>● Mangal, S.K., <i>Statistics in Psychology and Education</i>, New Delhi: PHI COURSE Pvt. Ltd.</li> <li>● Chadha, N.K., <i>Statistics for Behavioral and Social Sciences</i>. Reliance Pub. House: New Delhi</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>● King, B.M. &amp; Minium, E. W, <i>Statistical Reasoning in the Behavioral Sciences</i>, USA: John Wiley &amp; Sons.</li> <li>● <i>British Journal of Mathematical and Statistical Psychology</i>. (<b>Journal</b>)</li> </ul>		

<b>Course: Sports Psychology</b>	<b>Semester: VI</b>
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<b>Course Code:</b> <b>LAY315</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Develop an understanding of how psychological factors influence involvement and performance in sport and physical activity settings.</li> <li>2. Understand how participation in sport and physical activity impacts the psychological well-being and social development of participants.</li> <li>3. Cultivate the ability to think critically about key issues related to sport and physical activity.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Describe the need, importance, and research methods in sports psychology.</li> <li>2. Relate physical activity and Mental Health</li> <li>3. Analyze the nature, measurement of attitude towards sports behavior.</li> <li>4. Summarize the prevalence, etiology and intervention of alcohol and drug use among athletes.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Nature and Definition of Sport Psychology:  A brief history and development of sport psychology; Role of sports psychologists; Need for and importance of sports psychology.	11
	2	Physical Activity and Mental Health:  Exercise and cognitive functioning, Yerkes-Dodson law, exercise & stress reactivity anxiety management.	11
	3	Motivation and Mental skill training, psychology of training, mental toughness. Use of imagery and 4CGeneral mental health	11
	4	Rehabilitation of injured athletes and sports career termination of young and elite athletes. Exploring Career as sports psychology.	12
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Leif H smith, todd k; sports psychology for dummies.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Jarvis, Matt., <i>Sports Psychology –A student’s Handbook</i>. Routledge Publication.</li> <li>• Shaw, D.F., Gorely, T. &amp; Corban, R.M., <i>Sports and Exercise Psychology</i>. BIOS Publisher.</li> <li>• S.K Mangal., <i>Sports Psychology</i>. Sage.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Tenenbaum, Gershon and Eklund, Robert C., <i>Handbook of Sports Psychology</i>, John Wiley &amp; Sons, Inc.</li> </ul>

<b>Course: Clinical Psychology</b>			<b>Semester: VII</b>
<b>Course Code: LAY401</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b>
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	<ol style="list-style-type: none"> <li>1. To inculcate understanding, preventing, and relieving psychologically based distress or dysfunction and to promote subjective well-being and personal development.</li> <li>2. To understand the scientific body of knowledge that serves as the foundation of clinical practice.</li> </ol>		
<b>COURSE OUTCOMES</b>	<p><b>After completing this course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Define the meaning, Historical perspectives, and scopes of clinical psychology.</li> <li>2. Indicate and Explain the causal factors that contribute to abnormality.</li> <li>3. Apply evidence-based assessments, diagnostic methods, and interventions.</li> <li>4. Choose and select clinical findings in professional evaluations, treatment plans, progress notes, and case presentations</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Meaning, Nature, Historical Development & Scope of Clinical Psychology. Roles and functions of Clinical psychologist. Ethical and Legal Issues in Clinical practices (Confidentiality, Informed Consent) Difference Between Clinical Psychology, Psychiatry and counselling	12
	2	Classification and Diagnosis of Mental Disorders Concept of Normality and Abnormality Introduction to Diagnostic Systems: DSM V & ICD 11 Causal Factors of Abnormality & Viewpoints Biological, Psychological, Sociocultural	14
	3	Clinical Assessment Meaning, Goals, Types, Types of Assessment (Intelligence, personality, Neuropsychological Behavior Structure and Stages & process of Clinical interviews. case history taking and mental status examination & Observation and cultural consideration in diagnosis	15
	4	Psychological Disorders Overview of, symptoms and causes of Anxiety disorders: GAD, PTSD, OCD & panic disorder Mood disorder: Major Depression, Bipolar Schizophrenia spectrum and other psychotic disorder Personality Disorder: Borderline and antisocial:	19

	Neurodevelopment Disorder: Autism spectrum disorder, ADHD	
	<b>Total Hours</b>	60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Carson, R. C., Butcher, J. N., Mineka, S., &amp; Hooley, J. M., <i>Abnormal Psychology</i>. New Delhi: Pearson</li> <li>• Kramer, G. P., Bernstein, D. A., &amp; Phares, V., <i>Introduction to clinical psychology</i>. Cambridge University Press.</li> <li>• Bryan Kolb., <i>Fundamentals of Human Neuropsychology</i>. Worth Publishers</li> </ul>	
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Shaffer, G. W., &amp; Lazarus, R. S., <i>Fundamental concepts in clinical psychology</i>.</li> <li>• <i>British Journal of Clinical Psychology (Journal)</i></li> </ul>	

<b>Course: Educational Psychology</b>			<b>Semester: VII</b>
<b>Course Code: LAY402</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the applications of psychology in education.</li> <li>2. Know the most effective ways to design instruction to meet students' levels of development and learning needs.</li> <li>3. Recognize the impact of a variety of instructional strategies on learning outcomes.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the nature, scope and theoretical perspectives of educational psychology.</li> <li>2. Interpret the conceptualization and exceptionality in educational implication.</li> <li>3. Apply the techniques and principles of effective teaching and classroom management.</li> <li>4. Discuss and interpret the context of diversity in educational setting.</li> </ol>

<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology., Conceptual and Theoretical Perspectives in Educational Psychology.	12
	2	Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs.	14
	3	Effective Teaching and Classroom Management: Characteristics of Effective Teachers. Teaching Methods & Issues related to Technological Advances; Classroom management	15
	4	Human Diversity and Education: Differences in Cognitive Styles & COURSE Strategies, Readiness for COURSE & Classroom Achievement, Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity.	19
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Lahey R.B. Graham J. E., <i>An Introduction to Educational Psychology</i>, McGraw Hill Publishers, New Delhi.</li> <li>Santrock John W., <i>Educational Psychology</i>. Inwin Professional Publishers, Delhi.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Slavin, R., <i>Educational psychology: Theory into practice</i>, (9th ed.). Boston: Allyn and Bacon.</li> </ul> Journal of Educational Psychology. ( <b>Journal</b> )		

<b>Course: Fundamentals of Mental Health</b>			<b>Semester: VII</b>
<b>Course Code: LAY403</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the concepts of mental health and mental illness.</li> <li>2. Develop an eye and ear for mental health problems and possible solutions.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Describe the nature of mental health counselling.</li> <li>2. Explain the various paradigms of mental health and illness.</li> <li>3. Summarize the underlying stigma in mental health related cases.</li> <li>4. Appraise and assess help-seeking and resilience-building.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	What is Mental Health: Importance of Self-Awareness in Mental Health Counseling; Mental Health Counselling Skills; Professional Aspects of Mental Health Counselling.	15
	2	Mental Illness: Defining Mental Illness, Prevalence of Mental Illnesses; Treatment Paradigms for Mental Illnesses; Causes of Mental Illnesses; Recognizing Stress Signs; Connection between Mental Health and Mental Illness; Mental Wellbeing; Establishing A Culture of Well-Being	15
	3	Stigma: Destigmatizing of Mental Illness; Understanding Stigma and its manifestations; Factors contributing to Stigma and Discrimination.	15
	4	Help-Seeking and Resilience: Defining Help-Seeking; Encouraging and Promoting Help-Seeking; Common Barriers to Help-Seeking; Reaching Out for Help., Building Resilience;	15



	Individual Characteristics that Build Resilience; COURSE to be Resilient; Fostering Resilience.	
	<b>Total Hours</b>	60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Waughfield C. G. &amp;Burckhalter T. S., <i>Mental health concepts</i>, Delmar/Thomson COURSE.</li> <li>• Fracasso C. L. Krippner S. Friedman H. L. &amp; Rockefeller K., <i>Holistic treatment in mental health: a handbook of practitioner's perspectives</i>. McFarland &amp; Company Inc.</li> </ul>	
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Okpaku S. O., <i>Innovations in global mental health</i>. Springer.</li> <li>• Canfield B. &amp; Cunningham H. A., <i>Deconstructing stigma in mental health</i>. Medical Information Science Reference an imprint of IGI Global.</li> </ul>	

<b>Course: Psychology of Emotions</b>	<b>Semester: VII</b>
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<b>Course Code:</b> <b>LAY404</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the concept of emotions.</li> <li>2. Learn the psychological and biological aspects of emotion.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the concept of emotions and the physiology behind it.</li> <li>2. Differentiate between various theoretical approaches of emotions.</li> <li>3. Apply various techniques to manage emotions.</li> <li>4. Evaluate the concept and use of emotional intelligence and its application.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Emotion: Nature, characteristics & Components of emotions. Physiology of Emotion.	15
	2	Theories of Emotion: James-Lange Theory of Emotion; Cannon-Bard Theory of Emotion; Schachter-Singer's Two Factor Theory of Emotions Theory. Lazarus's Cognitive Theory	15
	3	Managing Emotions: Emotional and psychological states; Emotional Competency; techniques of managing emotions	15
	4	Application of Emotional Intelligence: Significance of Emotional Intelligence and Application of Emotional Intelligence in Educational setting, workplace, Interpersonal relationship and Health & wellbeing.	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ciccarelli, S. K., White, J. N., Fritzley, V. H., &amp; Harrigan, T., <i>Psychology: an exploration</i> Upper Saddle River, NJ, USA: Pearson Prentice Hall.</li> <li>• Baron, R. &amp; Misra. G., <i>Psychology</i>. New Delhi: Pearson</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Passer, M.W. &amp; Smith, R.E., <i>Psychology: The science of mind and behavior</i>. New Delhi: Tata McGraw-Hill.</li> <li>• Emotion Review. <b>(Journal)</b></li> </ul>		

<b>Course: Cyber Psychology</b>			<b>Semester: VII</b>
<b>Course Code: LAY405</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Orient themselves to the relatively new branch of Cyber Psychology.</li> <li>2. Help future students of clinical psychology to study and identify cyber psychology behaviors.</li> <li>3. Address mental health issues that arise from cyber bullying, cybercrime, and online addiction.</li> <li>4. Create awareness of appropriate online communication and computer mediated psychotherapies.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define cyber psychology as a subfield.</li> <li>2. Demonstrate skills to work in the field of cyber and forensic psychology.</li> <li>3. Evaluate the various online and cyber psychological issues.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Cyber Psychology: Meaning of Cyber Psychology and Cyberspace; History; Technology Across Lifespan; cyberspace as a psychological space - Basic psychological features of cyberspace-Networks as "Mind" and "Self"- Presence. Importance and Application of Cyber Psychology.	15
	2	The online Self & Personality: Concept of Online identity and Multiple selves; Cyberspace and Personality – Unique Components of Internet Environment- Anonymity, Control Over	15

		Physical Appearance General Control Over Interaction, The Black Hole of Cyberspace.	
	3	Interpersonal Communication & Cyberspace: Online community- Definition, Cyberspace Romance; The Social Consequences of Online Interactions; social media-Introduction and Uses, social media and Cyberoptimism; Socially Connecting Through Blogs and Vlogs; Positive Aspect of social media.	15
	4	Cyber Space and Mental Health: Importance of Mental Health in cyber space; internet-based disorders, Cyber Bullying, Cybersickness, Phantom Effect, Online Depression, Internet Addictions; social media And Cyber psychology Behaviors-Comparison and Low Self-Esteem, Depression, Social Isolation and Ostracism, Negative Relationships, Fear of Missing Out (FOMO), Sleep Deprivation.	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Norman, K. L., <i>Cyberpsychology, An Introduction to Human-Computer Interaction</i>. College Park: University of Maryland.</li> <li>Monica T. Whitty and Garry Young., <i>Cyber Psychology: The study of individuals, society and Digital Technology</i>. BPS Blackwell.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Dr Aiken, <i>The Cyber Effect: A Pioneering Cyberpsychology's Explains How Human Behavior Changes Online</i>. published by John Murray-A Hachette UK company.</li> </ul>		

<b>Course: Statistics For Psychology II</b>			<b>Semester: VII</b>
<b>Course Code:</b> <b>LAY407</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To understand how two variables are related.</li> <li>2. To learn how to estimate and interpret regression lines.</li> <li>3. To introduce basic probability concepts used in statistics.</li> <li>4. To explain theoretical probability distributions and their properties.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the concept of regression and its role in analyzing relationships between variables.</li> <li>2. Calculate and interpret simple regression equations.</li> <li>3. Use regression analysis for making predictions in real-life scenarios.</li> <li>4. Apply basic probability rules to solve statistical problems.</li> <li>5. Formulate null and alternative hypotheses in simple terms.</li> <li>6. Perform and interpret results from basic tests like Z-test, t-test, and chi-square test.</li> <li>7. Understand how statistical testing supports decision-making with data.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Regression Analysis Concept of regression and correlation, Simple linear regression: two variables, Estimation of regression lines (X on Y and Y on X), Regression coefficients and their properties, Uses of regression in real-life situations	15
	2	Probability and Theoretical Distributions Meaning and types of probability, Addition and multiplication rules of probability, Conditional probability and Bayes' theorem (basic), Random variables: discrete and continuous, Binomial distribution – definition and examples, Poisson distribution – properties and use, Normal distribution – bell curve and standard normal form	15
	3	Hypothesis Testing	15

	Concept of statistical hypothesis, Null and alternative hypothesis, Errors in testing (Type I & Type II), Level of significance and p-value, Z-test and t-test for means, Chi-square test – for independence and goodness of fit, Introduction to ANOVA (one-way only)	
	<b>Total Hours</b>	45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Mangal, S.K., <i>Statistics in Psychology and Education</i>, New Delhi: PHI COURSE Pvt. Ltd.</li> <li>• Chadha, N.K., <i>Statistics for Behavioral and Social Sciences</i>. Reliance Pub. House: New Delh</li> </ul>	
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• King, B.M. &amp;Minium, E. W, <i>Statistical Reasoning in the Behavioral Sciences</i>, USA: John Wiley &amp; Sons.</li> <li>• British <i>Journal of Mathematical and Statistical Psychology</i>. (<b>Journal</b>)</li> </ul>	

<b>Course: Psyche and Environment</b>			<b>Semester: VII</b>
<b>Course Code:</b> <b>LAY406</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Introduce the origins, basic theories, methods, research, and applications in the field of environmental psychology.</li> </ol>
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	2. Develop an appreciation of how psychology can contribute to shaping urban environments, preserve natural environments, and deal with the challenges of environmental and climate change.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Outline key concepts, theories, and methods in the field of environmental psychology.</li> <li>2. Discover and reflect upon the research questions, designs, and methods in environmental psychology, and conduct their own basic research.</li> <li>3. Analyze and appraise case studies and interventions in environmental psychology, by using relevant concepts, theories, and methods.</li> <li>4. Justify the use of communicating research findings and applied analytical work in the field of environmental psychology.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Environmental Psychology: History and Scope: Defining the field of environmental psychology. Origins and history. Environmental psychology's links with other disciplines. Key theoretical perspectives in environmental psychology. Complexity, time, and change. Environmental 'influences' on human cognition and behavior. Place-related theories in environmental psychology.	11
	2	Environmental Psychology's Role in Designing Spaces: Environment and quality of life. Participatory design. Designing sustainable cities. Crime prevention through environmental design. Designing educational environments and environments for children. Designing healthy environments.	11
	3	Environmental Risks and Interventions: Natural disasters and ecological threats: environmental risk and risk perception, role of cognition and emotions, human behavior in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and the NIMBYism; finding the right balance for the common good.	11
	4	The Psychology of Pro-Environmental Action: Environmental and climate change: a pressing agenda. Psychological drivers of pro-environmental action: environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Pro-environmental action in organizations.	12
	<b>Total Hours</b>		<b>45</b>

<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Clayton, S., <i>The Oxford handbook of environmental and conservation psychology</i>. New York: Oxford University Press.</li> <li>Linda Steg, Agnes E. van den Berg, Judith I. M. de Groot, <i>Environmental Psychology: An Introduction</i>. Wiley-Blackwell.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Bonnes, M., &amp; Secchiaroli, G., <i>Environmental Psychology: A Psycho-social Introduction</i>. London: SAGE.</li> <li>Clayton, S., Devine-Wright, P., Stern, P. C., Whitmarsh, L., Carrico, A., Steg, L., Swim, J., &amp; Bonnes, M., Psychological research and global climate change. <i>Nature Climate Change</i>, (<b>Journal Article</b>)</li> </ul>

<b>Course: Ecopsychology and Nature based healing</b>			<b>Semester: VII</b>
<b>Course Code: LAY408</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> 1- Develop an understanding about Ecopsychology (Ecology and human behavior) 2-Comprehensive insight into psychological impacts of climate change and environmental degradation 3- To sensitize them to Indigenous healing 4-learn therapeutic skills rooted in nature.
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> 1. Understand the relationship between nature and mental health. 2. Explore psychological impacts of climate change and environmental degradation. 3. Learn about ancient and indigenous approaches to ecological healing. 4. Gain practical skills in nature-based therapeutic practices.



<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Environmental Psychology: History and Scope: Defining the field of environmental psychology. Origins and history. Environmental psychology's links with other disciplines. Key theoretical perspectives in environmental psychology. Complexity, time, and change. Environmental 'influences' on human cognition and behavior. Place-related theories in environmental psychology.	15
	2	Environmental Psychology's Role in Designing Spaces: Environment and quality of life. Participatory design. Designing sustainable cities. Crime prevention through environmental design. Designing educational environments and environments for children. Designing healthy environments.	15
	3	Environmental Risks and Interventions: Natural disasters and ecological threats: environmental risk and risk perception, role of cognition and emotions, human behavior in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and the NIMBYism; finding the right balance for the common good.	15
	4	The Psychology of Pro-Environmental Action: Environmental and climate change: a pressing agenda. Psychological drivers of pro-environmental action: environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Pro-environmental action in organizations.	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Clayton, S., <i>The Oxford handbook of environmental and conservation psychology</i>. New York: Oxford University Press.</li> <li>Linda Steg, Agnes E. van den Berg, Judith I. M. de Groot, <i>Environmental Psychology: An Introduction</i>. Wiley-Blackwell.</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>Bonnes, M., &amp; Secchiarioli, G., <i>Environmental Psychology: A Psycho-social Introduction</i>. London: SAGE.</li> </ul>		

<b>SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Clayton, S., Devine-Wright, P., Stern, P. C., Whitmarsh, L., Carrico, A., Steg, L., Swim, J., &amp; Bonnes, M., Psychological research and global climate change. Nature Climate Change, (<b>Journal Article</b>)</li> </ul>
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### Semester VIII

<b>Course: Cross-Cultural Psychology</b>			<b>Semester: VIII</b>
<b>Course Code: LAY411</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Introduce the main theories and research in cultural and cross-cultural psychology.</li> <li>2. Understand the role of culture in understanding behavior and exploring psychological insights in the Indian thought traditions.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define theoretical and applied aspects of cross-cultural psychology.</li> <li>2. Discuss and paraphrase the theoretical explanation of Globalization, Migration, Cultural diversity.</li> <li>3. Evaluate the concept of self and personality in the context of culture.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to cultural psychology, Cultural & Human Nature, Nature Vs nurture, Cultural COURSE, cumulative cultural Evolution, parallel between biological and cultural Evolution. Difference between social & cultural psychology.	15
	2	Methodology in cultural psychology, comparative studies, cross cultural research survey, neuroscience methods situational sampling, cultural priming,	15

		Cultural level of measurement, cross – cultural Research with multicultural methods.	
	3	Development and socialization, Universal brain & culturally variable minds, Cultural difference in psychological process, Cultural psychology and counselling	15
	4	Self and Personality: Individual Vs Interdependent sense of self, Cultural aspects of motivation, emotion, cognition, emotions and interpersonal relations Psychology of race, class, caste, ethnicity	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Steven.J Heine, <i>Cultural Psychology. W. W. Norton &amp; Company, Inc</i></li> <li>• Chiu, C., &amp; Hong, Y., <i>Social Psychology of Culture. New York: Psychology Press.</i></li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Smith, P.B., Bond, M.H., &amp;Kagitcibasi, C., <i>Understanding Social Psychology across cultures: Living and working in a changing world.</i> London: Sage</li> <li>• Robert T. Carter, <i>Handbook of racial-cultural psychology and counseling: theory and research.</i> John Wiley &amp; Sons, Inc.</li> <li>• Culture &amp; Psychology (<b>Journal</b>)</li> </ul>		

<b>Course: Practicum III</b>			<b>Semester: VIII</b>
<b>Course Code: LAY413P</b>	<b>LTP</b>	<b>2 0 6</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Help students develop a conceptual model of assessment that will guide them through the assessment process for initial client referral to final report writing.</li> <li>2. Get a broad overview of the psychological assessment of an individual and offers students opportunities to develop the skills needed to become reflective decision makers throughout the assessment process.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Outline the concepts of psychology through the mediums of experiments.</li> <li>2. Review and summarize the skills of conducting and documenting experiments in the field of Psychology.</li> <li>3. Apply scientific reasoning to interpret psychological phenomena.</li> <li>4. Evaluate the processes of psychological assessments and testing.</li> </ol>
<b>COURSE DETAILS</b>	<b>Tests and Scales</b> <p>Every student is expected to perform and write any 5 practical's in each out of the following options:</p> <ul style="list-style-type: none"> <li>• Alexander Pass along Test of Intelligence</li> <li>• Suicidal Scale.</li> <li>• Personal Value Questionnaire.</li> <li>• Social skill problem Behavior (MATHUR &amp; ARORA)</li> <li>• P.G.I. Memory Scale.</li> <li>• Differential attitude test battery.</li> <li>• Psychological Wellbeing Scale</li> </ul>

<b>Course: Mindfulness and Wellbeing</b>			<b>Semester: VIII</b>
<b>Course Code: LAY414</b>	<b>LTP</b>	<b>0 0 6</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the theory and impact of mindfulness practice.</li> <li>2. Identify the tools and methods to incorporate this practice into their life</li> <li>3. Enhance and maintain optimal health and overall well-being that can be implemented in every aspect of daily living.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Learn key mindfulness concepts and practices that enhance attention.</li> <li>2. Develop a mindfulness and meditation routine that highlights the connection between mind and body.</li> <li>3. Function in the present moment, COURSE to manage and accept a wide range of emotions.</li> <li>4. Build control by adopting the benefits from regular meditation; integrate them into daily life.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Cultivating mindfulness and self-awareness: Key mindfulness concepts and practices; Ability to use attention, enhance attention; Mind/body connection: body a direct portal to presence., 3 core skills of mindfulness: Focused Attention (Concentration); Open Monitoring (Present Moment Awareness); Acceptance (Non-Judgment) How to Measure Present Moment Awareness	15
	2	Mindfulness and Meditation (and 7 common myths): Reflective exercises and activities, 3 Types of Meditation - Formal, Informal and Retreat Mindfulness and Wellbeing: Establishing Formal and/or Informal Practices; Living with balance and ease; Robustness of mindfulness for spiritual development, Freiburg Mindfulness Inventory	15
	3	Use Mindfulness to Change Emotions: Enhance resilience, with regard to wide range of emotions; manage negative emotions, sustain focus and presence. Cultivate compassion for self and others, Mindfulness: traditional roots, capacity to expand understanding of human consciousness, facilitate transcendental emotional experiences, including awe, wonder and flow Solloway Mindfulness Survey	15

	4	How to take the benefits that come from regular meditation and integrate them into daily life, as well as establishing a regular meditation routine. Service/work meditation; Wheel of Awareness ThichNhatHanh: The monk who taught the world mindfulness; ways to meditate that anyone could master, Kentucky Inventory of Mindfulness Skills, MAAS: The Mindful Attention Awareness Scale	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	ThichNhatHanh, Peace Is Every Step: The Path of Mindfulness in Everyday Life. RH UK. Thomas Bien, Feeling the center within the healing way of mindfulness. Wiley.		

<b>Course: Methods and Applications of Descriptive &amp; Inferential Statistics</b>			<b>Semester: VIII</b>
<b>Course Code:</b> <b>LAY412</b>	<b>LTP</b>	<b>3 0 2</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Learn the methods of Inferential and Descriptive statistics.</li> <li>2. Understand the application purpose of Parametric and Nonparametric tests.</li> </ol>
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<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Discuss upon the relevance of statistics and its types.</li> <li>2. Apply the various measures of central tendencies in research.</li> <li>3. Demonstrate the knowledge of Parametric and Non-Parametric statistics.</li> <li>4. Apply the concepts of Regression in statistics.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics	15
	2	Measures of Central Tendency & Measures of Variability: Mean, Median & Mode. Mean from Raw Scores and Grouped Scores, Central Tendency Measures in Normal and Skewed Distributions. The Range; The Semi-Interquartile Range; The Variance; The Standard Deviation.	19
	3	Parametric & Non-parametric Statistics: ANOVA (One-way, Factorial), Randomized Block Designs, Repeated Measures Design, Time series, MANOVA, ANCOVA. Sign Test, Wilcoxon Signed rank test, Mann-Whitney test, Kruskal-Wallis's test, Friedman.	19
	4	Regression & Special Correlations: linear and Multiple Regression. Point Biserial; Biserial; Phi Coefficient; Tetrachoric; Spearman's rho; Kendall's tau.	22
	<b>Total Hours</b>		<b>75</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• King, B.M. &amp; Minimum, E. W, Statistical Reasoning in the Behavioral Sciences, USA: John Wiley &amp; Sons.</li> <li>• Mangal, S.K., Statistics in Psychology and Education, New Delhi: PHI COURSE Pvt. Ltd.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Chadha, N.K., Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi</li> <li>• British Journal of Statistical Psychology (<b>Journal</b>)</li> </ul>		

<b>Course: Indigenous Psychology and India Knowledge System</b>			<b>Semester: VIII</b>
<b>Course Code: LAY415</b>	<b>LTP</b>	<b>3 0 2</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. introduce indigenous approaches to understanding mind, behavior, and healing.</li> <li>2. explore Indian philosophical, cultural, and spiritual models of psychology.</li> <li>3. examine the role of traditional and community-based practices in well-being.</li> <li>4. foster critical thinking about decolonizing psychological knowledge.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define the scope and significance of indigenous psychology.</li> <li>2. Compare Indian and Western models of the mind and self.</li> <li>3. Analyze Indian texts and philosophies for their psychological relevance.</li> <li>4. Understand cultural healing traditions and their psychological basis.</li> <li>5. Reflect on how to integrate indigenous frameworks into modern psychological practice.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Indigenous Psychology? The need for decolonizing psychology Differences between Western and Indigenous knowledge systems 4- Role of culture, spirituality, and community in psychological well-being	15
	2	Indian Conceptions of Mind and Self Models of self: Atman, Jiva, Purusha, and their psychological implications Panchakosha (five layers of self) model Mind (Manas), Intellect (Buddhi), Ego (Ahamkara), and Consciousness (Chitta) Trigunas (Sattva, Rajas, Tamas) and personality theory	15
	3	Healing and Well-being in Indian Traditions · Ayurveda and psychological health · Yoga	15



		psychology (Patanjali's Yoga Sutras, Ashtanga Yoga) · Bhagavad Gita as a text of psychological transformation · Community healing traditions: folk, tribal, and ritual-based practices	
	4	Indigenous Perspectives from Other Cultures · Native American, African, Maori, and Southeast Asian psychological traditions · Common themes: interconnectedness, ancestor reverence, harmony with nature · Case studies of successful indigenous mental health programs	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	Durganand Sinha (1997). Indigenizing Psychology in India Kapil Kapoor (2017). Text and Interpretation: Indian Philosophical Hermeneutics Misra, G., & Mohanty, A. (2002). Perspectives on Indigenous Psychology		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	1. Patanjali Yoga Sutras (translated selections) 2. Bhagavad Gita (psychological lens) 3. Articles from Indian Journal of Psychology, Indian Psychology Institute publications		

**PROGRAM SPECIFIC OUTCOMES (PSOs) FOR Political Science.:**

*Upon completion of the BA in Liberal Arts (Political Science), the students will be able to:*

- PSO 1: Have the domain knowledge of political science and the ability to delineate the theoretical and methodological differences between the subfields of political science, i.e., Indian Politics, Comparative Politics, International Relations, Political Theory, and Public Administration and Public Policy.
- PSO 2: Be able to demonstrate the ability to distinguish between political processes of different forms of government in both the international and domestic realm.
- PSO 3: Possess knowledge of values and beliefs of multiple cultures and will be able to effectively engage in a multi-cultural society and interact with diverse groups.
- PSO 4: Have the requisite skillset to work in the development sector, both as a researcher and as someone capable of applying simple quantitative techniques in sifting through datasets.
- PSO 5: Have the capability to assume leadership roles and develop critical analysis abilities in various other non-familiar contexts.

BA III Semester (Political Science)							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAP201	Political Theory	4	0	0	4	Major
2	LAP202	Western Political Philosophy	4	0	0	4	Major
3	LAP203	Government and Politics in India	4	0	0	4	Major
4	LAP204	Politics of Citizenship: Theory and Practice	4	0	0	4	Major
5	LAP205	Political Economy of Institutions and Development	3	0	0	3	Minor
6	LAP206	Elections, Data and Indian Politics	3	0	0	3	Minor
7	LAK207P	MS Office III	0	0	6	3	SEC
8	LAM208	Basic Statistics	3	0	0	3	MDC
		<b>Total Credits</b>	<b>25</b>	<b>0</b>	<b>6</b>	<b>28</b>	
		<b>Total Contact Hours</b>	<b>31</b>				

BA IV Semester							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAP209	International Relations	4	0	0	4	Major
2	LAP210	Public Administration and Organizational Analysis: Theory and Practice	4	0	0	4	Major
3	LAP211	Indian Political Philosophy	4	0	0	4	Major
4	LAP212	State, Society and Politics: A Comparative Study	4	0	0	4	Major
5	LAP213	Nationalism in India	3	0	0	3	Minor
6	LAP214	Media & Politics	3	0	0	3	Minor
7	LAM215P	Statistical Software Package	0	0	6	3	MDC
8	LAA216	Modern European Language	2	0	0	2	AEC
		<b>Total Credits</b>	<b>24</b>	<b>0</b>	<b>6</b>	<b>27</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

BA V Semester							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAP301	Politics of Class, Caste, Gender and Race	4	0	0	4	Major
2	LAP302	Comparative Political Analysis: Theories, Methods and Approaches	4	0	0	4	Major
3	LAP303	Diplomacy & Geopolitics	4	0	0	4	Major
4	LAP304	Urban Politics and Governance	4	0	0	4	Major
5	LAP305	Public Policy and Governance	3	0	0	3	Minor
6	LAP306	Research Methodology in Political Science	3	0	0	3	Minor
7	LAA307P	English Language II	0	0	4	2	AEC
8	LAV308	Indian Philosophy	2	0	0	2	VAC(IKS)
9	LAI309P	Summer Internship Report and Viva-Voce	0	0	0	4	Internship
		<b>Total Credits</b>	<b>24</b>	<b>0</b>	<b>4</b>	<b>30</b>	
		<b>Total Contact Hours</b>	<b>28</b>				

BA VI Semester							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAP310	Indian Foreign Policy	4	0	0	4	Major
2	LAP311	Contemporary Politics: Thinkers, Theories and Practices	4	0	0	4	Major
3	LAP312	Introduction to Environmental Law and Policy	4	0	0	4	Major
4	LAP313	Global Conflicts and Role of UN	4	0	0	4	Major
5	LAP314	Global Conflicts and Contemporary Challenges	3	0	0	3	Minor
6	LAP315	NGOs and Think Tanks	3	0	0	3	Minor
7	LAV316P	Data Interpretation with AI	0	0	4	2	VAC
8	LAA317P	English Language - III	0	0	4	2	AEC
		<b>Total Credits</b>	<b>22</b>	<b>0</b>	<b>8</b>	<b>26</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

BA VII Semester							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAP401	Political Practices in Contemporary India	4	0	0	4	Major
2	LAP402	Environment Politics and Governance: India and the Globe	4	0	0	4	Major
3	LAP403	Party and Electoral Politics	4	0	0	4	Major
4	LAP404	Global Governance and International Organizations	4	0	0	4	Major
5	LAP405	Interpreting International Data Sets for Political & Social Research	4	0	0	4	Major
6	LAP406	Dynamics of State Politics in India	4	0	0	4	Major
7	LAP407	Social Movements and Revolutions	3	0	0	3	Minor
8	LAP408	Panchayati Raj Institutions & Urban Local Bodies	3	0	0	3	Minor
		<b>Total Credits</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>30</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

BA VIII Semester (Hons)							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAP409	Philosophy of Social Science and Research Paradigms	4	0	0	4	Major
2	LAP410	Exemplary Dissertation in Political Science	4	0	0	4	Major
3	LAP411	Indian Constitution: Genesis and Debates	4	0	0	4	Major
4	LAP412	Marx, Gandhi and Ambedkar: A Comparative Study	4	0	0	4	Major
5	LAP413P	Practicum - Political Science	2	0	4	4	Major
6	LAP414	Human Rights	3	0	0	3	Minor
7	LAP415	Politics and Cinema	3	0	0	3	Minor
8	LAF416	Career Skills	2	0	0	2	Minor
		<b>Total Credits</b>	<b>26</b>	<b>0</b>	<b>4</b>	<b>28</b>	
		<b>Total Contact Hours</b>	<b>30</b>				

BA VIII Semester (Hons with Research)							
S. No.	Course Code	Course Name	Contact Hours			Credits	Category
			L	T	P		
1	LAR409	Philosophy of Social Science and Research Paradigms	4	0	0	4	Major
2	LAR410	Exemplary Dissertation in Political Science	4	0	0	4	Major
3	LAR411	Research Publication and Ethics	4	0	0	4	Major
4	LAR412	Humanistic Research Approach	1	0	0	4	Major
5	LAR413P	Research Project	0	0	0	12	Dissertation



		<b>Total Credits</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>28</b>	
		<b>Total Contact Hours</b>	<b>16</b>				

<b>Course: Political Theory</b>			<b>Semester: III</b>
<b>Course Code: LAP201</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Introduce key concepts required for understanding politics.</li> <li>2. Develop theoretical knowledge to engage in debates on political issues.</li> <li>3. Exhibit the importance of politics as a quintessential activity.</li> <li>4. Familiarize students with the length and breadth of popular political notions.</li> </ol>
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<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain the basic concepts of political theory.</li> <li>2. Understand values and concepts that enrich the discourses of political life.</li> <li>3. Interpret politics based on political theory.</li> <li>4. Evaluate the existing political system and its real role in a citizen's life.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Power and Authority: The origin of power, meaning, the difference between power and authority State and Sovereignty: Nature and origin of state, its nature and various dimensions; sovereignty and its origin, state and sovereignty: interrelationship, sovereignty in the era of globalization	14
	2	Equality: Equality of opportunity and Equality of OUTCOMES, Egalitarianism: Background inequalities and differential treatment, Liberty and equality: Complementary or Contradictory Secularism: Origin, Classical meaning, Contemporary discourse, role of religion in politics: East vs West, Is Secularism a Christian and Western Doctrine?	12
	3	Justice: Meaning, Historical development, Types: Procedural and Substantive; Luck; and Desert, (Debate: Scope of Justice – National vs Global); Nationalism: Origin of nation-state, Approaches, Future of nationalism, globalization and nationalism, Globalization and	12
	4	Rights: History, Salience, Types: Natural, Moral, and Legal, Rights and Obligations, Human Rights Universalism Liberty: Meaning, Salience, Type: Negative and Positive, Freedom, Emancipation, Swaraj, (Debate: Free speech, expression and dissent)	11
	5	Political System: Democracy and its critics; Authoritarianism and its critics; Monarchy and its critics. Civil Society: Meaning and nature of civil society; state–civil society interaction; civil society vs political society; salience in the modern political system.	11
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Kapur, A. C., <i>Principles of political science</i>. S. Chand Publishing.</li> <li>• Heywood, A., <i>Political Theory: An Introduction</i>. New York: St.</li> </ul>		

	<ul style="list-style-type: none"> <li>Bhargava, R. and Acharya, A., Political Theory: An Introduction. New Delhi: Pearson Longman,</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Downs, Anthony, An Economic Theory of Democracy. Harper and Row.</li> <li>Dryzek, John S., Honig, Bonnie and Phillips, Anne, The Oxford Handbook of Political Theory. Oxford Handbooks of Political Science. Oxford University Press, Oxford</li> </ul>

<b>Course: Western Political Philosophy</b>			<b>Semester: III</b>
<b>Course Code: LAP202</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Introduce quintessential western political philosophers and their ideas.</li> <li>2. Explore theoretical ideas like sovereignty, enlightenment, liberalism, and conservatism in the context of these philosophers.</li> <li>3. Introduce all the major schools of thought for a balanced understanding of politics and society.</li> <li>4. Make the students capable of explaining major philosophers and their key ideas.</li> </ol>
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<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Relate political ideas to various western philosophers, with due logic.</li> <li>2. Explain the most important political ideas and concepts coined by the western school of political philosophy.</li> <li>3. Demonstrate skills in writing essays on historical ideas and political figures.</li> <li>4. Evaluate the political reality of the various eras of western political philosophy with context.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Socrates, Plato, Aristotle	15
	2	Machiavelli, Hobbes, Locke, Rousseau	15
	3	J.S. Mill, Bentham, Burke, T.H. Green	12
	4	Kant, Hegel, Marx, Proudhon	18
		<b>Total Hours</b>	<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Gauba, O. P., <i>An Introduction to Political Theory</i>, Macmillan Publishers India</li> <li>• Spellman, W. M., <i>A Brief History of Western Political Thought</i>. Palgrave Macmillan</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Sabine, G. H., &amp; Thorson, T. L., <i>A history of political theory</i>. Oxford and IBH Publishing.</li> <li>• Abramson, J., <i>Minerva's owl: The tradition of western political thought</i>. Harvard University Press.</li> <li>• McClelland, Dr J S., <i>A History of Western Political Thought</i>. Abingdon, Oxon: Routledge.</li> </ul>		

<b>Course: Government and Politics in India</b>			<b>Semester: III</b>
<b>Course Code: LAP203</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. gain knowledge about constitutional design as well as the empirical practice of state structures and institutions.</li> <li>2. Help trace the various ideals enshrined in the Constitution in the discussions of the Constituent Assembly.</li> <li>3. Explain mutual interaction of various organs of the state to produce a coherent governance framework.</li> <li>4. Narrate the progress of party politics from a one-party system to a multi-party system.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Assess the debates around the origin and evolution of the Indian constitution.</li> <li>2. Understand the way in which government functions through its various organs.</li> <li>3. Explore the division of power between various organs of the government at different levels.</li> <li>4. Evaluate the working of party politics and its impact on the democratic functioning of the nation.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Constitution of India: The Constituent Assembly debate, Philosophy of the Constitution, making of Constitution and The Preamble; features of the Constitution, Important Constituent Assembly debates, Federalism, Reservation, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties, Emergency Provisions, Important Amendments.	15
	2	Power and Functions of Parliament: Debates on Representation in Parliament, Election, Power, Functions and the changing role of President and Prime Minister, Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.	15
	3	Party Politics in India: History, rise and decline of Congress party, emergence of multi-party politics, state politics and its role in India, rise of BJP and future of Indian politics.	15
	4	Local Self Government: Historical Development, Features, Powers, Limitations, and Future Direction	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Durga Das Basu, Introduction to the Constitution of India, Lexi S. Nexis.</li> </ul>		

	<ul style="list-style-type: none"> <li>• S. Kashyap, Our Constitution: An Introduction to India's Constitution and Constitutional Law, New Delhi: National Book Trust.</li> <li>• K. Mathur, Panchayati Raj, Oxford India Short Introductions, New Delhi, Oxford University Press</li> <li>• P. Mehta and N. Jayal, The Oxford Companion to Politics in India, New Delhi: Oxford University Press.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• R. Bhargava, Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press,</li> <li>• R. Kothari, 'The Congress System', in Z. Hasan, Parties and Party Politics in India, New Delhi: Oxford University Press</li> <li>• Y. Yadav and S. Palshikar, 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. DeSousa and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications.</li> </ul>

<b>Course: Politics of Citizenship: Theory and Practice</b>			<b>Semester: III</b>
<b>Course Code: LAP204</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Recollect fundamentals of state, government, and society.</li> <li>2. Understand the role of citizens in a globalized world.</li> <li>3. Assess citizens' obligation and social responsibility.</li> <li>4. Acknowledge trends of citizen and state co-relation.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Comprehend the relationship of state, government, and citizens.</li> <li>2. Describe the emerging role of citizens and state.</li> </ol>

	3. Assess citizen and state relations in light of global trends. 4. Critically evaluate the role of citizens as global individuals.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	State, Government, Society, and the Citizen: A Review of Fundamental Concepts	15
	2	Idea of Citizenship: Within and Outside the Nation-State: A Discussion on Filipino and Global Citizenship	15
	3	Citizenship, and Social Responsibility: A Discussion on the Rights and Duties of the Individual Citizen, as well as the role of Identity in the formation of the Self as a Citizen.	15
	4	The Democratic Citizen: A Discussion of the Socially, Politically, and Economically Empowered Citizen, Global Citizen, Government and governance: A discussion of the distinction between these two, and their relationship with each other.	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Turner, B. S., Outline of a Theory of Citizenship. <i>Sociology</i>.</li> <li>Acharya, Ashok., Citizenship in a Globalising World. New Delhi: Pearson.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Beiner, R., Theorising Citizenship. Albany: State University of New York Press.</li> <li>Kymlicka, Will, "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon, Democracy's Edges (Cambridge, UK: Cambridge University Press).</li> <li>Oliver, D. and D. Heater, The Foundations of Citizenship. London, Harvester Wheatsheaf.</li> </ul>		

<b>Course: Political Economy of Institutions and Development</b>			<b>Semester: III</b>
<b>Course Code: LAP205</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>Understand key concepts, theories, and frameworks related to political economy and institutions.</li> <li>Analyse the role of institutions in shaping economic and political development across countries.</li> </ol>
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	3. Evaluate the impact of different political regimes and institutional structures on development OUTCOMESs. 4. Apply theoretical knowledge to contemporary global development issues and propose institutional reforms.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to critically assess how institutions influence economic and political performance.</li> <li>2. Develop analytical skills to evaluate institutional frameworks in different developmental contexts.</li> <li>3. Effectively communicate arguments related to institutional development using empirical and theoretical evidence.</li> <li>4. Collaborate in research projects focused on institutional challenges in developing economies.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Foundations of Political Economy and Institutions: Introduction to Political Economy, Definitions and Types of Institutions: Formal vs. Informal, Theories of Institutional Economics (North, Acemoglu, Williamson), Historical Roots of Institutional Development	11
	2	Institutions and Economic Development: Role of Institutions in Economic Performance, Property Rights, Rule of Law, and Market Development, Corruption, Rent-Seeking, and Governance Failures, Case Studies from Emerging Economies	11
	3	Political Institutions and Development OUTCOMESs: Democracy, Autocracy, and Hybrid Regimes, Political Stability, Conflict, and Economic Growth, Institutions and Policy Choices: Fiscal and Monetary Policy, Role of Political Elites and Bureaucracies	11
	4	Global Institutions and Development Dynamics: International Organizations (IMF, World Bank, WTO) and Development, Globalization, Trade, and Institutional Change, Institutional Reforms: Successes and Failures, Future Challenges: Climate Change, Digital Economy, and Governance	12
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Acemoglu, D., &amp; Robinson, J. A. (2012). <i>Why nations fail: The origins of power, prosperity, and poverty</i>. Crown Business.</li> <li>• North, D. C. (1990). <i>Institutions, institutional change and economic performance</i>. Cambridge University Press.</li> </ul>		



	<ul style="list-style-type: none"> <li>Rodrik, D. (2007). <i>One economics, many recipes: Globalization, institutions, and economic growth</i>. Princeton University Press.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Olson, M. (2000). <i>Power and prosperity: Outgrowing communist and capitalist dictatorships</i>. Basic Books.</li> <li>Williamson, O. E. (2000). <i>The mechanisms of governance</i>. Oxford University Press.</li> <li>Stiglitz, J. E. (2002). <i>Globalization and its discontents</i>. W. W. Norton &amp; Company.</li> </ul>

<b>Course: Elections, Data, and Indian Politics</b>			<b>Semester: III</b>
<b>Course Code: LAP206</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<p><b>To facilitate students to:</b></p> <ol style="list-style-type: none"> <li>1. Introduce students to the nature of Indian democracy and the main features of the Electoral System in India.</li> <li>2. Help them to understand the role in elections of India.</li> <li>3. Introduce students to the various platforms and institutions dealing with voter registration, voting percentage, and strengthening democracy.</li> <li>4. Explore the role of statistics and data in Indian elections.</li> </ol>
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<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand various theories of representation.</li> <li>2. Recognize electoral politics and voting patterns.</li> <li>3. Evaluate role and state of the multiple stakeholders.</li> <li>4. Critically assess the position of different social classes in politics.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Proportional Representation, FPTP and Mixed Systems, Concentration and Distribution of votes, Census and Elections.	12
	2	Exit Polls, Opinion Polls, Relationship between Votes and Seats, Analysis of election data from the world.	11
	3	History of Elections in India, Party System in India, Electoral Procedures, Relationship between Elections and Democracy.	11
	4	Analysis of election data from the Lok Sabha and State Legislature elections in India.	11
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Banerjee, M., Why India Votes? United Kingdom: Taylor &amp; Francis.</li> <li>• Norris, P., Why Electoral Integrity Matters. United Kingdom: Cambridge University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Alam, Sanjeer and K.C. Sivarama krishnan, Fixing Electoral Boundaries in India: Laws, Processes, Outcomes, and Implications for Political Representation, OUP, Delhi.</li> <li>• Birnir, Johanna Kristin, Ethnicity and Electoral Politics, Cambridge University Press, Cambridge.</li> <li>• Chawla, N., Every Vote Counts: The Story of India's Elections. <i>Journal of APF Command and Staff College</i>.</li> </ul>		

### Semester IV

<b>Course: International Relations</b>			<b>Semester: IV</b>
<b>Course Code: LAP209</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Equip students with the basic intellectual tools for understanding International Relations.</li> <li>2. Introduce students to some of IR's most important theoretical approaches.</li> <li>3. Provide an overview of the major political events of the 20<sup>th</sup> Century.</li> <li>4. Examine the inherent Eurocentrism in theories and approaches to IR.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand both historical processes and contemporary practices in International Relations.</li> <li>2. Describe the significance and rigor of the study of international relations.</li> <li>3. Examine international relations and reflect on the global South perspectives.</li> <li>4. Critically evaluate key milestones in international relations.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	International Relations: The Discipline of International Relations, How to Study International Relations? History of IR, Emergence of the International State System, Pre-Westphalia and Westphalia and Post-Westphalia	15
	2	Theoretical Perspectives: Classical Realism & Neo-Realism; Liberalism & Neoliberalism; Marxist Approaches; Feminist Perspectives; Constructivism;	15
	3	Alternative Perspectives: Eurocentrism, International relations in Non-western societies: Non-western International Relations Theory; South Asia and International Relations; Gender and International Relations.	15
	4	Global Politics and Challenges: Environment and Climate Change; Terrorism; Poverty, Hunger and Development; Nuclear Proliferation;	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Kumar, M., Theoretical aspects of international politics. <i>(No Title)</i>.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Baylis and Smith, Globalization of World Politics. An Introduction to International Relations. Oxford: Oxford University Press.</li> <li>• M. Nicholson, International Relations: A Concise Introduction, New York: Palgrave</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Kenneth Waltz, Man, the State and War, Columbia, Columbia University Press.</li> <li>• Goldstein, International Relations, Pearson India</li> <li>• Nandy Ashis, "The Idea of South Asia: A personal note on PostBandung Blue", InterAsia Cultural Studies.</li> <li>• Sugata Bose, The Indian Ocean: A Hundred Horizons in the Age of Global Empire, Cambridge: Harvard University Press.</li> </ul>

<b>Course: Public Administration and Organizational Analysis: Theory and Practice</b>			<b>Semester: IV</b>
<b>Course Code: LAP 210</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Introduce the discipline of public administration in its historical context</li> <li>2. Understand the various classical &amp; contemporary administrative theories.</li> <li>3. Explore recent trends like feminism, ecology, and greater democratization in public administration</li> <li>4. Provide a comprehensive understanding of contemporary administrative development.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Relate the basic concepts associated with public administration and organizational analysis.</li> <li>2. Compare and interpret the various theories of Public Administration and apply them in real life.</li> <li>3. Evaluate ecology of administration, new administration and decentralization of administration</li> <li>4. Demonstrate critical skills towards interpreting public administration.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Public Administration, meaning, dimensions, significance, public and private administration and evolution of public administration as a discipline. Theoretical Perspectives, Classical Theories: Scientific management, Administrative Management, Ideal-type Bureaucracy	15
	2	Neo-classical Theories: Human relations theory, Rational decision-making; Contemporary Theories: Ecological approach; Innovation and Entrepreneurship; incremental approach.	15
	3	The Problem of Understanding Organizations; Structure and Theory; Organizations as Interests, Conflict, and Power; Organizations as Socially Constructed Realities – the negatives.	15
	4	Approaches in Public Administration: New Public Administration, New Public Management, New Public Service Approach, Good Governance and Feminist Perspectives.	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Bhattacharya, M., <i>New horizons of public administration</i>. Jawahar Publishers &amp; Distributors.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Basu, R., <i>Public administration: Concepts and theories</i>. Sterling publishers pvt. Ltd.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Henry, N., <i>Public administration and public affairs</i>. Routledge.</li> <li>• Bhattacharya, M., <i>Restructuring Public Administration: A New Look</i>, New Delhi: Jawahar Publishers</li> <li>• Dunleavy, P., &amp; Hood, C., From old public administration to new public management. <i>Public Money &amp; Management</i>,</li> </ul>

<b>Course: Indian Political Philosophy</b>			<b>Semester: IV</b>
<b>Course Code: LAP211</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Study important Indian Political thinkers and their views.</li> <li>2. Appreciate the richness and diversity within Indian Political Thought.</li> <li>3. Extrapolate the impact of these thinkers on the political life of a nation.</li> <li>4. Examine the role of ideologies and their practitioners across the nation.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Recognize the various strands of political philosophies existing in India.</li> <li>2. Understand the various philosophical contexts spread across millennia.</li> <li>3. Develop toleration and respect for diverse opinion and appreciate the plurality of Indian intellectual traditions.</li> <li>4. Assess the diversity of political narratives from Indian tradition.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Ancient Indian Thought: Vedic and Upanishadic Thought, Dharma Shashtra, Manusmriti, Buddhist Thought, Jaina Thought	15
	2	Kautilya: Theory of State; Political Thought Emerging from the Bhakti Movement, Zia Barani: Good Sultan and Ideal Polity; Abul Fazl: Governance and Administration;	15
	3	Modern Indian Political Thought: B.G. Tilak, MA Jinnah, MK Gandhi, BR Ambedkar, VD Savarkar, MN Roy, Periyar	15
	4	Contemporary Indian Thinkers: Partha Chatterjee on Indian State; Ashis Nandy on Communalism; Nivedita Menon on Feminism; Louis Tillin on Federalism; Surinder Jodhka on Caste Politics; Christoph Jaffrelot on Hindu Nationalism;	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Mehta, V. R., Foundation of Indian Political Thought. Delhi: Manohar.</li> <li>• Radhakrishnan, Sarvepalli and Charles A. Moore, A Source Book in Indian Philosophy.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Singh, Aakash, and Silika Mohapatra, Indian Political Thought: A Reader. Abingdon: Routledge.</li> <li>• Johnson Tan, Paige, Routledge Handbook of Asian Political Thought. Routledge.</li> </ul>		

<b>Course: State Society and Politics: A Comparative Study</b>			<b>Semester: IV</b>
<b>Course Code: LAP212</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Develop a critical consciousness about South Asian history and politics.</li> <li>2. Understand the processes that enabled the administrative consolidation of South Asia.</li> <li>3. Analyze the effects of neo-liberal policies on Indian sovereignty.</li> <li>4. Assess the key challenges that afflict Indian society in contemporary times.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand Indian history and politics as a part of the larger South Asian history.</li> <li>2. Analyze the role played by Capital in molding State and society in India.</li> <li>3. Assemble solutions to various social and political problems that afflict India</li> <li>4. Critically re-assess the effects of colonialism and imperialism on Indian polity.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Background of South Asia; Why, what, and how? Ancient Connections: Commerce, Trade, Religion, People, Politics and Ideas	15
	2	Colonialism and its Aftermath; Nation- building; State- building, The Idea of India	15
	3	Effects of Neoliberalism on the state of Democracy; Globalization and Civil Society; Changing face of Indian Society – stratification and family structure	15
	4	Contemporary challenges: gender, caste, ethnicity, regionalism; communalism	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Khilnani S., <i>The idea of india</i> (Twentieth Anniversary edition. Revised American paperback). Farrar Straus Giroux.</li> <li>• Mehta, P. B., <i>The burden of democracy</i>. Penguin Random House India Private Limited.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Bose S. &amp; Jalal A., <i>Modern south asia: history culture political economy</i> (Fifth). Routledge Taylor &amp; Francis Group.</li> <li>• Murty M. M., <i>Stories that bind: political economy and culture in new india</i>. Rutgers University Press.</li> </ul>		



	<ul style="list-style-type: none"> <li>Savyasaachi S., Intractable conflicts in contemporary india: narratives and social movements (First). Taylor and Francis.</li> </ul>
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<b>Course: Nationalism in India</b>			<b>Semester: IV</b>
<b>Course Code: LAP213</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>Understand India's struggle against colonialism by looking at different theoretical perspectives that highlight its different dimensions.</li> <li>Highlight its various conflicts and contradictions by focusing on its dimensions: communalism, class struggle, caste and gender questions.</li> </ol>
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	3. Achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. 4. Engage in detailed discussion on various conflicts and contradictions by focusing on their different dimensions: communalism, class struggle, caste and gender questions.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>Understand the different theoretical perspectives on the emergence and development of nationalism in India.</li> <li>Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases</li> <li>Evaluate the contribution of various social movements in the anti-colonial struggle.</li> <li>Demonstrate awareness of the history of partition and the moment of independence that followed.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Approaches to the Study of Nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern Interpretations	11
	2	Nationalist Politics and Phases of Nationalist Movement: Libera, Swadeshi and the Radicals, Gandhi and Mass Mobilisation	11
	3	Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement, Socialist Alternatives: Congress Socialists, Communist Movements	12
	4	The Caste Movement, Anti-Brahminical Politics, Peasant, Tribals and Workers Movements, Communalism in Indian Politics, Two-Nation Theory & Partition	11
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Tagore, R., Nationalism in India. <i>The English Writings of Rabindranath Tagore</i>.</li> <li>Deol, H., <i>Religion and nationalism in India: the case of the Punjab</i>. Routledge.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Banerjee, S., <i>Make me a man!: Masculinity, Hinduism, and nationalism in India</i>. State University of New York Press.</li> <li>Anand, D., <i>Hindu nationalism in India and the politics of fear</i>. Springer.</li> </ul>		

<b>Course: Media and Politics</b>			<b>Semester: IV</b>
<b>Course Code: LAP214</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Assess the role played by my media in altering the political consciousness of citizens.</li> <li>2. Analyze the relationship the State has with both public and privately owned media.</li> <li>3. Understand the propaganda that is disseminated through mass media.</li> <li>4. Question the relationship between modern political economy and news consumption.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Differentiate between news as it exists as facts and that which exists as opinions.</li> <li>2. Question the various forms of political propaganda as ordinary citizens.</li> <li>3. Construct ways in which citizen journalism can challenge fake news.</li> <li>4. Appreciate how media as the fourth pillar deepens democracy.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Understanding Mass Media; Media and Hegemony; State and Information; Media and Democratization	11
	2	Media Policy; Media Regulation; Cinema and Propaganda; Debates on Media Autonomy, Post truth debates.	11
	3	Civil Society, Subaltern Voices, and New Media; Globalization and Soft power; The Economics of Production and Consumption of News.	12
	4	Case Studies from Indian and Global Contexts.	11
		<b>Total Hours</b>	<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Iyengar S., <i>Media politics: a citizen's guide</i> (Fourth). W. W. Norton &amp; Company</li> <li>• Ravi B. K., <i>Modern media elections and democracy</i>. SAGE Publications India Pvt.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Street J., <i>Media politics and democracy</i> (Third). Red Globe Press Macmillan Education.</li> <li>• Uscinski J. E., <i>The people's news: media politics and the demands of capitalism</i>. NYU Press.</li> </ul>		

### Semester V

<b>Course: Politics of Class, Caste, Gender, and Race</b>			<b>Semester: V</b>
<b>Course Code: LAP301</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Develop an understanding of social class in both Marxist and non-Marxist contexts.</li> <li>2. Grow consciousness on issues of gender and sexuality.</li> <li>3. Understand the relevance of anti-caste politics in contemporary India</li> <li>4. View the history of the West from the lens of African Americans.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Underline the intricacies of social and economic classes.</li> <li>2. Understand the feminist perspectives on matters concerning rights and representation.</li> <li>3. Debate the stigma around caste and appreciate the democratic potential of anti-caste politics.</li> <li>4. Discuss American and European politics critically using the Black lens.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Class: Class according to Marx, Weber and Bourdieu; Stratification; Privilege; Inequality; Class Conflict and Class Struggle.	15
	2	Gender: Introduction to Feminist Theory; The four waves, Sex and Gender, Patriarchy, Labour and Work; Women movements in India, and the World.	15
	3	Caste: Hierarchy, Politicization of Caste, Affirmative Action, Laws concerning caste	15
	4	Race: Slavery, Colonialism, Apartheid; Abolition and Civil Rights Movement; Militant Struggles against Racism; Race and Caste: A Comparative Study	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Muzergues T., <i>The great class shift: how new social class structures are redefining western politics</i>. Routledge.</li> <li>• Goertz G. &amp; Mazur A., <i>Politics gender and concepts: theory and methodology</i>. Cambridge University Press.</li> </ul>		

<b>REFERENCE BOOK/SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Michelutti L., <i>The vernacularisation of democracy: politics caste and religion in india</i>. Routledge.</li> <li>• West C., <i>Race matters</i>. Beacon Press.</li> </ul>
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<b>Course: Comparative Political Analysis: Theories, Methods and Approaches</b>			<b>Semester: V</b>
<b>Course Code: LAP302</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Familiarize students with basic concepts, and methods of comparative politics.</li> <li>2. Provide a deeper understanding of structures &amp; functions from a comparative perspective.</li> <li>3. Give the historical context of political ideas such as federalism, socialism, capitalism, etc.</li> <li>4. Understand comparative method of analysis of various political systems.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Enable students to understand the legacy and utility of the discipline.</li> <li>2. Recognize political systems from different continents across the world will introduce students to a range of political regimes, cultures, and political institutions.</li> </ol>

	3. Evaluate various constitutional provisions, electoral systems, and political parties working in the world. 4. Design a comparative study of the different political systems.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Comparative Politics: Nature and Scope Methods of Comparison, Eurocentrism and its Alternatives, Approaches to Studying Comparative Politics: Institutional Approach, System Approach, Structural-Functional Approach, Political Culture, Political Socialization,	21
	2	Historical Context of Modern Government: Capitalism, globalization, Socialism, Colonialism and decolonization, Themes for comparative analysis: a comparative study of constitutional developments across the world,	21
	3	Types of Political System: Federal vs unitary system; Parliamentary System vs Presidential System, Political Parties, Electoral Systems and Pressure Groups	18
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Johari, J. C., Comparative Politics. India: Sterling Publishers.</li> <li>Caramani, D., Comparative Politics. Oxford: Oxford University Press</li> <li>Landman, Todd., Issues and Methods in Comparative Politics (An Introduction). New York: Routledge</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>M. Mohanty, 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics,</li> <li>Kesselman, J. Krieger and William, Introduction to Comparative Politics: Political Challenges and Changing Agendas, UK: Wadsworth.</li> <li>Martin Harrop &amp; Rod Hague, Comparative Government and Politics, Palgrave Macmillan.</li> <li>Dr. Kumar Chanchal, Comparative Government and Politics, New Century Publications</li> </ul>		

<b>Course: Diplomacy &amp; Geopolitics</b>			<b>Semester: V</b>
<b>Course Code: LAP303</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Know the evolution of diplomacy, analyse the role of diplomacy in preventing war, conflict and disputes.</li> <li>2. Understand contemporary Indian diplomacy and meaning and nature of geopolitics.</li> <li>3. Analyze the evolution of geopolitics as an academic discipline.</li> <li>4. Discuss the contemporary geopolitical contribution of great happenings in the world and the contours of geopolitics both at the regional and global levels.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the importance of diplomacy and the skill of negotiations.</li> <li>2. Debate the knowledge of geopolitics and prospects of conflict and cooperation.</li> <li>3. Evaluate the changing dynamics of Asian geopolitics in the age of space and cyber. Students will know the geopolitical basis of Cold War and Post-Cold War conflicts.</li> <li>4. Formulate critical questions and global problems.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: History of Diplomacy, The Vienna Convention on Diplomatic Relations, Diplomatic Practices, The Art of Negotiation, Tools of Diplomacy, Contemporary Diplomacy: Public Diplomacy & Para diplomacy,	18
	2	Indian Diplomacy: Evolution & Assessment, Contemporary Indian Diplomacy, Origins of Geopolitics as a Discipline, Meaning, Nature and Scope, Major Schools of Geopolitics, Thinkers in Geopolitics, Role of Geopolitics in Shaping the Cold War	18
	3	Asian Geopolitics: The Great Game in Central Asia and Afghanistan, Strategic Access and Island Chain Theory, Indo-Pacific geopolitics	12
	4	Changing Aspects of Geopolitics: Post Cold War Geopolitics, Meta-Geopolitics: Geopolitics in the Digital Age, Space Weaponisation, Cyber Security, Climate Change	12
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Kissinger, H., Diplomacy. United Kingdom: Simon &amp; Schuster UK.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Corneliu Bjola, Marcus Holmes, Digital Diplomacy: Theory and Practice, Routledge.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• T. Balzacq, F.Charillon, F.Ramel, Translated by W. Snow.</li> <li>• G. R. Berridge, M. Keens-Soper, &amp; T.G. Otte, Diplomatic Theory from Machiavelli to Kissinger, New York: Palgrave</li> <li>• Claus Dodds, Geopolitics: A Very Short Introduction, Oxford.</li> <li>• Agnew, J., Geopolitics: Re-visioning World Politics, London: Routledge.</li> </ul>

<b>Course: Urban Politics and Governance</b>			<b>Semester: V</b>
<b>Course Code: LAP304</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>



<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Understand the theoretical foundations of urban politics and governance.</li> <li>2. Analyze the structure, functions, and challenges of urban local bodies in India.</li> <li>3. Evaluate policy frameworks, governance models, and participatory mechanisms in urban areas.</li> <li>4. Critically assess contemporary issues in urban governance such as sustainability, inclusivity, and smart city initiatives.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the relationship between politics, power, and urban development.</li> <li>2. Explain the constitutional and legal provisions governing ULBs.</li> <li>3. Assess the role of stakeholders beyond government while understanding participatory models in urban governance.</li> <li>4. Evaluate issues of inclusion and equity in urban governance.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Urban Politics and Governance: Concepts: Urbanization, Governance, and Politics; Historical Evolution of Urban Governance in India; Urban Political Economy; Urban Governance Theories: Public Choice, Urban Regime, Growth Machines	15
	2	Urban Local Governance in India: Constitutional Framework: 74th Constitutional Amendment; Structure and Functions of Urban Local Bodies (ULBs); Financial Devolution and Resource Mobilization; Roles of State and Central Government in Urban Governance	15
	3	Participatory Governance and Policy Implementation: Citizen Participation in Urban Governance; Role of NGOs, RWAs (Resident Welfare Associations), and Civil Society; Urban Governance Policies: Smart Cities Mission; Public Service Delivery Mechanisms	15
	4	Contemporary Issues in Urban Governance: Urban Poverty, Informality, and Housing; Sustainable Urban Development and Climate Governance; Governance of Mega Cities vs. Small and Medium Cities; Digital Governance, Smart Cities, and Urban Resilience	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	1. Maheshwari, S.R. (2014). <i>Local Government in India</i> . Lakshmi Narain Agarwal.		

	<ol style="list-style-type: none"> <li>2. Sivaramakrishnan, K.C. (2011). <i>Re-visioning Indian Cities: The Urban Renewal Mission</i>. Sage Publications.</li> <li>3. Baud, Isa, Sridharan, N., &amp; Pfeffer, K. (2008). <i>Urban Governance in Development: The Politics of Metropolitan Regions</i>. Routledge India.</li> <li>4. Kundu, Amitabh (2009). <i>Urbanisation and Urban Governance in India</i>. Indian Council for Research on International Economic Relations (ICRIER).</li> </ol>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Jha, Gangadhar &amp; Ravindra, M. (2020). <i>Urban Planning and Governance</i>. Sage Publications.</li> <li>• Tawa Lama-Rewal, Stéphanie (2021). <i>Deliberation in India's Urban Governance: Participation Without Contestation</i>. Routledge India.</li> <li>• Rao, M. Govinda &amp; Singh, Nirvikar (2005). <i>The Political Economy of Federalism in India</i>. Oxford University Press.</li> </ul>

<b>Course: Public Policy and Governance</b>			<b>Semester: V</b>
<b>Course Code: LAP305</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Introduce the interphase between public policy and administration in India.</li> <li>2. Understand issues of decentralization financial management and social welfare from a non-western perspective.</li> <li>3. Identify the utility and significance of decentralization with special reference to India.</li> <li>4. Explain tools for citizens' empowerment and transparent government.</li> <li>5. Comprehend the social welfare schemes of the government of India.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the theoretical perspectives on public policy, a major sub-discipline of public administration.</li> <li>2. Combine the details of public policy adopted in India.</li> <li>3. Recognize the significance of local governance – both rural and urban.</li> <li>4. Interpret the politics of budgetary procedures and practices, as part of the budget cycle in India &amp; analyse the advantages and limitations of public welfare policies.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Public Policy: Definition, characteristics, and Model, Public Policy Process in India	9
	2	Decentralization: Meaning, significance and approaches and type, Local Self Governance: Rural and Urban	9
	3	Budget: Concept and Significance of Budget, Various Approaches and Budget Cycle in India, Types of Budgeting	9
	4	Citizen and Administration Interface: Public Service Delivery, Redressal of Public Grievances, RTI, Lokpal, Citizens' Charter and E-Governance.	9
	5	Social Welfare Administration: Concept and Approaches of Social Welfare, Right to Education, Health: National Health Mission, Right to Food Employment: MNREGA.	9
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Rose, R., <i>COURSE from comparative public policy: A practical guide.</i> Routledge.</li> <li>• Mathur, K., <i>Public Policy and Politics in India: How Institutions Matter.</i> India: Oxford University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Ng, A. Y., &amp; Gujar, G. C., <i>Government policies, efficiency and competitiveness: The case of dry ports in India. Transport Policy.</i></li> <li>• Maheshwari, S. R., &amp; Maheshwari, S. R., <i>Public policy making in India. The Indian Journal of Political Science.</i></li> </ul>		

	<ul style="list-style-type: none"><li>• Agarwal, O. P., &amp; Somanathan, T. V., Public policy making in India: Issues and remedies. <i>New Delhi, India. Centre for policy research occasional paper.</i></li></ul>
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<b>Course: Research Methodology in Political Science</b>			<b>Semester: V</b>
<b>Course Code: LAP306</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Explain research foundations of political science and different approaches.</li> <li>2. Understand quantitative research approaches and methods</li> <li>3. Build the skill of analyzing qualitative and quantitative research in political science.</li> <li>4. Describe political dynamics and power structures, which empower people to participate in the politics of your local community.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify theories, hypotheses, and methods used in empirical political science research.</li> <li>2. Apply different methods to political science research questions.</li> <li>3. Analyze data to measure concepts, make comparisons, and draw inferences.</li> <li>4. Evaluate causation and the multiple ways of reaching causal inferences.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Foundations of Political Science Research: Research Fundamentals, Research Approaches and Methods, Understanding the Research Process, selecting a research Design and Choosing a Research Topic, Preparing a Research Proposal	9
	2	Quantitative Research Approaches and Methods: Introduction to Quantitative Methods, Exploratory Research: The Probing Approach, Descriptive Research: The Survey Approach, Causal Research: The Experimental Approach. Interpreting Exploratory and Descriptive Statistics,	9
	3	Testing Research Hypotheses: Correlation and Regression analysis in Political Science, Qualitative Research Approach and Methods: Introduction to Qualitative Research Method, Explanatory Research: case and Historical Methods,	9
	4	The Interpretive Approach: Grounded Theory Methods, The Interpretive Approach II: Ethnographic Research Methods, analysing Methods for Qualitative Data	9
	5	Preparing and Presenting Research Findings: Organising Information in tables, charts, and Graphs, Organizing and writing a Research Report, Introduction to Statistical Software,	9

	<b>Total Hours</b>	45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• McNabb, D. E., <i>Research methods for political science: Quantitative and qualitative methods</i>. Routledge.</li> <li>• Box-Steffensmeier, J. M., Brady, H. E., &amp; Collier, D., Political science methodology.</li> </ul>	
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• McDermott, R., Experimental methodology in political science. <i>Political Analysis</i>, 10(4), 325-342.</li> </ul>	

## Semester VI

<b>Course: Indian Foreign Policy</b>			<b>Semester: VI</b>
<b>Course Code: LAP310</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Teach students the domestic sources and the structural constraint relating to India's Foreign Policy.</li> <li>2. Highlight integral linkages between domestic and international aspects of India's Foreign Policy.</li> <li>3. Study India's evolving relations with the superpower since the cold war.</li> <li>4. Understand India's strategic relations in creating a multi-polar world.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand India's diplomatic manoeuvres in an essential interest and power-seeking global hierarchical relationship.</li> <li>2. Analyse the challenges India faces in securing its interests as a postcolonial state.</li> <li>3. Identifying India's ability to engage with powerful nations of the world like the USA, Russia and China will help students understand India's perspective on international relations.</li> <li>4. Illustrate India's negotiation strategy in dealing with global trade, environment, and security regime.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	India's Foreign Policy: From Postcolonial Era to Contemporary, Foreign Policy Fundamentals, Historical Development, India's Relations with the United States and Russia- Genesis, policies and contemporary trends,	15
	2	India and its Neighbourhood Policy: Historical background, Cultural similarities, Geopolitical challenges, Contemporary trends, The position of India in South Asia; India and SAARC.	15
	3	Indian Diplomacy: Trade, Environment and Security Regimes, bargaining power, the role of trade, Environmental issues in Indian foreign policy.	15
	4	India in the Contemporary Global Order: Multipolar World, India and the Globalizing World, India and the	15

		Bipolar World, India and transition from the uni-polarity to multi-polarity.	
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Ganguly, S., Indian Foreign Policy. India: Oxford University Press.</li> <li>Malone, D., Does the Elephant Dance? Contemporary Indian Foreign Policy. United Kingdom: OUP Oxford.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>H. Pant, 'India's Relations with China', in D. Scott, Handbook of India's International Relations, London: Routledge.</li> <li>S. Muni, 'Problem Areas in India's Neighborhood Policy', in South Asian Survey.</li> <li>Narlikar, 'All that Glitters is not Gold: India's Rise to Power', in Third World Quarterly.</li> <li>Mohan, 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski, Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for Peace</li> </ul>		

<b>Course: Contemporary Politics: Thinkers, Theories and Practices</b>			<b>Semester: VI</b>
<b>Course Code: LAP311</b>	<b>LTP</b>	<b>400</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>Familiarize themselves with the cannon of contemporary western political thought.</li> <li>Understand the various ideological shifts over the past hundred years.</li> </ol>
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	3. Familiarize themselves with the various directions into which Marxism has branched out. 4. Understand post-structuralism in its early and later forms.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> 1. Understand new trends in conservative and liberal political thought. 2. Appreciate the heterogeneity in contemporary political thinkers. 3. Recognize the commonalities and differences in Nietzschean and Foucauldian thought. 4. Critically analyze the development of Marxist thought.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Pareto and Michels: Critiques of Democracy; Sir Roger Scruton: The conservative lineage; John Rawls and Robert Nozick: Justice, desert, and other ideas	15
	2	Marxism - Bolshevism: Lenin, Trotsky and Stalin; Mao, Antonio Gramsci, Louis Althusser and the New Left	15
	3	Frankfurt School and Critical Theorists: Herbert Marcuse, Adorno, Horkheimer, Jurgen Habermas – Public deliberation, Theory of communicative action	15
	4	Friedrich Nietzsche: Will of Power, Eternal Recurrence, and other ideas, Hannah Arendt: On Totalitarianism, The Human Condition; On revolution, Banality of Evil, Michel Foucault -governmentality, bio-politics and other ideas	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Ball T. &amp; Bellamy R., <i>Cambridge history of twentieth-century political thought</i>. Cambridge University Press.</li> <li>Rosenberg A. &amp; Westfall J., <i>Foucault and Nietzsche: a critical encounter</i>. Bloomsbury.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Claeys G., <i>Marx and Marxism</i>, Nation Books.</li> <li>Gordon P. E. Hammer E. &amp; Honneth A., <i>The routledge companion to the frankfurt school</i>. Routledge.</li> </ul>		

<b>Course: Introduction to Environmental Law and Policy</b>			<b>Semester: VI</b>
<b>Course Code: LAP312</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Understand key concepts and principles of environmental law and policy.</li> <li>2. Analyze the impact of international environmental laws and treaties on national policies.</li> <li>3. Evaluate major Indian environmental laws and their effectiveness in addressing environmental issues.</li> <li>4. Examine the role of governance, policy tools, and stakeholders in sustainable environmental management.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain the evolution and principles of environmental law and how they guide policy-making.</li> <li>2. Interpret international conventions and their influence on domestic environmental legislation.</li> <li>3. Critically assess the implementation and challenges of key Indian environmental laws through case studies.</li> <li>4. Develop strategies for effective public participation, corporate responsibility, and policy governance.</li> <li>5. Develop strategies for effective public participation, corporate responsibility, and policy governance.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Environmental Law: Evolution of environmental law, Concept, scope, and significance, Relationship between law and environmental protection, Basic principles: sustainable development, precautionary principle, polluter pays principle	15
	2	International Environmental Law: Development of international environmental law: Key international treaties (Stockholm, Rio, Paris Agreement), Role of international organizations (UNEP, IPCC), Challenges in enforcement and compliance	15
	3	Environmental Laws in India: Overview of constitutional provisions (Article 48A, 51A(g)), Key legislations: Environment (Protection) Act, 1986; Air (Prevention and Control of Pollution) Act, 1981; Water (Prevention and Control of Pollution) Act, 1974; Wildlife (Protection) Act,	12

		1972; Forest Conservation Act, 1980, Role of the judiciary and landmark cases, Role of statutory bodies (CPCB, SPCB, NGT)	
	4	Environmental Policy and Governance: Environmental policy-making process, Environmental impact assessment (EIA) and public participation, Role of NGOs, civil society, and media, Corporate environmental responsibility and sustainable development goals (SDGs)	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Leelakrishnan, P. (2019). <i>Environmental law in India</i> (5th ed.). LexisNexis.</li> <li>• Birnie, P., Boyle, A., &amp; Redgwell, C. (2009). <i>International law and the environment</i> (3rd ed.). Oxford University Press.</li> <li>• Divan, S., &amp; Rosencranz, A. (2022). <i>Environmental law and policy in India: Cases, materials and statutes</i> (3rd ed.). Oxford University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Sands, P., Peel, J., Fabra, A., &amp; MacKenzie, R. (2018). <i>Principles of international environmental law</i> (4th ed.). Cambridge University Press.</li> <li>• Shyam Divan &amp; Armin Rosencranz. (2001). <i>Environmental law and policy in India: Cases, materials and statutes</i>. Oxford University Press.</li> <li>• Fisher, E., Lange, B., &amp; Scotford, E. (2019). <i>Environmental law: Text, cases, and materials</i> (2nd ed.). Oxford University Press.</li> </ul>		

Course: <b>Global Conflicts and Role of UN</b>			<b>Semester: VI</b>
<b>Course Code: LAP 313</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Identify United Nations as an international organization, its principles and institutional structure</li> <li>2. Understand the United Nations' role in peacekeeping and peace-building since the Second World War.</li> <li>3. Describe United Nations' contributions and shortcomings in maintaining international peace and security</li> <li>4. United Nations role in creating an equitable social economic world order.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify the role of the United Nations in maintaining peace and order.</li> <li>2. Discuss the role of the UN agencies in international responsibilities.</li> <li>3. Evaluate global politics in conflict resolutions.</li> <li>4. Critically evaluate the United Nations' democratic functions and possibility of democratization of world order.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	The United Nations: Historical Overview; Principles and Objectives; Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice,	12
	2	Specialised agencies (International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO), and UN programmes and funds: United Nations Children's Fund UNICEF, United Nations Development Programme (UNDP), United Nations Environment Programme (UNEP),	18
	3	UN Women, United Nations High Commissioner for Refugees (UNHCR), Critical Assessment of Secretary General, Peace Keeping, Millennium Development Goals	15
	4	Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Malone, D. M., Mohan, C. R., &amp; Raghavan, S., <i>The Oxford handbook of Indian foreign policy</i>. OUP Oxford.</li> </ul>		

	<ul style="list-style-type: none"> <li>Nye Jr, J. S., Welch, D. A., &amp; Ameyaw-Brobbe, T., Book Review: Understanding Global Conflict and Cooperation: An Introduction to Theory and History.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Salman, S. M., &amp; Uprety, K., <i>Conflict and cooperation on South Asia's international rivers: A legal perspective</i>. BRILL.</li> <li>Harff, B., <i>Ethnic conflict in world politics</i>. Routledge.</li> </ul>

<b>Course: Global Conflicts and Contemporary Challenges</b>			<b>Semester: VI</b>
<b>Course Code: LAP314</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Understand the key theories and concepts of global conflict and peace studies.</li> <li>2. Analyze historical and contemporary conflicts in different geopolitical contexts.</li> <li>3. Evaluate emerging global challenges affecting peace, security, and stability.</li> <li>4. Apply knowledge of international institutions and conflict management mechanisms to real-world scenarios.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Critically discuss different theoretical approaches to understanding global conflicts.</li> <li>2. Demonstrate analytical skills in evaluating case studies of international conflicts.</li> <li>3. Develop perspectives on how global challenges like climate change and cyber warfare impact international security.</li> <li>4. Formulate policy-oriented solutions or recommendations for conflict resolution and peacebuilding efforts.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Theoretical Perspectives on Global Conflicts: Understanding conflict: Definitions, types, and causes, Theories of conflict: Realism, Liberalism, Constructivism, Marxism, Feminism, Security, and National Interest, Conflict Resolution and Peace	11
	2	Major Global Conflicts – Historical and Contemporary: Cold War conflicts and Post-Cold War conflicts: Middle East, Afghanistan, Africa, Rise of non-state actors: Terrorism, Insurgency, and Hybrid Warfare, Role of International Organizations (UN, NATO, regional bodies)	11
	3	Contemporary Global Challenges: Climate Change and Environmental Conflicts, Cyber Warfare and Information Wars, Pandemic-induced Global Crises, Migration, Refugees, and Human Security	11
	4	Global Governance and Conflict Management, Role of diplomacy, mediation, and negotiation, Peacebuilding and Post-conflict Reconstruction, Sustainable Development Goals (SDGs) and conflict prevention, Future threats: AI in warfare, water conflicts, resource scarcity	12
	<b>Total Hours</b>		45

<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Baylis, J., Smith, S., &amp; Owens, P. (2020). <i>The Globalization of World Politics: An Introduction to International Relations</i> (8th ed.). Oxford University Press.</li> <li>• Ramsbotham, O., Woodhouse, T., &amp; Miall, H. (2016). <i>Contemporary Conflict Resolution</i> (4th ed.). Polity Press.</li> <li>• Mansbach, R. W., &amp; Taylor, K. L. (2017). <i>Introduction to Global Politics</i> (5th ed.). Routledge.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Kaldor, M. (2013). <i>New and Old Wars: Organized Violence in a Global Era</i> (3rd ed.). Polity Press.</li> <li>• Nye, J. S. (2011). <i>The Future of Power</i>. PublicAffairs.</li> <li>• Roberts, A., &amp; Zaum, D. (Eds.). (2008). <i>Selective Security: War and the United Nations Security Council Since 1945</i>. Routledge.</li> </ul>

<b>Course: NGOs and Think Tanks</b>			<b>Semester: VI</b>
<b>Course Code: LAP315</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Familiarize themselves with the concept of non-State actors.</li> <li>2. Understand how NGOs work to address social and economic inequality.</li> <li>3. Understand how Think Tanks have become central to contemporary policy making.</li> <li>4. Appreciate the role academicians play in governance.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of names and working of prominent NGOs from India and rest of the world.</li> <li>2. Understand the relationship between NGOs and other stakeholders in the international economy.</li> <li>3. Evaluate the names and working of prominent Think Tanks from India and rest of the world.</li> <li>4. Appraise the relationship between Think Tanks and governments at various levels.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	NGO – definitions, scope, functions, limitations; Relation with State and Market; Types of NGOs; Funding and Accountability; Advocacy; Criticism	11
	2	Case Studies on Indian and International NGOs – an analysis of their performance	11
	3	Think Tanks– definitions, scope, functions, limitations; Relation with State and Market; Types of NGOs; Funding and Accountability; Advocacy; Criticism	12
	4	Case Studies on Indian and International Think Tanks– an analysis of their performance	11
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Allen S., <i>An ethnography of ngo practice in india: utopias of development</i>. Manchester University Press</li> <li>• Cagney P., <i>Global best practices for cso ngo and other nonprofit boards: lessons from around the world</i>. John Wiley &amp; Sons.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• McGann J. G., <i>The future of think tanks and policy advice around the world</i>. Palgrave Macmillan.</li> <li>• Thorat S. Dixit A. &amp; Verma S., <i>Strengthening policy research: role of think tank initiative in south asia</i>. SAGE Publications India Pvt.</li> </ul>		



**Semester VII (Hons.)**

<b>Course: Political Practices in Contemporary India</b>			<b>Semester: VII</b>
<b>Course Code: LAP 401</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the political causes of communalism in India.</li> <li>2. Locate contemporary caste-based politics in its historical context.</li> <li>3. Analyze the political economy of contemporary India.</li> <li>4. Examine the loss of democratic values in institutions of importance.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Distinguish religion as faith from how it exists in the political sphere.</li> <li>2. Understand affirmative action and its social and economic impacts.</li> <li>3. Evaluate the patterns of development under neoliberalisation.</li> <li>4. Investigate the democratic character of important institutions.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Religion: Communalization of Political Sphere – Hindutva and its multiple dimensions; Uniform Civil Code; Citizenship; Election campaigns; Hate Speeches and Mob Violence	15
	2	Caste: Electoral Politics in Post-Mandal India; Affirmative Action – Conception and new developments, EWS Quota; New assertions from the ground; Identity Politics in 21 <sup>st</sup> century.	15

	3	Market: Flow of capital into politics – money power in elections; Influence of corporate media on politics; the ever-increasing State-Corporate nexus	15
	4	Institutions: Erosion of autonomy of institutions – CBI, ED, NHRC, and Election Commission; Role of Judiciary in contemporary times – activism and overreach; CAG and Niti Aayog; Change in Centre-State relations	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Kaviraj S., <i>Politics in India</i>. Oxford University Press.</li> <li>• Rajani, K., <i>Caste in Indian Politics</i>.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Ray A. &amp; Banerjee-Dube I., <i>Nation nationalism and the public sphere: religious politics in India</i>. SAGE Publications India Pvt Ltd</li> <li>• Jodhka S. S., <i>Caste in contemporary India</i> (Second). Routledge Taylor &amp; Francis Group.</li> <li>• Das R. J., <i>The political economy of new India: critical essays</i>, Routledge.</li> </ul>		

<b>Course: Environmental Politics and Governance: India and the Globe</b>			<b>Semester-VII</b>
<b>Course Code: LAP 402</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Make students understand environmental issues from a political perspective.</li> <li>2. Appreciate environmental issues in light of globalization</li> <li>3. Explore governmental and NGO, based governance of environmental issues.</li> <li>4. Understand environmental policy to meet emerging challenges.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the meaning, nature, significance, and contemporary debates about global environmental issues.</li> <li>2. Identifying various methodologies and ideas of globalization and the role played by various international organizations will expand students' knowledge of the international political economy.</li> <li>3. Evaluate the contemporary international issues like civil society, social movements, and human migration in the context of globalization</li> <li>4. Critically examine the government of India's environment policy.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Environmental issues and international relations, International Environmental Problems, Actors in international Environmental politics: State and non-state	15
	2	Global Environmental Issues: Global warming, Environmental Pollution, Ozone Hole, Deforestation, Desertification, and increasing harmful chemicals in the environment	15
	3	United Nations and Environmental Governance: United Nations World Commission on Environment and Development (UNWCED) and Brundtland Report	15
	4	India's Environment Policy: Historical Development of Environmental Governance and the framework of environmental governance.	15
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Doyle, Timothy, Environment &amp; Politics, London, Routledge.</li> <li>• Garner, Robert, Environmental Politics, London Macmillan,</li> </ul>		

	<ul style="list-style-type: none"> <li>• Baker, Susan, Sustainable Development, London, Routledge.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Brown, Janet Welsh, Global Environmental Politics, Fourth, Edition, West View Press.</li> <li>• Brynt, Raymond, Third World Political Ecology, London, Routledge, Deluca, Kevin Micheal, Image Politics: The New Rhetoric of Environmental Activism, London, Routledge.</li> <li>• Orr, David W. Patriotism, Politics and the Environment in an Age of Terror, Island Press, Washington.</li> <li>• Smith, Zachary, Environmental Politics and Policy in the West, University Press of Colorado.</li> </ul>

<b>Course: Party and Electoral Politics</b>			<b>Semester: VII</b>
<b>Course Code: LAP403</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Understand the evolution, structure, and functioning of political parties and electoral systems.</li> <li>2. Critically analyze the relationship between parties, elections, and democracy.</li> <li>3. Examine electoral behavior, party systems, and voting patterns across democracies.</li> <li>4. Assess electoral reforms and challenges to democratic representation.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Develop a comparative understanding of party systems in different democracies.</li> <li>2. Demonstrate analytical skills in interpreting election results, voter behavior, and party strategies.</li> <li>3. Apply theoretical frameworks to real-world case studies of electoral politics.</li> <li>4. Cultivate critical thinking towards electoral reforms, democratic backsliding, and representation gaps.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Political Parties – Theory and Practice: Nature, Functions, and Classification of Political Parties, Theories of Party Systems: Cadre vs. Mass Parties, Catch-all Parties, Cartel Parties, Party Ideologies and Political Cleavages, Party Organization and Financing	15
	2	Electoral Systems and Representation: Types of Electoral Systems: FPTP, Proportional Representation, Mixed Systems, Electoral Systems and Political Representation, Impact of Electoral Systems on Party Systems, Electoral Engineering and Gerrymandering	15
	3	Voting Behavior and Electoral Politics: Sociological, Psychological, and Rational Choice Models, Role of Caste, Class, Religion, Gender, and Region in Voting Behavior, Media, Social Media, and Electoral Campaigns, Electoral Malpractices and Challenges (Booth Capture, Fake News, Money Power)	12
	4	Party Systems, Electoral Reforms, and Democracy: Party System in India: Evolution, Trends, and Challenges, Coalition Politics and Regional Parties, Electoral Reforms: EVMs, VVPAT, Anti-Defection Law, Model Code of Conduct, Electoral Integrity, Voter Apathy, and Democratic Backsliding	15
	<b>Total Hours</b>		60

<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Norris, P. (2004). <i>Electoral engineering: Voting rules and political behavior</i>. Cambridge University Press.</li> <li>Sartori, G. (2005). <i>Parties and party systems: A framework for analysis</i>. ECPR Press.</li> <li>Chhibber, P., &amp; Kollman, K. (2004). <i>The formation of national party systems: Federalism and party competition in Canada, Great Britain, India, and the United States</i>. Princeton University Press.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Heywood, A. (2021). <i>Political parties and democracy</i>. Red Globe Press.</li> <li>LeDuc, L., Niemi, R. G., &amp; Norris, P. (Eds.). (2014). <i>Comparing democracies: Elections and voting in the 21st century</i> (4th ed.). Sage.</li> <li>Yadav, Y. (2000). Understanding the second democratic upsurge: Trends of Bahujan participation in electoral politics in the 1990s. <i>Transforming India: Social and political dynamics of democracy</i>, 120-145.</li> </ul>

<b>Course: Global Governance and International Organizations</b>			<b>Semester: VII(H)</b>
<b>Course Code: LAP404</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b>
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	<ol style="list-style-type: none"> <li>1. This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions.</li> <li>2. Anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks.</li> <li>3. Offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, and international terrorism,</li> <li>4. Evaluate human security aspects with a debate on the phenomenon of global governance.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify the concept of good governance and various aspects.</li> <li>2. Understand the significance of global governance and international organizations.</li> <li>3. Discuss contemporary global issues related to different international challenges.</li> <li>4. Critically evaluate international problems and the role of international organizations.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Emergence of Global Governance, what is Global Governance? Concept of global governance gap, Globalization: Conceptions and Perspectives; Understanding Globalization and its Alternative	12
	2	Perspectives, Political: Debates on Sovereignty and Territoriality, Global Economy, Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs	12
	3	Cultural and Technological Dimension, Global Resistances, Global Social Movements and NGOs, Contemporary Global Issues,	12
	4	Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate	12
	5	Proliferation of nuclear weapons, International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments Migration Human Security, Global Shifts: Power and Governance	12
	<b>Total Hours</b>		<b>60</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• McGrew, A., &amp; Held, D., <i>Governing globalization: power, authority and global governance</i>. Polity Press.</li> <li>• Heywood, Global Politics, New York: Palgrave</li> </ul>		

	<ul style="list-style-type: none"> <li>• M. Strager, Globalization: A Very Short Introduction, London: Oxford University Press</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Weiss, T. G., <i>Global governance: Why? what? whither?</i>, John Wiley &amp; Sons.</li> <li>• G. Ritzer, Globalization: A Basic Text, Sussex: Wiley-Blackwell</li> </ul>

<b>Course: Interpreting International Data Sets for Political &amp; Social Research</b>			<b>Semester: VII(H)</b>
<b>Course Code: LAP405</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the practical relevance of data in the realm of politics.</li> <li>2. Learn new metrics and matrices of development and other indicators.</li> <li>3. Read official government statistics as an instrument of policy making</li> <li>4. Integrate their theoretical COURSEs with empirical reality.</li> </ol>
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<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the importance of ethical practices in data mining.</li> <li>2. Appreciate the use of development indicators in policy action.</li> <li>3. Read government data and extract knowledge from the information.</li> <li>4. Critically interpret the international data sets.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	The politics of statistics; The power of numbers; Data and Governance, Relationship between statistics and policy.	15
	2	Census and Governmentality; Ethnic and Racial Data in the West; Caste and Religious Data in India; Migration, Refugees and Population Statistics.	15
	3	Important Metrics of Global Governance – GDP, Growth Rate, Trade and Debt Data; HDI; Inequality Indices; Happiness, Climate, Hunger, Corruption, Press Freedom and other Indices.	15
	4	Ethical Norms for Statistical Work; Digitalization of Data; Transparency and Accountability in Data Access; Globalization and World Statistics	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Prutsch M. J., <i>Science numbers and politics</i>. Palgrave Macmillan.</li> <li>• Allin P., <i>From gdp to sustainable wellbeing: changing statistics or changing lives?</i> Palgrave Macmillan.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Fioramonti L., <i>How numbers rule the world: the use and abuse of statistics in global politics</i>. Zed Books.</li> <li>• Whitby A., <i>The sum of the people: how the census has shaped nations from the ancient world to the modern age</i> (First). Basic Books.</li> </ul>		

<b>Course: Dynamics of State Politics in India</b>			<b>Semester: VII</b>
<b>Course Code: LAP 406</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the federal scheme of Indian constitution.</li> <li>2. Analyze how new states and formed.</li> <li>3. Critically evaluate the areas in which Centre and states have divergent interests.</li> <li>4. Explore the reasons for regionalism and secessionism in India.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the diverse political realities of different Indian states.</li> <li>2. Interpret the role of democracy in the development of states.</li> <li>3. Examine the social and economic inequalities that exist within and between states.</li> <li>4. Evaluate the role of movements and revolutions in deepening of democracy.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Development of State Politics in India; Framework for Analysis; Nature of Indian Diversities and Nationalist Responses;	12
	2	Development of State System; Elections and Electoral Politics; Political Parties and Political Systems	12
	3	Patterns of Dissent and Protest Movements in Indian States, Developmental Issues and Regional Disparities; Agrarian Issues, Land Reforms; Industry and Labour	18
	4	Implications for State Politics; Inter-State Disputes: Water and Territorial Boundaries; Linguistic and Ethnic Minorities in State Politics; State Autonomy Movements in India	18
	<b>Total Hours</b>		<b>60</b>

<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Wiener, M., <i>State politics in India</i>, Princeton University Press.</li> <li>• Kohli, A., <i>The state and poverty in India: the politics of reform</i>. Cambridge Univ. Press.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Tillin L. &amp; Oxford University Press, <i>Indian federalism</i>, Oxford University Press.</li> <li>• Kumar A., <i>Rethinking state politics in india: regions within regions</i>, Routledge.</li> <li>• Hasan Z., <i>Politics and the state in india</i>. SAGE Publications.</li> </ul>

<b>Course: Social Movements and Revolutions</b>			<b>Semester: VII</b>
<b>Course Code: LAP 407</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Introduce the history and context of popular social movements</li> <li>2. Familiarize the students with fundamental causes of revolution.</li> <li>3. Contrast social movements and revolutions, thereby bringing out differences and similarities.</li> <li>4. Understand the intersection of social movements and revolutions.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand social movements and their role in society.</li> <li>2. Identify the important social movements in pre-independent and independent India.</li> <li>3. Evaluate the emergence of revolutions in response to popular social movements.</li> <li>4. Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Defining and Differentiating Social Movements and Revolutions: making sense of social movements; the principles of the revolution	13
	2	Theories and Concepts of Social Movements: Defining Features, Typology and Case Studies, Struggles in India	11
	3	Theories and Concepts of Revolutions: Defining Features, Typology and Case Studies,	11
	4	Contentious Politics: Intersection of Social Movements and Revolutions	10
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Foran, John, Theorizing Revolutions, Routledge, London.</li> <li>• Skocpol, Theda, States and Social Revolutions: Comparative Analysis of France, Russia and China, CUP, New York.</li> <li>• Crossley, Nick, Making Sense of Social Movements, Open University Press, Buckingham.</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>• Armstrong, Elizabeth A. and Mary Bernstein, Culture, Power, and Institutions: A Multi Institutional Politics Approach to Social Movements, Sociological Theory.</li> </ul>		

<b>SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Bagguley, Paul and Yasmin Hussain, Riotous Citizens: Ethnic Conflict in Multicultural Britain, Ashgate, London.</li> <li>• Hellman, Judith Adler, Social Movements: Revolution, Reform and Reaction, NACLA, Anniversary Essay/ Social Movements.</li> </ul>
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<b>Course: Panchayati Raj Institutions &amp; Urban Local Bodies</b>			<b>Semester: VII</b>
<b>Course Code: LAP408</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Understand the evolutionary trend of Panchayati Raj.</li> <li>2. Depict the contribution of different Committees and Commissions in the growth of Panchayati Raj</li> <li>3. Evaluate the Constitutional Status and growth of Panchayati Raj Institution in Haryana.</li> <li>4. Examine the structural and functional aspects Panchayati Raj Institutions and explain how control is exercised over the PRIs.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify changes in urban governance.</li> <li>2. Discuss the role of state finance commission and financial inclusion.</li> <li>3. Assess people's participation in urban local self-government.</li> <li>4. Critically evaluate urban planning and efficacy of schemes of urban development.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Local Government: Meaning, Functions and Significance, Evolution, Lord Ripon's Resolution, 1882; Mahatma Gandhi Concept of Gram Swaraj, Panchayati Raj	11
	2	Committees on Features of Balwant Rai Mehta, Ashok Mehta, L.M. Singhi; Panchayati Raj, 73rd Amendment Composition and Functions of Gram Sabha; Composition and Functions: Gram Panchayats; Panchayat Samitis; Zila Parishads; Government Control over Panchayati Raj Institutions; State Finance Commission	12
	3	Urban Politics, Governance and Cities, 74 <sup>th</sup> Constitutional Amendment, Overview of legislation on urban local bodies; Types of urban local bodies, Composition, Elections and reservation; Municipal Commissioner and Devolution of power from state governments to urban local bodies, and Urban Planning	12
	4	Municipal Finance, Budgeting, audit, Introduction to municipal taxation, classification and assessment of buildings, water, sanitation and other taxes, Decision making and Urban Governance	10
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Maheshwari, S.R., Local Government in India, New Delhi: Origin Longman</li> <li>• Desai, Vasant, Fundamentals of Rural Development; A Systems Approach, New Delhi: Himalayia Publication</li> <li>• Goel, S.L &amp; Shalini Rajneesh, Panchayati Raj in India, New Delhi: Deep &amp; Deep Publications Pvt. Ltd.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Stephen McGovern J. (John), Urban Politics: A Reader Sage Publication.</li> <li>• Aslam, M., Panchayati Raj in India, New Delhi: NBT</li> <li>• Mahipal, Gram Niyojan, New Delhi: NBT</li> <li>• Mishra, S.N, New Horizons in Rural Development Administration, New Delhi: Mittal</li> </ul>
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### Semester-VIII

<b>Course: Exemplary Dissertations in Political Science</b>			<b>Semester: VIII</b>
<b>Course Code: LAP410</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand how research is conducted at the Undergraduate level</li> <li>2. Learn the different variables that exist in Social Science research</li> <li>3. Appreciate the works of good scholars of Political Science from across the world</li> <li>4. Broaden their scope in the field of research</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Process Data and use basic statistical tools for analysis</li> <li>2. Understand the difference between research at Masters and PhD level</li> <li>3. Write a dissertation of decent standard</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Structuring a Dissertation – Format; Research Questions and Objectives; Methodology; Chapterization; Factoring in other Variables – Time, Access to Resources, State of Research Area	15
	2	Exemplary Dissertation No 1 – PhD thesis of Allan Bloom, titled “The Political Philosophy of Isocrates”, 1955, Univ of Chicago	15
	3	Exemplary Dissertation No 2 – PhD thesis of Malini Parthasarthy, titled “Majoritarianism and Indian nationhood: a study of the Hindu nationalist discourse”, 2008, Jawaharlal Nehru Univ	15
	4	Exemplary Dissertation No 3 – Student Master’s thesis of Kelsey Anderson, titled “Playing By The Rules : A Look into the Relationship between Regime Type and War Crimes’, 2019, Univ of Massachusetts Amherst	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Pennings P. Kleinnijenhuis J. &amp; Keman H. (2006). Doing research in political science (2nd ed.). Sage.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Schram S. &amp; Caterino B. (2006). <i>Making political science matter : debating knowledge research and method</i>. New York University Press.</li> <li>• Peters B. G. (2013). <i>Strategies for comparative research in political science</i>. Palgrave Macmillan.</li> <li>• Behera N. C. &amp; Vanaik A. (2013). <i>Political science. volume 4 india engages the world</i>. Oxford University Press.</li> </ul>		



<b>Course: Indian Constitution: Genesis and Debates</b>			<b>Semester: VIII (H)</b>
<b>Course Code: LAP411</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the history of the process of constitution making in India.</li> <li>2. Investigate the role played by various constituent assembly members between.</li> <li>3. Appreciate the arguments of Dr. Ambedkar in his role as Chairman, Drafting Committee</li> <li>4. Analyze the various social, economic, political issues India faced at the time of independence.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Discuss constitution-making in the context of various historical events.</li> <li>2. Illustrate the art of legal argumentation.</li> <li>3. Analyze the perspectives that leaders from different social backgrounds brought to the table.</li> <li>4. Evaluate the constitution as a dynamic, living text.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Constitutions before The Indian Constitution – Acts of 1909, 1919 and 1935; Organization of the Indian Constituent Assembly; Timeline; Committees.	15
	2	Debates on Fundamental Rights, Directive Principles, Preamble, Federal Structure, Death Penalty	15
	3	Debates on Untouchability, Uniform Civil Code, Reservations, Religion, Language,	15
	4	Constituent Assembly Debate; Criticism of Indian Constitution; Amendments and important Committees since 1950; Comparison of Indian Constitution with other similar nations	15

	<b>Total Hours</b>	60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Bhatia U., <i>The indian constituent assembly: deliberations on democracy</i>. Routledge.</li> <li>• Kashyap S. C., <i>Indian constitution: conflicts and controversies</i>. Vitasta Pub</li> </ul>	
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Sharma A. B., <i>Voices in the wilderness: critiquing indian constituent assembly debates</i>. Bloomsbury Publishing India Pvt..</li> <li>• Das N., <i>Ambedkar and making of indian constitution</i>. Centrum Press.</li> </ul>	

<b>Course: Marx, Gandhi, and Ambedkar: A Comparative Study</b>			<b>Semester: VIII(H)</b>
<b>Course Code: LAP412</b>	<b>LTP</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Be able to place Marx, Gandhi, and Ambedkar in their historical contexts.</li> <li>2. Make a comparative account of the ideologies of these three thinkers.</li> <li>3. Trace the shifts and transformations in the ideologies of these three thinkers.</li> <li>4. Understand the contemporary relevance of the three thinkers.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand Marx, Gandhi, and Ambedkar both in isolation and in comparison, with each other.</li> <li>2. Assess their views on the most important socio-political issues of their times.</li> <li>3. Demonstrate their contributions in the intellectual history of the world.</li> <li>4. Evaluate the progress of the ideologies that derive their names from these three thinkers.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Marx and Gandhi: Perspectives on Modernity; Religion; State; Economy; Society; Violence;	15
	2	Gandhi and Ambedkar: Perspectives on Caste; Village life; State; Economy; British Empire; Religion	15
	3	Marx and Ambedkar: Perspectives on Liberalism; Democracy; Violence; Socialism; Religion; Society	15
	4	Development of the Marxist, Gandhian and Ambedkarite ideologies after their respective deaths; Contemporary Relevance of the ideas of Marx, Gandhi and Ambedkar; A Critique of their ideas.	15
	<b>Total Hours</b>		60
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Guha, R., <i>Makers of modern India</i>. Harvard University Press.</li> <li>• Kshirsagar R. K., <i>Karl marx and babasaheb ambedkar: a comparative study</i>. Kalpaz Publications.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Alam J. &amp; Bilgrami A., <i>Marx gandhi and modernity: essays presented to javeed alam</i> (First). Tulika Books.</li> <li>• Kumar A., <i>Radical equality: ambedkar gandhi and the risk of democracy</i>. Stanford University Press.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Krishnan P. S., Synthesising the gandhi–ambedkar–narayanaguru–marx visions for dalit liberation*. <i>Social Change</i>.</li> </ul>
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Course: Practicum-Political Science	Semester: VIII(H)
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<b>Course Code: LAP413P</b>	<b>LTP</b>	<b>2 0 4</b>	<b>Credits: 4</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Experience how legislative assemblies carry out their responsibilities.</li> <li>2. Reproduce the experience of Indian Parliament and state assemblies.</li> <li>3. Understand the formal and informal processes at the different organs of UN.</li> <li>4. Assess how democracy works at the grassroots.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify first-hand experience of the duties and powers of Indian legislators.</li> <li>2. Assess the possibilities of debates and discussions in Parliament and state assemblies.</li> <li>3. Examine events and sessions that are based on the functioning of UN General Assembly</li> <li>4. Evaluate democratic processes that play out in the third tier of Indian democracy.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Model Parliament – Voting procedures, oath, and affirmation; Sessions in Lok Sabha and Rajya Sabha – Summoning, Adjournment, Prorogation; Devices of Parliamentary Proceedings – Question Hour, Zero Hour; Motions; Discussions; Resolutions; Readings of Various Bills- Ordinary, Money, Constitution Amendment; Joint session; Budget.	28
	2	Visit to the State Vidhan Sabha; Documenting the Vidhan Sabha session; Preparing a report on the Vidhan Sabha Visit; Comparing an Indian Legislature Session with that in USA and UK.	16
	3	Organizing Model United Nations – Formal Processes including Plenary and Committee Meetings; Informal Processes; Drafting Resolutions; Negotiations; Forms of Addresses; Dividing Leadership Positions in General Assembly and other organs of UN.	28
	4	Practicum on Citizenship and Democracy – Attending Panchayat Committee and Municipal Authority meetings; Organizing Policy Sensitization Camps in Slums.	18
	<b>Total Hours</b>		<b>90</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Krein A.-T. &amp; Rönker Josephin Paula., <i>Model united nations: a practical guide</i>. Springer</li> </ul>		

	<ul style="list-style-type: none"> <li>Gupta R. K., <i>Indian parliament: system and procedure</i> (Revised). Shikha Publication.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>India, <i>Parliamentary procedure abstracts series</i>. Lok Sabha Secretariat.</li> <li>Harvey M. Fielder J. &amp; Gibb R., <i>Simulations in the political science classroom: games without frontiers</i>. Routledge</li> </ul>

<b>Course: Human Rights</b>			<b>Semester: VIII(H)</b>
<b>Course Code: LAP414</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Create an understanding of the necessity of human rights among students.</li> <li>2. Explain the historical development of human rights in India &amp; the globe.</li> <li>3. Spread awareness among the students of the illegal ways in which an unchecked 'state' coerces its citizens into submission.</li> <li>4. Impart necessary conceptual and legal education on human rights.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain the meaning of human rights and examine human rights issues in different social, political, and cultural contexts.</li> <li>2. Recognize the human rights abuses occurring around them in the public sphere.</li> <li>3. Discuss the importance of human rights among the citizens.</li> <li>4. Critically examine issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counterterrorism operations.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Understanding the Concept of Rights, Meaning, Definition, Classification of Rights, Aspects of Human Rights, Social, Economic and Political.	11
	2	Universality v. Cultural Relativism, Public v. Private, Relativity of Rights, Liberal Origins, Individual v. Community Rights, Civil v. Human Rights	11
	3	Theories of Rights: Natural Rights Theory, Legal/Positivist Theory, Liberal Theory, Marxist Theory, Cultural Theory and Sociological Theory	12
	4	Human Rights: International Norms Rights against torture, discrimination and forced labour, Rights of the Child, Redressal Mechanisms for Human Rights, Human Rights Literacy and Awareness.	11
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Donnelly, Jack, <i>Universal Human Rights in Theory and Practice</i>, Ithaca: Cornell University Press.</li> <li>• Goodale, Mark, "Introduction." In <i>The Practice of Human Rights</i>. Edited by Mark Goodale and Sally Engle Merry. Cambridge University Press</li> <li>• J. Hoffman and P. Graham, 'Human Rights', Introduction to Political Theory, Delhi, Pearson</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• SAHRDC, 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in <i>Introducing Human Rights</i>, New Delhi: Oxford University Press.</li> <li>• The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.</li> </ul>		

	<ul style="list-style-type: none"> <li>• The Constitution of India, Chapter 3: Fundamental Rights.</li> </ul>
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<b>Course: Politics and Cinema</b>			<b>Semester: VIII(H)</b>
<b>Course Code: LAP415</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Appreciate the difference between commercial and alternate cinema.</li> <li>2. Understand the social and political relevance of World Cinema.</li> </ol>
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	3. Analyze the world around them through the eyes of screenwriters and filmmakers. 4. Become more conscious of the politics around them.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> 1. Understand social class and economics through the celluloid medium. 2. Look at the Indian reality of social inequality through fictional depictions. 3. Appreciate storytelling as a form of political discourse. 4. Build new perspectives on political history.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Understanding Political History Through Cinema – The Battle of Algiers (1966); Z (1969); Aandhi (1975); Danton (1983); Hazaaron Khwaishein Aisi (2003); The Lives of Others (2006)	11
	2	Understanding Class Through Cinema – Bicycle Thieves (1948); Aghaat (1985); Fight Club (1999); There will be Blood (2007); Oye Lucky Lucky Oye (2008); Parasite (2019);	11
	3	Understanding Religion Through Cinema – The Seventh Seal (1957); Devi (1960); Andrei Rublev (1966); Khuda Ke Liye (2007); Sita Sings the Blues (2008); Spotlight (2015);	11
	4	Understanding Caste Through Cinema – Bandit Queen (1994); Samar (1999); India Untouched (2007); Fandry (2013); Asuran (2019); Palasa 1978 (2020)	12
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Rushton R., <i>The politics of hollywood cinema: popular film and contemporary political theory</i>. Palgrave Macmillan.</li> <li>Léger Marc James, <i>Drive in cinema: essays on film theory and politics</i>. Intellect.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Kazmi F., <i>The politics of india's conventional cinema: imaging a universe subverting a multiverse</i>. Sage Publications.</li> <li>Mehta R. B., <i>Unruly cinema: history politics and bollywood</i>. University of Illinois Press</li> </ul>		

<b>HISTORY (MINOR) AY 2025-26</b>						
<b>Semester III</b>						
<b>S. No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Periods</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
1	LAH205	Ancient Indian History- Earliest times to 650 CE	3	0	0	3
2	LAH206	Principles of History and Historiography	3	0	0	3
		<b>Semester IV</b>				
<b>S. No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Periods</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
1	LAH213	Medieval Indian History- 650 CE to 1757 CE	3	0	0	3
2	LAH214	Rise of Modern West	3	0	0	3
		<b>Semester V</b>				
<b>S. No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Periods</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
1	LAH305	Modern Indian History-1757 CE to 1950 CE	3	0	0	3
2	LAH306	Archives and Museums	3	0	0	3
		<b>Semester VI</b>				
<b>S. No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Periods</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	

1	LAH314	The Making of Contemporary India- 1950 CE to 1990 CE	3	0	0	3
2	LAH315	Twentieth Century World	3	0	0	3

#### Semester VII

S. No	Course Code	Course Name	Periods			Credits
			L	T	P	
1	LAH 406	History of Trade	3	0	0	3
2	LAH 407	Themes in Labour History of India	3	0	0	3

#### Semester VIII

S. No	Course Code	Course Name	Periods			Credits
			L	T	P	
1	LAH413	Orality and Oral Culture in History	3	0	0	3
2	LAH414	History of World Religions	3	0	0	3

<b>Course: Ancient Indian History - Earliest Times to 650 CE</b>			<b>Semester: III</b>
<b>Course Code: LAH205</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Provide not only an extensive survey of early Indian history but also familiarize them with the tools of studying ancient Indian history.</li> <li>2. Provide inter-disciplinary approach.</li> <li>3. Give deep understanding and knowledge about the glorious Ancient Indian Past.</li> <li>4. Discuss transition in Indian culture from early historic times to 650 CE.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify the importance and sequence of Ancient Indian History.</li> <li>2. Discover and relate with India's past.</li> <li>3. Analyze historical events and their modern continuity.</li> <li>4. Evaluate the debatable issues of Ancient India.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Sources and Historiographical trends, Paleolithic, Mesolithic, Neolithic, Chalcolithic, Harappan Civilization.	08
	2	Vedic Age: Polity, society and Economy, Religion and Philosophy. Epics: Culture, Historicity.	09
	3	Second Urbanization and the Origin of State, Rise of Magadh Empire, Religious revolution, The Mauryan Empire: Mauryan Administration, Culture, Ashoka Dhamma Policy, Decline of Mauryan, Greek Invasion and its impact.	10
	4	Post Mauryan polity, Society and Culture and trade. Sangam Age: Sangam Literature, Society, Culture.	08
	5	Gupta Empire: Polity and Administration, Art & Architecture, Literature, Science, and Technology, Vardhan Dynasty.	10
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Singh, U., A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century. New Delhi: Pearson.</li> <li>• Sharma, R. S., India's Ancient Past. New Delhi: Oxford India Publication</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Sankalia, H. D., Prehistory and Protohistory of Indian and Pakistan. Poona: Pearson</li> <li>• Jain, V. K., Prehistory and Protohistory of India. New Delhi: D.K. Print Ltd.</li> <li>• Chattopadhyaya, D., Science and Society in Ancient India. Kolkata: K P Bagchi &amp; Company.</li> </ul>		

<b>Course: Principles of History and Historiography</b>			<b>Semester: III</b>
<b>Course Code: LAH206</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Learn about the concepts of History and various problems in History writing.</li> <li>2. Learn about the relationship between history and other disciplines.</li> <li>3. Know about the successive stages of evolution in historical writing from ancient to modern times.</li> <li>4. Discuss different narratives in Modern Indian Historiography.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Define different historical traditions from ancient to modern.</li> <li>2. Identify the important relationship between History and other disciplines.</li> <li>3. Analyze various events and interpretation involved in History writing.</li> <li>4. Examine and criticize the narratives and changes in modern historiography trends.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Meaning, scope and nature of History, Objectivity and subjectivity, Relativism, Causation, Generalization in History, Use and misuse of History.	08
	2	Ancillary Sciences: Archaeology, Palaeography, Epigraphy, Numismatics. Auxiliary Sciences: Linguistics, Anthropology, Sociology, Economics, Political Science, Geography, Philosophy.	09
	3	Greek and Latin Historiography; Chinese Historiography: Ssu-ma Chien. Church Historiography.	10
	4	Ancient Indian Historical Tradition: Itihasa-Puranic Tradition in Ancient India; Kashmir Chronicle of Kalhana. Islamic Historical Tradition in Medieval India: Arabic history writing; Persian history writing; Hagiography	10
	5	Modern Historiography; Empirical Tradition. Annals Tradition; Marxist; Nationalist; Subaltern; Orientalist; Historiography	08
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Ali, B. Shaikh, History: Its Theory and Methods. New York: MacMillan.</li> <li>• Sreedharan, E., A Textbook of Historiography. New Delhi: Orient</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Carr, E. H., What is History. London: Penguin.</li> <li>• Collingwood, R. G., The Idea of History. New Delhi: Aakar Publishers.</li> <li>• Jayapalan, N., Historiography. New Delhi: Atlantic Publishers.</li> <li>• Majumdar, R.C., Historiography in Modern India. Bombay: Asia publishing house.</li> </ul>
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<b>Course: Medieval Indian History-650 CE to 1757CE</b>			<b>Semester: IV</b>
<b>Course Code: LAH213</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Find out the recurring themes in Medieval Indian History.</li> <li>2. Infer the multiple approaches to the various issues of historical significance during this period.</li> <li>3. Develop a deep understanding of the process of regional development.</li> <li>4. Understand the different ways in which historian's approach, read and interpret sources.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. State the patterns of change and continuities in the economic, political, social, and cultural aspects of life during the 'Early medieval' period.</li> <li>2. Discuss the major currents of development in the Cultural sphere.</li> <li>3. Evaluate regional powers and the process of regionalization.</li> <li>4. Assess the major debates among scholars about changes that took place with the onset of early medieval period in India.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Studying Medieval India: Historical Sources, Texts, epigraphic and numismatic data; Historiography.	08
	2	Early Medieval India: Decentralization and Emergence of Regional powers of South and Deccan, Arab conquest of Sindh, Resistance to Islamic Invaders, Turkish Invasion, agrarian Structure, Social Change, Trade and Commerce.	09
	3	Delhi Sultanate and Regional Powers: Foundation, Expansion and Consolidation of the sultanate of Delhi: Emergence of Provincial dynasties: Vijaynagar, Bahamanis, Kashmir, Gujarat, Malwa, Jaunpur and Bengal; Consolidation of regional identities; regional art, architecture and Literature, Society and Economy.	10
	4	The Mughal Period: Establishment Mughal Rule, Expansion and Consolidation under Mughal rulers. Religion, Economy, Society, and Culture, Art & Architecture.	08
	5	State Under Aurangzeb; War of Succession; Deccan kingdoms; Emergence of Marathas; Shivaji; Emergence of Successor States; Crafts and Technology, Indian Ocean Trade Network.	10
	<b>Total Hours</b>		<b>45</b>

<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Singh, U., A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century. New Delhi: Pearson.</li> <li>• Singh, U., Rethinking early Medieval India. New Delhi: Oxford University Press. Surjeet Publications.</li> <li>• Habib, I., The Economic History of Medieval India A Survey. New Delhi: Tulika Books.</li> <li>• Gordon, S., The Mughal Empire. Cambridge University Press.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Raychaudhuri, S.C., History of Mughal India, a detailed Study of Political, Economic, Social and Culture aspects from 1526 To 1707 AD. Delhi:</li> <li>• <b>Journal Name:</b> Indian Historical Review.</li> </ul>

<b>Course: Rise of Modern West</b>			<b>Semester: IV</b>
<b>Course Code: LAH214</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>



<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To understand the important transitions and transformations that unfolded gradually in the sphere of the economy, political realm, social and cultural life from late medieval period onwards in various parts of Europe.</li> <li>2. Understand the shifting dynamics of economic and political power within Europe, Europe's contact with the 'New World'.</li> <li>3. Understand the development of modern political arrangements, new intellectual currents, and modern scientific views and theories shall be examined closely.</li> <li>4. Discuss the fundamental causes of the American War of Independence and contextualize the emergence of new socio-economic forces that propelled what is popularly known as the Industrial revolution of the late 18<sup>th</sup> century.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain the process by which major transitions unfolded in Europe's economy, state forms, social structure, and cultural life.</li> <li>2. Analyze the linkages between Europe's political economy and trading structure and those of the colonized world.</li> <li>3. Demonstrate the elements of modernity developing in social, political and intellectual realms.</li> <li>4. Discuss the features and causes of American and the emergence of capitalist industrialization.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Transition from feudalism to capitalism, Concept of Feudalism, Concept of Capitalism, Feudalism to Capitalism: problems and theories, factors behind the capitalism.	08
	2	Early Colonial Expansion Motives, Voyages and Explorations; the Conquests of the Americas, Motives, beginning of the era of colonization, Mining and plantation, African slaves.	09
	3	Renaissance, In Italy: its social roots, Humanism and its spread in Europe, Art and Paintings, Literature and renaissance results, Reformation in the 16 <sup>th</sup> century, rise of modern science in relation to European society from the renaissance to the 17 <sup>th</sup> century.	10
	4	Economic Developments of the Sixteenth Century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.	08
	5	Emergence of European State System, Spain; France; England; Russia Mercantilism and European economics: 17 <sup>th</sup> and 18 <sup>th</sup> centuries, Preludes to the Industrial revolution, American revolution.	10
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Meenaxi, P., Rise of the Modern West: Social and Economic History of Early Modern Europe. Macmillan Publishers India</li> </ul>		

	<ul style="list-style-type: none"> <li>• Sinha, A., Europe in Transition: From feudalism to Industrialization: Manohar Publishers.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Carlo M. C., Before the Industrial Revolution, European Society &amp; Economy. 1000–1700. Routledge</li> </ul>

**Semester V**

<b>Course: Modern Indian History-1757 CE to 1950 CE</b>			<b>Semester: V</b>
<b>Course Code: LAH305</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Outline key developments of the 18th century and establishment of British rule.</li> <li>2. With the broad socio-economic and political trends in colonial India from the latter half of the 19th century.</li> <li>3. Critically analyses the various trends in the national liberation movement and other aspects of politics.</li> <li>4. Discuss the Post-independence problems and political changes.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Outline the importance and Sequence of Modern India history.</li> <li>2. Identify how different regional, religious, and linguistic identities developed in the late 19th and early 20th centuries.</li> <li>3. Illustrate the social and economic facets of colonial India and their influence on different trends of politics.</li> <li>4. Analyze the complex developments leading to communal violence and partition.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Sources and Modern Indian Historiography, Expansion and Consolidation of Colonial Power: Mercantilism, foreign trade, and early forms of exactions from Bengal. Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.	10
	2	Ideologies of the Raj and Racial Attitudes., Education: Indigenous and 'Modern'. Trade and Industry: De – industrialization; Trade and Fiscal Policy; Drain of Wealth; Growth of Modern Industry	08
	3	Cultural Changes and Socio- religious Reform Movements, Reform and Revival: Brahmo Samaj, Prarthna Samaj, Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh, Parsi and Sikh reform Movement, Indian National Movement: Revolt of 1857 and rise of Nationalism, Popular Uprising.	09
	4	Political ideology and organizations, formation of INC; Moderates and extremists; Swadesh movement. Revolutionaries Mahatma Gandhi: his Perspectives and Methods Impact of the First World War; Rowlatt Satyagraha and Jallianwala Bagh. Non-Cooperation Movement and Civil Disobedience Movement, Provincial Autonomy, Communalism., Quit India Movement and INA	08
	5	Independence and Partition: Negotiations for independence, and partition Popular movements	10

		Partition riots, Emergence of a New State: Making of the Constitution Integration of princely states Land reform and beginnings of planning.	
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Grover, B.L. &amp; Mehta, A., A New Look at Modern Indian History. S. Chand Publication.</li> <li>Chandra, B., India's Struggle for Independence. New Delhi: Penguin Random House India.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Bandyopadhyay, S., From Plassey to Partition. New Delhi: Orient Black Swan.</li> </ul>		

<b>Course: Archives and Museums</b>			<b>Semester: V</b>
<b>Course Code: LAH306</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Learn about archival material and their preservation techniques.</li> <li>2. Learn about museology and artifacts management.</li> <li>3. Get Knowledge about the various aspects of documentation and visual culture.</li> <li>4. Understand the importance of archives and museums in history.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify the basics and importance of Archival studies.</li> <li>2. Understand the art of document preservation, collection, and presentation.</li> <li>3. Explore the basics of Museology and public display of artifacts.</li> <li>4. Develop artistic sense and learn museum decoration and artifacts preservation.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Definition of Archives and allied terms: Manuscripts, Documents, Records, Library, Gallery. Physical forms of Archival Materials	08
	2	Types of Archives. History of Archives., History of Setting up Archives in India with some specific examples like National Archives, New Delhi, and any regional example of the local archive.	10
	3	Definition of Museum., Aim, Function, History of Museum., History of Museum in India.	09
	4	Types of Museums and Emergence of New Museums and allied institutions. Understanding of Collection, Conservation, Preservation and their policies, ethics, and procedure.	08
	5	Museum, Archives and Society: Exhibitions, Public Relation., Visit and access to Museum and Archives and make a report.	10
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Sen, M., Introduction to Archives and Museums. Kolkata: Madurima Sen publications.</li> <li>• Guha, T., Monuments, Objects, Histories: Institution of Art in Colonial India, New York.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Jain S., Museum and Museology: Ek Parichaya (Hindi), Kanika Prakashan.</li> <li>• Sengupta, S., Experiencing History Through Archives, Delhi: Munshiram Manoharlal.</li> <li>• Saloni, M., India by Design: Colonial History and Cultural Display, University of California.</li> </ul>		

### Semester VI

<b>Course: The Making of Contemporary India- 1950 CE to 1990 CE</b>			<b>Semester: VI</b>
<b>Course Code: LAH314</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Cover a period of Indian history starting with rise of India's freedom struggle and culminating in our very recent past.</li> <li>2. Cover nearly seven decades of events in the Indian and related world history.</li> <li>3. Discuss about economic policies and progress of democracy in India.</li> <li>4. Understand media and its role in nation building.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Recognize the wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 2000s.</li> <li>2. Identify the initial problems faced by India after independence.</li> <li>3. Analyze the economic policies adopted by Indian government and impact in shaping modern India.</li> <li>4. Explain the value of democracy and its pillars.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Laying the Foundation of Independent India: The Constitution: nationality and citizenship Linguistic re-organization. Foreign policy and the making of non-alignment	08
	2	Envisioning a New Economic Order: Agriculture and industry; Five Year Plans Education, science, and technology, Uneven development –Punjab, Bihar (case studies)	09
	3	Democracy at work: Congress and other political formations, Left parties; Naxalbari; caste politics; Dravidian movement, Women and politics: Hindu Code Bill Status of Women Report	10
	4	Crisis and After: Railway Strike, J.P. Movement and Emergency Developments in the 1980's: Coalition politics; Mandal Commission and aftermath. Responding to new global alignments: Neo-liberalism.	10
	5	The Public Sphere: Print media, Institutions of art and culture, Visual Media: Cinema and Television	08
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Chakrabarty, D. et.al, From the Colonial to the Post- Colonial: India and Pakistan in Transition. New Delhi: OUP.</li> <li>• Vинаik, A. &amp; Bhargava, R., Understanding Contemporary India, Hyderabad: Orient Black Swan.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Jaffrelot, C., The Hindu Nationalist Movement and Indian Politics 1925 to 1990s. New Delhi: Penguin.</li> </ul>		

<b>Course: Twentieth Century World</b>			<b>Semester: VI</b>
<b>Course Code: LAH315</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Make understand various developments which took place in the 20th Century after the Second World War.</li> <li>2. Aware of the need to understand peace Treaties.</li> </ol>
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	3. Understand in the wake of globalization and other issues involved with it. 4. Understand Geo-politics in the 20th Century.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> 1. Classify important changes occurred before 20 <sup>th</sup> Century and its impact. 2. Demonstrate the politics behind the first and second world wars. 3. Examine new ideologies after the first and second world war. 4. Analyze post second world war politics and new world order.		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Industrial Revolution, Legacy of the Nineteenth Century, Growth of capitalism and Imperialism: U.K.;France; Germany; and Japan, Liberalism, Socialism and Nationalism.	11
	2	World Order up to 1919, Origins of the First World War: its nature; Peace Settlement and its long- term consequences. Making of the Russian Revolution-establishment of a Socialist State; its economic and political aspect.	11
	3	World Between the two Wars Working of the League of Nations and Collective Security; crisis in capitalism; Great Depression, ideologies of Nazism and Fascism:Germany, Italy and Japan.	11
	4	Second World War and New Political Order Origins, nature,and results of the War. Ideologicaland political basis of cold War; Pacts and Treaties, Apartheid andFeminism, Disintegration of Socialist block and end of the ColdWar.	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Jain &amp; Mathur, An Outline of Modern World History. Ahmedabad: Jain Prakashan Mandir.</li> <li>Dev, A., History of the World. New Delhi: Orient Black Swan.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Lowe, N., Mastering Modern World History. London: Palgrave Macmillan.</li> </ul>		

### Semester VII

<b>Course: History of Trade</b>			<b>Semester: VII</b>
<b>Course Code: LAH406</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>



<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. With a broad-based knowledge of trade practices in India.</li> <li>2. Discuss major theories regarding international trade of India.</li> <li>3. Delineate the social impact of international trade which has developed a mixed culture in the coastal areas of India.</li> <li>4. Trace the structure and nature of international trade in the Indian Ocean.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Describe the Trade and Commerce and Monetary System of India in Historical perspective.</li> <li>2. Interpret the Monetary System, Towns and Cities and Emergence of Regional States.</li> <li>3. Examine cultural relations of different countries.</li> <li>4. Analyze the economic growth and its global perspective.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Archeology of Early Indian Ocean Maritime Contacts and Exchanges Harappa and its contacts with West Asia - Trade and Commerce of India: Internal Trade and External Trade, Indo- Roman Trade, Maritime Trade in South India.	11
	2	Cross cultural religious and economic exchanges: Silk Route Trade, Spice Route Trade, and the transmission of Buddhism from India to China., Growth of Islam and Trade networks with Persia., Guilds and Temple economy.	11
	3	Inter-regional trade, maritime trade, forms of exchange, Process of Urbanization in Medieval period. Advent of European Traders.	11
	4	Trade and Fiscal Policy in Modern India: New Transport and Communication Systems - Roads, Railways, Canals, Ports, Posts and Telegraph. Articulation of Internal and External Trade. Banking System.	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Srivastava, B., Trade and commerce in Ancient India, Chawkhamba Publications.</li> <li>• Commander. S. K., A Maritime Trade of India. India: Publication division Ministry of Information &amp; Broadcasting.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Chaudhuri, K.N., Trading World of Asia and the English East India Company. New York: Cambridge University Press.</li> <li>• Dutta,R., ‘Merchants and peasants: A study of the structure of local trade in grain in late eighteenth century Bengal’, The Indian Economic and Social History Review.</li> <li>• Simon, D., The Maritime Trade of India-1200-1500, Cambridge University Press.</li> <li>• Chaudhuri, K. N. Foreign Trade and balance of payments (1757-1947), CEHI, (Journal)</li> </ul>		

<b>Course: Themes in Labor History of India</b>			<b>Semester: VII</b>
<b>Course Code: LAH407</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the historical process that has shaped the world of Labor.</li> <li>2. Know relationship of social Structure and identities.</li> <li>3. Understand Historical aspects of Labor Movements in India.</li> <li>4. Create Understanding of Labor market, wages, Employment in Historical Perspective.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Recognize history of labor in India across different contexts and times.</li> <li>2. Interpret the different approaches of the History of Labor.</li> <li>3. Outline the concept of labor markets, wages, employment in Historical perspective.</li> <li>4. Evaluate the changing world of Work in the long run understanding the origin and development of labor market.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Labor History: Concepts and Meanings. Forms of Labor in Ancient India. Caste and Labor, Slavery, Slave Trade, Depiction of labor in Ancient Indian literature.	11
	2	Labor in Medieval India. Urban Environment, Rural labor. Women As work force in Pre-colonial Period.	10
	3	Artisans and Handicraft product-background, De-industrialization-capital, and labor in Handicraft Industry. Migration of Labors during the colonial period.	12

	4	Growth of Capitalism and rise of Industrial Labor-Conditions of work-labor movement in Pre 1914 era. Foundation of All India trade Union Congress.	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Saran, K. M., Labor in Ancient India. Bombay: Vara and Company Pvt Ltd.</li> <li>Joshi, C., Indian Labor and its Forgotten Histories. London: Anthem press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Northrup, D., Indentured labor in the age of imperialism 1834-1922. New York: Cambridge University Press.</li> <li>Joshi, C., Lost words: India's Labour and its forgotten Histories. Hyderabad: Orient Blackswan.</li> <li>Behal, Rana P., Van der, M., India's Labouring Poor-Historical Studies-1600c.-2000c. New Delhi: Cambridge University Press.</li> <li>Caderlof, G., The Imperial Underbelly, Workers, Contractors and Entrepreneurs in Colonial India and Scandinavia. London and New York: Routledge.</li> <li>Labor History review ISSN (Online): 1745-8188 (<b>Journal</b>)</li> </ul>		

### Semester VIII

<b>Course: Orality and Oral Culture in History</b>			<b>Semester: VIII</b>
<b>Course Code: LAH413</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>Understand the various dimensions of orality and the relationship between Orality Memory and History.</li> <li>Exposing participants to connections between orality, imagination, memory, and History.</li> <li>Generate awareness of the relationship between narrative form, aesthetics, subjectivity, and memory in the shaping of historical perspectives.</li> <li>Highlight ethical issues and democratic concerns, providing exposure to practical problems and possible solutions, through case studies and actual Histories.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>Describe practical experience in oral History interviewing and related aspects of Oral History, recording Transcribing, editing, Publishing and preservation.</li> <li>Identify and establish a fundamental knowledge in the technologies of recording preservation and publication of Oral History Interviews.</li> <li>Analyze theoretical underpinnings of Oral History.</li> <li>Develop overall understanding of Oral History as a process and an information package.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Defining Orality: (Concepts) Orality, Oral Tradition, oral Culture., Oral History, Distinction Between Oral tradition & Oral History, Oral History	12

		of our time, Memory and Oral History, Public history and Oral History, Orality and Literacy, from Memory to Written Records	
	2	History and Historiography of Orality: Oral History as a tool for Analysis, Social issues: Gender, conflict, violence etc., Economic Issues-Development, Schemes, and their impact, Oral evidence	11
	3	Methodologies: Collection, preservation, and interpretation of Historical information through recorded interviews of people, Communities and Participants in past event; Documentation and Archiving written, Audio, and visual, preserving and using audio and video recordings, digitalising oral archives, principles and standards of Oral History Association	11
	4	Potential Areas for Oral History Research: Oral Traditions: Customs, beliefs, practices, and world view; life Histories: Participants in Past event, women, war, Publishing Oral history, Arrival of written text and its impact on history	11
		<b>Total Hours</b>	45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Donald. A. R., Doing Oral History: A Practical Guide. USA: OUP</li> <li>• Abrams, Lym., Oral History Theory. London: Routledge.</li> <li>• Ong Walter, J., Orality and Literacy. London: Routledge.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Perks R., &amp; Thomsen A., The Oral History Reader. London: Routledge Journal.</li> <li>• Foucault, M., Archeology of Knowledge. New York: Pantheon Books.</li> </ul>		

<b>Course: History of World Religions</b>			<b>Semester: VIII</b>
<b>Course Code: LAH414</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Know about the history and origin of world religions.</li> <li>2. Understand the belief and religious practices in various religions.</li> <li>3. Know expansion of religions.</li> <li>4. Examine the growth and changes in world religions from their foundation to today.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Describe the basic history, beliefs, and practices of at least two religious' traditions.</li> <li>2. Interpret how religious symbols and narratives are used, interpreted, and changed by individuals and communities over time and across different cultures.</li> <li>3. Analyze the morals and ethics of different religious traditions.</li> <li>4. Relate and contrast different religious traditions from around the world.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Hinduism: Vedic Tradition to Puranic Tradition., Renunciatory Tradition and their expansion: Buddhism and Jainism. Various Hindu sects: Shaivism, Vaishnavism, Shaktism.	10
	2	Introduction to Judaism: History, Origin, and belief., Jewish Scriptures., Evolution of Judaism., Jewish people in diaspora. festivals and Rituals.	08
	3	Christianity: Origin and Early History., Life and teaching of Jesus Christ., Development of Christian church., Main split in Christian church., Spread of Christianity.	08
	4	Origin of Islam: The Life of Prophet Muhammad and the Basic Teachings of Qur'an., Spread of Islam., Mystical practices in Islam.	08
	5	Confucianism and Taoism: Origin, belief, and practices., Scriptures and religious places., Spread of Confucianism and Taoism.	11
		<b>Total Hours</b>	<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Terhart, F. &amp; Janina, S., World Religions. Bath: Parragon Inc.</li> <li>• Dowley, T., Introduction to World Religions. Minneapolis: 1517 Media publication.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Smith, O., World's Religions. California: HarperOne Publication.</li> <li>Basham, A.L., The Origins and Development of Classical Hinduism. New York: OUP.</li> </ul>
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SOCIOLOGY MINORS						
Course Code	Course Name	Periods			Credits	Category
		L	T	P		
LAS205	Classical Sociology	3	0	0	3	Minor
LAS206	Social Movements and Revolution	3	0	0	3	Minor
	Total Credits	6	0	0	6	
	Total Contact Hours	6				
Course Code	Course Name	Contact Hour			Credits	Category
		L	T	P		
LAS213	Sociological Theory	3	0	0	3	Minor
LAS214	Social Stratification in India	3	0	0	3	Minor
	Total Credits	6			6	
	Total Contact Hours	6				
Course Code	Course Name	Contact Hour			Credits	
		L	T	P		
LAS305	Modern Social Thought	3	0	0	3	Minor
LAS306	Sociology of Work	3	0	0	3	Minor
Course Code	Course Name	Contact Hour			Credits	
		L	T	P		

LAS	Individuals and Institutions	3	0	0	3	Minor
	Sociology of Gender and Sexuality	3	0	0	3	Minor
	<b>Total Contact Hours</b>	<b>6</b>				
Course Code	Course Name	Contact Hour			Credits	
		L	T	P		
	Social Construction of Reality	3	0	0	3	Minor
	Sociology of Health	3	0	0	3	Minor
	<b>Total Contact Hours</b>	<b>6</b>				
Course Code	Course Name	Contact Hour			Credits	
		L	T	P		
	Social Inequality and Change	3	0	0	3	Minor
	Economy and Society	3	0	0	3	Minor

<b>Course: Classical Sociology</b>			<b>Semester: III</b>
<b>Course Code: LAS205</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>Understand how the themes produced in Western social thinkers' works were influenced by the social and cultural conditions during the time in which they wrote.</li> <li>Relate the themes produced in these works to contemporary social, economic, and political developments.</li> <li>Compare and contrast the works of these different key theorists.</li> <li>Be able to distinguish between theoretical and commonsensical approaches to sociological events.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>Underline the need of sociology as a discipline to explain the multiple realities.</li> <li>Analyze the world and connect themes back to theories learnt.</li> <li>Interpret select sociological texts.</li> <li>Explain different theoretical perspectives and develop critical thinking.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction:	10

		Meaning, Nature and Scope of Sociology, Emergence of Sociology: Enlightenment, Reformation, Industrial and French Revolution	
	2	Auguste Comte: Intellectual context, Positivism, Law of Three Stages, Classification of Sciences Herbert Spencer: Theory of Social Evolution, Organic Analogy, Types of Society.	12
	3	Georg Simmel: Formal Sociology, Theory of Sociation, Theory of Conflict. Emile Durkheim: Social Facts, Division of Labour in Society, Suicide, Sociology of Religion	12
	4	Karl Marx: Dialectical Materialism, Economic Determinism, Class Struggle, Alienation. Max Weber: Social Action, Ideal Types, Bureaucracy, Types of Authority, Protestant Ethics and Spirit of Capitalism.	11
		<b>Total Hours</b>	45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Beteille, A., <i>Sociology, Essays on Approach &amp; Methods</i>. Oxford University Press.</li> <li>Durkheim, E., <i>The Rules of Sociological Method</i>. Free Press.</li> <li>Giddens, Anthony et. al., <i>Introduction to Sociology</i>. London: Polity Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Marshal, G., <i>The Concise Oxford dictionary of Sociology</i>. New York: Oxford University.</li> <li>Haralambos, M., &amp; Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press.</li> </ul> <p><b>Journals</b></p> <ul style="list-style-type: none"> <li>International Journal of Sociology and Social Policy, Emerald Group Publishing.</li> <li>American Sociological Review, Sage Publications</li> </ul>		



<b>Course: Social Movements and Revolutions</b>			<b>Semester: III</b>
<b>Course Code: LAS206</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>Introduce the history and context of popular social movements</li> <li>Familiarize the students with fundamental causes of revolution.</li> <li>Contrast social movements and revolutions, thereby bringing out differences and similarities.</li> <li>Understand the intersection of social movements and revolutions.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>Understand social movements and their role in society.</li> <li>Identify the important social movements in pre-independent and independent India.</li> <li>Evaluate the emergence of revolutions in response to popular social movements.</li> <li>Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Defining and Differentiating Social Movements and Revolutions: making sense of social movements; the principles of the revolution	12
	2	Theories and Concepts of Social Movements: Defining Features, Typology and Case Studies, Struggles in India	11
	3	Theories and Concepts of Revolutions: Defining Features, Typology and Case Studies,	11
	4	Contentious Politics: Intersection of Social Movements and Revolutions	11
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Foran, John, Theorizing Revolutions, Routledge, London.</li> <li>Skocpol, Theda, States and Social Revolutions: Comparative Analysis of France, Russia and China, CUP, New York.</li> <li>Crossley, Nick, Making Sense of Social Movements, Open University Press, Buckingham.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Armstrong, Elizabeth A. and Mary Bernstein, Culture, Power, and Institutions: A Multi Institutional Politics Approach to Social Movements, Sociological Theory.</li> <li>Bagguley, Paul and Yasmin Hussain, Riotous Citizens: Ethnic Conflict in Multicultural Britain, Ashgate, London.</li> <li>Hellman, Judith Adler, Social Movements: Revolution, Reform and Reaction, NACLA, Anniversary Essay/ Social Movements.</li> </ul>		

### Semester IV

<b>Course: Sociological Theory</b>			<b>Semester: IV</b>
<b>Course Code: LAS213</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand how the themes produced in sociological thinkers' works were influenced by the social and cultural conditions during the time in which they wrote.</li> <li>2. Relate the themes produced in these works to contemporary social, economic, and political development.</li> <li>3. Compare and contrast the works of these different key theorists.</li> <li>4. Critically analyze the writings of classical social thinkers.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Apply sociological theories to explain current events and social problems.</li> <li>2. Compare different theoretical perspectives to develop policy proposals.</li> <li>3. Interpret select sociological texts.</li> <li>4. Evaluate social phenomena on the basis of views of classical thinkers.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Sociological Theory: Meaning and Role of Theory in Research, Structural-Functionalism Concept of Social Structure: Radcliffe Brown, Analytical Functionalism of Talcott Parsons: Structure of Social Action, The Social System, AGIL, Functional Pre-requisites	13
	2	Empirical Functionalism of R.K. Merton: Manifest and Latent Functions. Dysfunctions .Neo-Functionalism	10
	3	Conflict Theory: Marxian Theory of Class Conflict, Alienation and Critic of Marxian Theory, Dialectical Conflict Theory of Ralph Dahrendorf, Conflict Functionalism of Coser and Simmel	10
	4	Feminist Theories: Marxist Feminism, Liberal Feminism, Post-modern Feminism, Eco-Feminism, Black Feminism	12
		<b>Total Hours</b>	<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Durkheim, E., <i>The Rules of Sociological Method</i>. Glencoe: Free Press.</li> <li>• Giddens, Anthony et.al., <i>Introduction to Sociology</i>. London: Polity Press</li> <li>• Haralambos, M., &amp; Herald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Marshal, G., <i>The Concise Oxford Dictionary of Sociology</i>. Oxford University.</li> <li>• Lévi-Strauss, Claude., <i>The Elementary Structures of Kinship</i>. Eyre and Spottiswoode,</li> <li>• Mauss, M., <i>The Gift: The form and reason for exchange in archaic societies</i>.</li> </ul>		

	<p>WW Norton &amp; Company.</p> <p><b>Journals</b></p> <p><i>Rationality and Society</i>, Sage Publications</p> <p><i>International Journal of Sociology</i>, Taylor and Francis.</p>
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<b>Course: Social Stratification in India</b>			<b>Semester: IV</b>
<b>Course Code: LAS214</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand the fundamental aspects of social change, stratification and social mobility.</li> <li>2. Understand the determinants of social change, stratification and social mobility in India.</li> <li>3. Understand the impact of social stratification and social mobility on the overall functioning of society.</li> <li>4. Comprehend systems and forms of stratification and key concepts. Theories, including functionalism and its critiques, will be discussed.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Comprehend the concept, types and impact of social change, social stratification and social mobility.</li> <li>2. Wield a deep understanding of the factors leading to and also impeding the social mobility in India.</li> <li>3. Analyze the impact of social change and social stratification on society.</li> <li>4. Construct sociological imagination to interlink various social systems and their functions.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Concepts and Theories Organizing Principles: Status, Wealth and Power forms and functions of inequality Principles of hierarchy	11
	2	Caste and Social Stratification, Demography of Caste Social Mobility	11
	3	Caste- Class Nexus, Rural-Urban continuum, Power and Dominant Caste, Caste and social mobility	11
	4	Some Conceptual and Theoretical Issues: Weber's Approach, The Dialectical Approach, Dahrendorf and Coser, The Functional Approach, Gender and Stratification	12
		<b>Total Hours</b>	45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Giddens, Anthony et.al., <i>Introduction to Sociology</i>. Polity Press</li> <li>• Haralambos, M., &amp; Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press.</li> </ul>		

**Semester V**

<b>Course: Modern Social Thought</b>			<b>Semester: V</b>
<b>Course Code: LAS305</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Understand and comprehend different Modern Sociological theories.</li> <li>2. To examine the relationship between sociological theory and empirical research and other forms of analysis in sociology.</li> <li>3. To evaluate these theories and perspectives by investigating historical and contemporary examples</li> <li>4. To evaluate the contemporary issues with sociological lens.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Connect to later theory building and also gives them academic liberty to contextualize these ideas to social situation and critically assess them.</li> <li>2. Underline the macro and micro narratives of the sociological perception.</li> <li>3. Critically evaluate these theories and perspectives by investigating historical and contemporary examples</li> <li>4. Apply the formulation of these thinkers to contemporary issues.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	McDonaldization, Globalization and Americanization of George Ritzer, Contributions of J Derrida and Foucault	11
	2	Symbolic Interactionism: Herbert Blumer, G. H. Mead	10
	3	Phenomenology: Edmund Husserl, Alfred Schultz Ethnomethodology: H. Garfinkle	12
	4	Anthony Giddens: The Juggernaut of Modernity, Structuration, Risk Society of Ulrich Beck	12
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Garfinkel, Harold, <i>Studies in Ethnomethodology</i>. Englewood Cliffs, Prentice-Hall</li> <li>• Goffman, E., <i>Interaction Ritual: Essays in Face-to-Face Behavior</i>. Aldine Transaction.</li> <li>• Bourdieu P. &amp; Ferguson P. P., <i>The Weight of the World: Social suffering in contemporary society</i>. Stanford University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Bourdieu, P., &amp; Wacquant, L. J., <i>An invitation to reflexive sociology</i>. University of Chicago press.</li> <li>• Giddens, Anthony et.al., <i>Introduction to Sociology</i>, London: Polity Press</li> <li>• Haralambos, M., &amp; Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Dipankar, G., <i>Social Stratification</i>. Oxford University Press.</li> <li>• Marshal, G., <i>The Concise Oxford dictionary of sociology</i>. Oxford University.</li> </ul> <b>Journals</b> <ul style="list-style-type: none"> <li>• <i>Sociological Bulletin</i>, Sage Publications</li> <li>• <i>Contributions to Indian Sociology</i>, Sage Publications</li> </ul>
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<b>Course: Sociology of Work</b>			<b>Semester: V</b>
<b>Course Code: LAS306</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society.</li> <li>2. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.</li> <li>3. In this context, the course addresses various contemporary problems, issues and concerns in a historical perspective, such as formal and informal work, unpaid work, gender, alienation, forced labour and hazardous work.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Compare work in its social aspects such as gendered work and unpaid work, as different from its better-known economic dimension.</li> <li>2. Constructing work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in developed ones, bringing out the importance of the comparative perspective in the study of work.</li> <li>3. COURSE about the complexities, disparities and inequalities in the area of work.</li> <li>4. Underline work in its social aspects such as gendered work and unpaid work, as different from its better-known economic dimension.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Interlinking Work and Industry Unit	10
	2	Forms of Industrial Culture and Organization: Industrialism, Post-industrial Society, Information Society	13
	3	Dimensions of Work: Alienation, Gender, Unpaid Work and Forced Labour	11
	4	Work in the Informal Sector, Risk, Hazard and Disaster	11
		<b>Total Hours</b>	<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Uberoi, J.P.S., <i>Man, Science and Society</i>. IAS: Simla.</li> <li>• Ramaswamy E. A. and Uma Ramaswamy., <i>Industry and Labour</i>. Oxford University Press.</li> <li>• Kumar, Krishan., <i>From Post-industrial to Post-modern society</i>. Blackwell Publishers Ltd.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Smith, V., <i>Sociology of work: An encyclopaedia</i>. Sage Publications.</li> <li>• Breman, "The Informal Sector" in Veena Das, <i>The Oxford India Companion to Sociology and Social Anthropology</i>. OUP, Watson, Tony J., Routledge.</li> </ul> <b>Journals:</b>		

	<ul style="list-style-type: none"><li>• Chowdhry, Prem, “High Participation, Low Evaluation: Women and Work in Rural Haryana”, <i>Economic and Political Weekly</i>.</li><li>• Visvanathan, Shiv, “Bhopal: the Imagination of a Disaster”.</li></ul>
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**Semester VI**

<b>Course: Individuals and Institutions</b>			<b>Semester: VI</b>
<b>Course Code: LAS314</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Impart a comprehensive study of the concepts relevant for understanding individuals in marriage and families.</li> <li>2. Evolve a better understanding of family and marriage both in historical and evolutionary perspective.</li> <li>3. Look beyond the surface of issues to discover the "why" and "how" of kin relations.</li> <li>4. Explores the new possibilities and critical insights offered by emergence of legal and technological changes in revisiting relationship between people and stitutions.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Develop an analytical perspective on concepts relevant for understanding relationship between individuals as family members and marriage as an institution.</li> <li>2. Grasp the historical evolution of marriage and kin ties from a biological deterministic approach to culture of relatedness.</li> <li>3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship, including legal.</li> <li>4. Measure the significance of the emergence of new reproductive technologies on recasting kin ties.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction: Key Terms: Descent, Consanguinity, Filiations, Incest, Taboo, Affinity, Family, Residence Approaches: Descent, Alliance, Cultural	11
	2	Understanding of Family, Household and Marriage Unit: Individuals and Marriage: Definition, Marriage and promiscuous relationship, Marriage as an institution, Forms of marriage, Rules of marriage, Marriage selection in cyber-age, Recent Developments: Marriage in India: Tribal, Hindu, Muslim, Christian and Trends of Change Family: Definition, characteristics and functions, types Family in India: Household, Joint Family, Nuclear family and Trends of Change Household as a unit v. Family as a unit of analysis	11
	3	Kinship Terms: Consanguineal and affinal, Primary, secondary, and	11

		tertiary kins, Parallel cousins and cross-cousins Kinship usages: Patriarchy, Matriarchy, Lineage & Descent and Types of Kinship Systems in India, The Hindu Undivided Family as a legal category	
	4	Re-casting Kinship, Relatedness, Kinship and Gender Re-imagining Families, New Reproductive Technologies Surrogacy, Court room debates on same sex marriage	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Fox, Robin, <i>Kinship and marriage: An anthropological perspective</i>. Cambridge; New York: Cambridge University Press. <a href="http://www.loc.gov/catdir/toc/cam028/83015267.html">http://www.loc.gov/catdir/toc/cam028/83015267.html</a></li> <li>• Karve, Irawati, <i>Kinship organization in India</i>. New York: Asia Pub. House</li> <li>• Uberoi, Patricia, <i>Family, kinship, and marriage in India</i>. Delhi; New York: Oxford University Press</li> <li>• Levi-Strauss, Claude, <i>The Elementary Structures of Kinship</i>. London: Eyre &amp; Spottiswoode</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Weston, Kath. <i>Families We Choose</i>. New York: Columbia University Press, Exiles from Kinship.</li> <li>• Lannoy, Richard. <i>The Speaking Tree</i>. London: Oxford University Press, The Child, Family Relationships &amp; Change in the Family System.</li> </ul> <p><b>Journals:</b></p> <ul style="list-style-type: none"> <li>• Nongbri, Tiplut, Khasi Women and Matriliney: Transformations in Gender Relations, Gender, Technology and Development, 4:3, 359-395, DOI: 10.1080/09718524.2000.11909976</li> </ul>		

<b>Course: Sociology of Gender and Sexuality</b>			<b>Semester: VI</b>
<b>Course Code: LAS315</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. An understanding of concepts such as sex, sexuality and gender by problematising commonsensical notions of gender</li> <li>2. Raising key issues of power and subordination within the purview of gender and solutions resorted to initiate change through gender-based movements</li> <li>3. Place gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work</li> <li>4. Using gender as a critical sociological lens of enquiry in relation to various social fields</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain gender determination and social construction of gender roles.</li> <li>2. State basic concepts of gender and gender inequality – Understand how gender is prescribed in literature, music, art and public discourse.</li> <li>3. Comprehend gender as a category of social analysis and the gendered nature of major social institutions - Identify ways gender intersects with religion, class, race, sexuality, nationalism and equality.</li> <li>4. Underline the challenges to gender inequality and theories gender relation in Indian society- to see gender itself as a spectrum rather than a monolith</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Gendering Sociology: Gender as a Social Construct Gender, Sex, Sexuality Contextualizing Sex and Gender: The Sex-Gender System, The Many Roles of Gender Some Criticisms of the Sex-Gender Binary The Paradox of Gender	12
	2	Conceptual Perspectives on Gender Production of Masculinity and Femininity Private/Public Dichotomy Women and Patriarchy	10
	3	Gender as a Form of Stratification: Differences and Inequalities Class, Caste, Family, Work	10
	4	Gender, Power and Resistance, Power and Subordination Resistance and Movements. Patriarchy and Male Dominance Discrimination and Subordination	13
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• S. Jackson and S. Scott, <i>Gender: A Sociological Reader</i>. London: Routledge. Introduction</li> <li>• Menon, Nivedita, <i>Seeing Like a Feminist</i>. New Delhi: Zubaan&amp; Penguin Books India</li> <li>• Dube, Leela and Rajni Parliwal, <i>Structures and Strategies: Women, Work and Family</i>. New Delhi: Sage Publication.</li> <li>• Rege, Shamila, <i>Sociology of Gender</i>. Sage Publications. New Delhi.</li> </ul>		

**REFERENCE  
BOOK/  
SUGGESTED  
READING**

- Sherry Ortner, "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere, Women, culture and society. Stanford: Stanford University Press.

**Semester VII**

<b>Course: Social Construction of Reality</b>			<b>Semester: VII(H)</b>
<b>Course Code: LAS406</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>Understand how sociologists explain the experience of everyday life.</li> <li>Learn how habits are formed and how we act, think and feel; how social institutions shape our tastes and opinions; how the Self is constructed by way of our interaction with others.</li> <li>Look at the familiar world from a new perspective.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>Interpret familiar world from a new perspective.</li> <li>Appreciate how our social world is constructed.</li> <li>Communicate effectively in written and oral formats.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Sociology as a study of Social Interaction and its Need Reality in Everyday Life - Meaning; Why Study Everyday Life? (Contributions of Erving Goffman and Anthony Giddens); Role of Socialisation in establishing habits and practices action, thinking and feeling, Social Institutions as Established Practices and Customs - Definition and Elements Challenges and Problems of Reality in Everyday Life	17
	2	Definition of Situation (W I Thomas' Principle), The Looking-Glass Self; Relation between Individual and Society Role of social media in Constructing Self and Identity	13
	3	Definition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture Mass Media and Everyday Life, Globalisation and Cultural Diffusion	15
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>Berger, P. L., &amp; Luckmann, T., <i>The social construction of reality: A treatise in the sociology of knowledge</i>. Penguin Books.</li> <li>Coser, L., <i>Masters of Sociological Thought</i>. Harcourt Brace Jovanovich.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Ferris, K. &amp; Stein, J., <i>The Real World: An Introduction to Sociology</i>. W. W. Norton.</li> <li>Davis, K., <i>Human Society</i>. Macmillan.</li> </ul>		

<b>Course: Sociology of Health</b>			<b>Semester: VII(H)</b>
<b>Course Code: LAS407</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. The course introduces students to the sociology of health, illness, and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge.</li> <li>2. Theoretical perspectives will examine the dynamics shaping these constructions and negotiations of health and illness are explored through ethnographies.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Compare key concepts developed in sociology and anthropology to understand biomedical practices of health and illness</li> <li>2. Critique biomedicine and understand medicine as a plurality</li> <li>3. Analyze the everyday experiences of health and illness as produced through social, economic, political, and cultural forces</li> <li>4. Gain insights on issues of public health in India and arrive at independent analysis.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to the Sociology of Health and Medicine, Origins and Development, Conceptualizing Disease, Sickness, and Illness, Social and Cultural Dimensions of Illness and Medicine	10
	2	Theoretical Orientations in Health and Illness, Political Economy, Systems Approach Discourse and Power Feminist Approach	12
	3	Negotiating Health and Illness, Medical Practices Health Policy in India Mental Health Mental Illness Stigma Ethnicity and Mental Health Gender and Mental Health	11
	4	Health and Community, Community Medicine, Perception of Health and Community Identity, Class and Health Inequalities, Social Basis of Health and Holistic Model of a Healthy Person	12
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Turner, Bryan, S., <i>Medical Power and Social Knowledge</i>. London, Sage.</li> <li>• Kleinman, A., <i>The Illness Narratives: Suffering, Healing and the Human Condition</i>. New York: Basic Books Inc.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Foucault, M., <i>The Birth of the Clinic: An Archaeology of Medical Perception</i>, New York: Vintage Books. Chapter1 &amp; Conclusion.</li> </ul> <b>Journal:</b> <ul style="list-style-type: none"> <li>• Patel, T., 'Global Standards in Childbirth Practices'. In V. Sujatha and Leena Abraham <i>Medical Pluralism in Contemporary India</i>. New Delhi: Orient BlackSwan.</li> <li>• Das, V., Das, R.K. &amp; Coutinho, L., 'Disease Control and Immunization: A Sociological Enquiry'. In <i>Economic and Political Weekly</i>.</li> </ul>		

**Semester VIII (Hons.)**

<b>Course: Social Inequality and Change</b>			<b>Semester: VIII(H)</b>
<b>Course Code: LAS413</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Describe the state of major inequalities and how those inequalities have changed over time.</li> <li>2. Distinguish between descriptive and causal arguments about inequality.</li> <li>3. Recognize different types of inequalities, e.g. in income, wealth, status, and power.</li> <li>4. Describe and analyze organizational inequality regimes, and the social processes that cause key inequalities in organizational contexts.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Analyze experiences of inequalities in terms of sociological theories of status, power, and other social processes.</li> <li>2. Combine the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.</li> <li>3. Gain a greater understanding of sociological research methods, including surveys, experiments, and ethnography to measure and map inequality.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Concepts: Social Change in Structure & Social Change of Structure, Economic growth, Human development, Social Development, Sustainable Development: Ecological and Social	11
	2	Theoretical Approaches: Modernization Theories of Development (Smelser, Lerner, Rostow); Dependency: Centre-periphery (Frank), Uneven development (Samir Amin); Globalization (Giddens).	13
	3	Processes of Social Change: Sanskritization, Secularization, Westernization, Urbanization, Modernization, and Globalization	10
	4	Issues and Problems: Inequalities: Caste, Class, Gender and Ethnicities; Development and Marginalization; Information Revolution & Social Change; Ecological Degradation; Environment Pollution; Development & Displacement; Culture & Development	11
	<b>Total Hours</b>		45
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Amin, S., <i>Unequal development: An Essay on the Social Formations of Peripheral Capitalism</i>. Harvester Press</li> <li>• Beteille, A., <i>Inequality and Social Change</i>. Oxford University Press.</li> </ul>		

<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Singh, Y., <i>Modernization of Indian Tradition</i>, Delhi: Thomson Press</li> <li>• Shiva, V., <i>Staying Alive: Women, Ecology, and Development</i>. Women Unlimited.</li> </ul> <p><b>Journals:</b></p> <ul style="list-style-type: none"> <li>• Frank, A.G., <i>The Development of Underdevelopment</i>, Monthly Review,</li> </ul>
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<b>Course: Economy &amp; Society</b>			<b>Semester: VIII(H)</b>
<b>Course Code: LAS414</b>	<b>LTP</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. An exposure to basic concepts to understand the relation between economy and society with specific reference to India.</li> <li>2. Understand the interwoven nature of the social, cultural and economical in production, consumption and distribution of goods and service.</li> <li>3. Provide perspectives on agrarian economy and provincial capital.</li> <li>4. Provide perspectives on rural-urban linkages in India.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. State basic concepts in economics and how things have a social life.</li> <li>2. Distinguish an historical overview of economic relations during colonialism and the role of the state in regulating the economy in India.</li> <li>3. Compare agricultural and industrial production and the impact of market on both.</li> <li>4. Restate the concepts worker and labourer, formal and informal with reference to modern India.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction To Economic Sociology Some concepts: Things- products- Commodities, The Leisure classes and Conspicuous consumption Swadeshi Embeddedness	11
	2	Economic History of Indian Subcontinent Capitalism in India – new and old Linkage of class and caste Feudalism, capitalism, socialism Unpacking the first world and third world economy	11
	3	Economy and Society in Contemporary India: Sociological Perspectives, Green revolution and economic growth Social and ecological transformation in rural India Labour, Migration and inequality Global capital and software industry	12
	4	The State and the Informal Economy: A. The state and the economy in India B. Informal economy	11
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Veblen, Thorstein., <i>The theory of the leisure class. An economic study of institutions</i>, Dover Thrift Editions</li> <li>• Parthasarathi, Prasannan, <i>Why Europe Grew Rich and Asia Did Not: Global Economic Divergence</i>, Cambridge University Press.</li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Gandhi, Mohandas, <i>Hind Swaraj and other writings</i> (Ed. Anthony Parel) Cambridge University Press</li> <li>• Ela Bhat, <i>We are poor but so many: the story of self-employed women in India</i>. Oxford, Oxford University Press.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Hann, Chris &amp; Hart, Keith, <i>Market and Society: The Great Transformation Today</i>. Cambridge University Press.</li> <li>• Granovetter, Mark, Economic Action and Social Structure: The Problem of Embeddedness. <i>American Journal of Sociology</i>.</li> <li>• Uberoi JPS, 'Sociology of Commerce and Industry or the three lives of things'. <i>Sociological Bulletin</i>.</li> <li>• Aga, Aniket, "The marketing of corporate agrichemicals in Western India: theorizing graded informality." <i>The Journal of Peasant Studies</i>.</li> <li>• Kawlra, Aarti, 'Capital, as if community matters: Silk handloom sari production and the defense of hereditary privilege in south India, in V.Sujatha, Global Capital and Social Difference, New York and New Delhi: Routledge.</li> <li>• Khanal, Kalpana, and Ruchira Sen, "The Dowry Gift in South Asia: An Institution on the Intersection of Market and Patriarchy." <i>Journal of Economic Issues</i>.</li> <li>• Breman, "The Pandemic in India and Its Impact on Footloose Labour." <i>The Indian Journal of Labour Economics</i>.</li> </ul>
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### **LIST OF COMMON COURSES**

Sr. No	Semester	Course Code	Course Name	Credits	Course Category
1	III	LAK207P	MS Office- III	3	SEC
2		LAM208	Basic Statistics	3	MDC
3	IV	LAM215P	Statistical Software Package	3	MDC
4		LAA216E1/2	Modern European Language	2	AEC
5	V	LAA307P	English Language II	2	AEC
6		LAV308	Indian Philosophy	2	VAC
7		LAI309P	Summer Internship Report and Viva-Voce	4	Internship
8	VI	LAV316P	Data Interpretation with AI	3	VAC
9		LAA317P	English Language - III	2	AEC
10	VIII	LAF416	Career Skills	2	Minor
11	VIII (hon/Hon with research)	LAR409	Philosophy of Social Science and Research Paradigms	4	Major
12		LAR411	Research Publication and Ethics	4	Major
13		LAR412	Humanistic Research Approach	4	Major
14		LAR413P	Research Project	12	Major
			<b>Total Credits</b>		

<b>Course: MS Office-III</b>		<b>Semester: III</b>	
<b>Course Code: LAK207P</b>	<b>LTP</b>	<b>0 0 6</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	<p><b>To facilitate students to:</b></p> <ol style="list-style-type: none"> <li>1. Give students an in-depth understanding of why computers are essential components in business, education, and society.</li> <li>2. Introduce the fundamentals of computing devices and reinforce computer vocabulary, particularly with respect to personal use of computer hardware and software, the Internet, networking, and mobile computing.</li> <li>3. Provide hands-on use of Microsoft Office applications Word, Excel, and PowerPoint. Completion of the assignments will result in MSOffice applications knowledge and skills.</li> <li>4. Provide foundational or “computer literacy” curriculum that prepares students for life-long learning of computer concepts and skill.</li> </ol>
<b>COURSE OUTCOMES</b>	<p>After completing this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Work effectively with arrange of current, standard, Office Productivity software applications.</li> <li>2. Evaluate, select, and use office productivity software appropriate to a given situation.</li> <li>3. Apply basic learning and assessment principles in the design, development, and presentation of material produced by office productivity applications.</li> <li>4. Operate a variety of advanced spreadsheet, operating system, and word processing functions.</li> </ol>
<b>COURSE DETAILS</b>	<p><b>MS WORD:</b>  Sharing and Maintaining Document • Changing Word Options • Changing the Proofing Tools  • Managing Templates • Restricting Document Access • Using Protected View • Working with Templates • Managing Templates • Understanding building blocks  Proofing the document • Check Spelling As You Type. • Mark Grammar Errors As You Type. • Setting AutoCorrect Options  Printing • Page Setup, Setting margins • Print Preview, Print</p> <p><b>EXCEL:</b>  Protecting and Sharing the work book • Protecting a workbook with a password • Allow user to edit ranges • Track changes • Working with Comments • Insert Excel Objects and Charts in Word Document and Power point Presentation.  Use Macros to Automate Tasks • Creating and Recording Macros • Assigning Macros to the work sheets • Saving Macro enabled workbook  Proofing and Printing • Page setup, Setting print area, Print titles • Inserting custom Header and Footer • Inserting objects in the header and footer • Page Setup, Setting margins, Print Preview, Print • Enable back ground error checking • Setting AutoCorrect Options</p> <p><b>MS POWERPOINT:</b>  Using slide Master • Using slide master • Inserting layout option • Creating custom layout • Inserting place holders • Formatting place holders  Slide show option • Start slide show • Start show from the current slide • Rehearse timing • Creating custom slide show  Proofing and Printing • Check Spelling As You Type • Setting AutoCorrect Options • Save as video • Save as JPEG files • Save as PowerPoint Show file • Print Preview, Print</p>

	<p><b>INTERNET &amp; E-MAIL:</b></p> <ul style="list-style-type: none"> <li>• What is Internet?, Receiving Incoming Messages • Sending Outgoing Messages, Email addressing • Email attachments, Browsing, Search engines • Text chatting, Job Searching</li> <li>• Downloading video and Music • Uploading Video or Music, Voice chatting, Webcam Chatting etc. • Introduction to Blogging, Facebook</li> </ul>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Norton, P., <i>Peter Norton's introduction to computers</i>. McGraw-Hill, Inc.</li> <li>• Chatfield, C., &amp; Johnson, T., <i>Microsoft Project 2016 Step by Step: MS Project 2016 Step _p1</i>. Microsoft Press.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Lambert, J., &amp; Lambert, S., <i>MOS 2016 Study Guide for Microsoft Word</i>. Microsoft Press.</li> </ul>

<b>Course: BASIC STATISTICS</b>			<b>Semester: III</b>
<b>Course Code: LAM208</b>	<b>L T P</b>	<b>3 0 0</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	To familiarize the students with the basic concepts of statistics and their applications in Business Scenario.		
<b>COURSE OUTCOMES</b>	<b>Upon completion of the course students should be able to:</b> <ol style="list-style-type: none"> <li>1. Portray and examine the key terminology, concept tools and techniques used in business statistical analysis.</li> <li>2. Understand and critically discuss the issues surrounding model and significance.</li> <li>3. Discuss critically and conduct basic statistical analysis of data and its uses and limitations.</li> <li>4. Solve a range of problems using the techniques covered.</li> <li>5. Critically estimate the underlying assumptions of analysis tools.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No.</b>	<b>Topic</b>	<b>Hours</b>
	1.	Introduction, Classification and Presentation of Data: Meaning, Characteristics, Importance of Statistics, its Limitations and types of Statistics, Application of Statistics Measuring and Scaling concepts; Frequency Distribution: Discrete and Continuous Frequency Distribution; Graphs: Histograms, Frequency Polygon, Ogives; Advantages and Limitations of Graphs; Tabulation: Types of tables. Relevance of Statistics in Social Science Research Concept of Descriptive and Inferential Statistics	<b>15</b>
	2.	Measures of Central Tendency: Concepts of Central Tendency, Measures of Central Tendency: Definitions, Properties and Applications of Mathematical Averages including Arithmetic Mean, Geometric Mean and Harmonic Mean, Positional Averages: Mode, Median and other Partition Values including Quartiles, Deciles, and Percentiles.	<b>15</b>
	3.	Measures of Dispersion/Variation: Absolute and Relative: Range, Quartile Deviation, Mean Deviation, Standard Deviation and Co-Efficient of Variation; Properties of Standard Deviation, Comparison of various Measures of Dispersion; Skewness, and Kurtosis.	<b>15</b>
	<b>Total Hours</b>		<b>45</b>
<b>TEXT BOOK</b>	1. Siegel, A.; <i>Practical Business Statistics</i> ; Elsevier		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ol style="list-style-type: none"> <li>1. Black, K.; <i>Business Statistics: For Contemporary Decision Making</i>; Wiley</li> <li>2. Vohra, N.D.; <i>Business Statistics</i>, McGraw Hill</li> <li>3. Levin, R. I., Rubin D.S., Rastogi S., Siddiqui, M.H.; <i>Statistics for Management</i>; Pearson Education</li> <li>4. Beri, G.C.; <i>Business Statistics</i>, Tata McGraw Hill</li> </ol>		

<b>Course: STATISTICAL SOFTWARE PACKAGE (SPSS)</b>			<b>Semester: IV</b>
<b>Course Code: LAM215P</b>	<b>L T P</b>	<b>0 0 6</b>	<b>Credits: 3</b>

<b>OBJECTIVE</b>	To imbibe students with essentials skills and techniques required to use SPSS in various Business Issues, practice in Data Analysis and Quantitative Thinking
<b>COURSE OUTCOMES</b>	<p><b>Upon completion of the course students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Use their statistical skills in interdisciplinary areas such as marketing, finance, human resource, business and industry.</li> <li>2. Understand computational techniques and software used in the statistical arena.</li> <li>3. Develop a solid ground for collating, analyzing data and disseminating information through live project work.</li> <li>4. Construct practical statistical models for several processes in the real-world.</li> <li>5. Pursue their future career as data analyst in the business world.</li> </ol>
<b>COURSE DETAILS</b>	<p><b>Getting to know SPSS:</b> Analysis of Data; Coding, Editing and Tabulation of Data; Charts and Diagrams used in Data Analysis; Data Processing, Analysis and Estimation. Entering Data into the Data Editor, saving a Data File, creating a Bar Chart, Saving an Output File, Getting help and Printing in SPSS and Quitting SPSS. Opening a Data File, Exploring the Data File, creating a Histogram, Frequency Distributions, Bar Chart, Cross Tabulating Data, comparing two Distributions, Scatter Plots to Detect Relationships</p> <p><b>Descriptive Statistics:</b> Computing one Summary Measure for a Variable: Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis: Measures of Dispersion; Range, Quartile Deviation, and Coefficient of Variation, ANOVA, Chi Square test.</p> <p><b>Correlation and Regression:</b> Measures of Association: Karl Pearson's Correlation Coefficient and Spearman's Rank Correlation Coefficient. Regression Analysis: determination of Strength of Relationship, Regression Coefficients and Formulation of Linear Equation for Estimation.</p> <p><b>Time Series and Forecasting:</b> Measuring Secular Variation, Cyclical Variation, Seasonal Variation, and Irregular Variation; Methods of Estimating Trend; choosing appropriate Forecasting Model.</p>
<b>TEXT BOOK</b>	<ol style="list-style-type: none"> <li>1. George D and Mallery P; <i>SPSS for Windows, Step by Step</i>; Pearson Education</li> <li>2. Field A, <i>Discovering Statistics using IBM SPSS Statistics</i>, SAGE</li> </ol>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ol style="list-style-type: none"> <li>1. McCormick K and Salcedo J; <i>SPSS Statistics for Data Analysis and Visualization</i>; Wiley</li> <li>2. Carver R. H., Nash J.G.; <i>Doing Data Analysis with SPSS</i>; Cengage COURSE.</li> <li>3. Meyers L.S and Gaurino A.J; <i>Performing Data Analysis Using IBM SPSS</i>; Wiley</li> </ol>

<b>Course: Modern European Language: French</b>			<b>Semester: IV</b>
<b>Course Code: LAA216E1</b>	<b>LTP</b>	<b>2 0 0</b>	<b>Credits: 2</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To make the students moderately proficient in spoken and written French.</li> <li>2. Use French language in day-to-day life as well as in their career.</li> <li>3. Develop listening and communication capabilities in French language.</li> <li>4. Explore French culture and civilization.</li> <li>5. Enhance employability by acquire French language skill.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Spell words in French language, and use greetings in French.</li> <li>2. Understand French Grammar.</li> <li>3. Develop a decent functional vocabulary.</li> <li>4. Interpret and translate French from their language.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Phonetics: To pronounce words, say sentences, questions and give orders using the right accent and intonation, to express surprise, doubt, fear, displeasure and all positive or negative feelings using the right intonation, to use 'liaison' and 'enchainment', to distinguish voiced and unvoiced consonants, to distinguish between vowel sounds	7
	2	Nouns, Pronouns, Articles and Adjectives: 1. Nouns: gender and number, Pronouns 2. Articles : Définit, Indéfini and Partitif 3. Pronouns : Relative (qui, que, où...) Adjectives : Qualitative, Possessif, Démonstratif, Gender and Number (Premier, Deuxième...etc.	8
	3	Vocabulary: Alphabets, Geography of France, Days, Months, Colours, Numbers 0 to 100 (Ordinal, cardinal), Parts of the face and body, Festivals, La Famille, Les Vêtement, Les Monuments	8
	4	Communicative Skills: How to greet, locating objects and places, how to ask and answer questions, how to introduce oneself, how to talk about the weather, how to tell the time, Listening skills.	7
	<b>Total Hours</b>		30
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• CLE international, Echo-A1: Méthode de français by Girardet Jacky, Pêcheur Jacques</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>• Didier, Latitudes-1 (A1/A2) méthode de Français, Régine, Yves Loiseau.</li> </ul>		



<b>SUGGESTED READING</b>	
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<b>Course: Modern European Language Spanish (Espanola)</b>			<b>Semester: IV</b>
<b>Course Code:</b> <b>LAA216E2</b>	<b>LTP</b>	<b>2 0 0</b>	<b>Credits: 2</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To make the students moderately proficient in spoken and written Spanish.</li> <li>2. Use Spanish language in day-to-day life as well as in their career.</li> <li>3. Develop listening and communication capabilities in Spanish language.</li> <li>4. Explore Spanish culture and civilization.</li> <li>5. Enhance employability by acquire Spanish language skill.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Spell words in Spanish language and use greetings in Spanish.</li> <li>2. Understand Spanish Grammar.</li> <li>3. Develop a decent functional vocabulary.</li> <li>4. Interpret and translate Spanish from their language.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Spanish, phonetics, pronunciation of words, listening, identification of words in sentences, messages and announcements. Monologue: Prescribing objects, events, or experience related to one's immediate environment. Dialogue: to ask for and give information related to oneself, communicating, in simple and routine tasks.	7
	2	Rules of Spanish grammar, reglas de grammaticaespanola. 1. Noun, pronoun and verb 2. substantive y pronombre 3. adjetivos: lemma y lemma not 4. Spanish accents: acute accent tilde and umlaut	7
	3	Vocabulary, vocabulario, alphabets, numbersm basic words in Spanish, cardinal number, interrogating words, time, human body, monumentosfamosos	8
		Communciation Skills, Habilidades de comunicacion, greetings: saludos, weathers: clima; introduction enEspanol speaking skills,: habilidades para hablas	8
		<b>Total Hours</b>	30
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Madrigal, Margaret, <i>Magic Key to Spanish</i>. Crown Publications.</li> </ul>		

<b>Course: ENGLISH LANGUAGE II</b>	<b>Semester: V</b>
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<b>Course Code: LAA307P</b>	<b>LTP</b>	<b>0 0 4</b>	<b>Credits: 2</b>
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<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Strengthen foundational grammar and usage.</li> <li>2. Build listening and speaking competence for academic and real-life situations.</li> <li>3. Enhance reading comprehension and vocabulary.</li> <li>4. Develop coherent and structured writing skills.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Apply correct grammar in speech and writing.</li> <li>2. Engage in effective conversations and presentations.</li> <li>3. Interpret and analyze written texts.</li> <li>4. Produce structured paragraphs and essays.</li> </ol>
<b>COURSE DETAILS</b>	Grammar in Use: Tenses, Subject-Verb Agreement, Articles, Prepositions, Sentence Types, Voice, Narration Listening and Speaking Skills: Note-taking, Listening to Lectures, Dialogues, Group Discussions, Role-plays, Formal Presentations Reading Skills: Skimming, Scanning, Inference, Reading for Main Ideas, Summarizing, Reading News/Editorials Writing Practice: Sentence construction, Paragraph development, Essay writing, Editing and Revising drafts
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Raymond Murphy, <i>English Grammar in Use</i>, Cambridge University Press</li> <li>• Geetha Nagaraj, <i>English Language Teaching: Approaches, Methods, Techniques</i>, Orient BlackSwan</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Ken Paterson &amp; Roberta Wedge, <i>Oxford Grammar for EAP</i>, Oxford University Press</li> <li>• Internet resources: BBC COURSE English, Cambridge One</li> </ul>

<b>Course: Indian Philosophy</b>			<b>Semester: V</b>
<b>Course Code: LAV308</b>	<b>LTP</b>	<b>2 0 0</b>	<b>Credits: 2</b>

<b>OBJECTIVE</b>	<b>To facilitate students:</b> <ol style="list-style-type: none"> <li>1. Understand the origin, nature, and scope of Indian philosophical traditions.</li> <li>2. Compare different schools of Indian Philosophy (Āstika and Nāstika).</li> <li>3. Apply philosophical insights to contemporary life, ethics, and decision-making.</li> <li>4. Appreciate the holistic worldview of Indian philosophy within the Indian Knowledge System framework.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify and explain key concepts such as Dharma, Moksha, and Karma.</li> <li>2. Develop critical thinking by engaging with diverse philosophical arguments.</li> <li>3. Gain intercultural competence by understanding Indian epistemology and metaphysics.</li> <li>4. Foster a value-based understanding of life rooted in Indian philosophical traditions</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Introduction to Indian Philosophy: Significance of Indian Philosophy, Features of Indian philosophical traditions (holistic, spiritual, pluralistic), Classification: Āstika (orthodox) and Nāstika (heterodox) schools, Concepts of Purushartha (Dharma, Artha, Kama, Moksha),	7
	2	Āstika Systems: Nyāya: Logic and means of valid knowledge (Pramāṇa), Vaiśeṣika: Atomism and categories of reality, Sāṅkhya: Dualism of Purusha and Prakriti, Yoga: Practical philosophy of Patanjali's Yoga Sutra, Mīmāṃsā: Ritualism and epistemology, Vedānta: Sub-schools (Advaita, Vishishtadvaita, Dvaita) and concept of Brahman	7
	3	Nāstika Systems: Cārvāka: Materialism and skepticism, Bauddha (Buddhism): Four Noble Truths, Dependent Origination, Anātma, Jaina Philosophy: Anekāntavāda, Syādvāda, Karma theory, and Liberation	7
	4	Application and Relevance of Indian Philosophy: Ahimsa, Satya, Aparigraha, etc., Environmental philosophy in Indian thought, Indian perspectives on consciousness, mind, and well-being, Contemporary relevance: Stress management, sustainable living, mental health	8
		<b>Total Hours</b>	30
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Chatterjee, Satischandra &amp; Datta, Dharendra mohan – <i>An Introduction to Indian Philosophy</i></li> <li>• Hiriyanna, M. – <i>Outlines of Indian Philosophy</i></li> <li>• Radhakrishnan, S. – <i>Indian Philosophy (Vol. I &amp; II)</i></li> </ul>		
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Dasgupta, Surendranath – <i>A History of Indian Philosophy (Vol. 1-5)</i></li> <li>• Chakravarti Ram-Prasad – <i>Indian Philosophy and the Consequences of Knowledge</i></li> <li>• P.T. Raju – <i>Structural Depths of Indian Thought</i></li> </ul>		

<b>Course: Summer Internship Report and Viva-Voce</b>			<b>Semester: V</b>
<b>Course Code: LAI309P</b>	<b>LTP</b>	<b>0 0 0</b>	<b>Credits: 4</b>

<b>COURSE OUTCOMES</b>	<p><b>After completing the internship, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the functioning of the organisation.</li> <li>2. Assess interests and abilities in their field of study.</li> <li>3. Develop work habits and attitudes necessary for job success.</li> <li>4. Build a record of work experience and write a project report.</li> </ol>
<b>COURSE DETAILS</b>	<p style="text-align: center;"><b>Topic</b></p> <p><b>Internship</b></p> <p>An internship is a professional COURSE experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills. They are one of the most important factors in making oneself appealing in the job market. An internship provides a student with firsthand experience, professional opportunities, and personal growth. Internship experiences are formal, formative, and foundational to one's career.</p> <p>Developing a student's knowledge of workplace collaboration, business etiquette, and strong communication tactics are among the vital "soft skills" that can only be learned on the job. In this way, internships in the area of study will build a student's résumé and teach them instrumental, career-developing qualities.</p> <p>Internships can be both unpaid and paid depending on the nature/place of work.</p> <p>Internship takes place according to the university's academic calendar (school-wise) for a duration of 3 weeks. The students can choose to take up the internship as per their domain or interest. It is mandatory for the students to complete a full three weeks of internship and submit a report to their respective faculty to earn a credit score.</p> <p>For an internship to be successful, it depends on the support and contribution of:</p>

	<p>Agency/Organization:</p> <ul style="list-style-type: none"> <li>• Having a good internship structure that provides an equal opportunity for the students to learn and unleash their potential.</li> <li>• Provide them challenging and very engaging tasks.</li> <li>• Understanding and solving the queries of the student intern.</li> <li>• The overall responsibility of the agency is to provide a climate in which the intern can move from observing and shadowing to participating in the actual work and responsibilities of a professional staff.</li> <li>• Review the student's coursework and discuss the knowledge and skills acquired in consideration of those required to perform the work duties within the agency.</li> <li>• Evaluate the intern's performance, attendance, etc., and share it along with the participation letter/certificate.</li> </ul> <p>Faculty Supervisor:</p> <ul style="list-style-type: none"> <li>• To provide a liaison between the school and the organization. Two to three site visits or teleconferences to the agency will be made. The purpose of the first visit is to review the intern's contract and to address any questions about the internship that might arise. During the second and third visit, the faculty supervisor will facilitate discussion and final evaluations.</li> <li>• To provide orientation to the student interns regarding the internship.</li> <li>• To facilitate the pre-internship seminars, providing feedback to interns on presentations and papers.</li> <li>• To provide ongoing consultation with the placement agencies as needed.</li> <li>• To share necessary information regarding the internship with students and help in smooth registration and placement process.</li> <li>• To coordinate with the Training and Placement Officer for better results.</li> </ul> <p>Student Intern:</p> <p>The overall responsibility of the student is to devote himself/herself to the COURSE of helpful interaction with service users.</p> <ul style="list-style-type: none"> <li>• To obtain 100% attendance in the internship.</li> <li>• To follow agency policies with regard to time schedules, regulations, and matters of dress.</li> <li>• To work diligently and be responsible for the tasks assigned.</li> <li>• To inform the agency secretary and/or supervisor about their whereabouts and expected return time.</li> <li>• To report absences and reasons for absences immediately to the External Guide/H.R.</li> </ul>
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	<ul style="list-style-type: none"> <li>To participate in their midterm and final evaluations with the Field Instructor.</li> <li>To participate in an evaluation of the Social Work Department.</li> <li>To write a report and maintain the logbook of the internship at the end of their internship and submit it to the Faculty In-Charge.</li> <li>To carry out an evaluation of the Field Instructor (Appendix J).</li> <li>To complete assignments for the internship seminar.</li> <li>To participate in an end-of-term discussion and complete the Skills and Services Feedback form provided by the organization (if any).</li> <li>To provide evidence of having completed at least 200 hours, including attendance during agency visits.</li> </ul>
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### Rubrics for Internship

	Component	Exceptionally Well Executed [Marks>90%]	Good with room for improvement [70%<Marks<90%]	Meets minimum requirement [Marks<70%]
<b>Internship presentation</b>	Clarity of Presentation (weightage 5%)	The presentation should be well sequenced with precise understanding and exceptionally well executed	Information presented in logical sequence; easy to follow, well executed with room for improvement.	There is no clarity, no proper sequencing and merely reads most slides.
	Timing and Pace of Talk (weightage 5%)	Right length and well paced within the time limit prescribed	Rushes to complete towards the end or stretches to maintain time limit	Does not follow the time limits
	Style of Presentation (weightage 5%)	Artistically executed, professional, well spoken with appropriate body language and involvement	Presented well but with room for improvement	Very poorly presented, shabbily dresses and unprofessional
	Content of Presentation (weightage 15%)	Clear, precise, to the point, justified with data and answered all the queries to the satisfaction of the experts and the participants	Somewhat clear and moderately explained the Technical Terms and Task Learnt during Internship, somewhat justified understanding with data, answered most of the queries	Not at all clear, have no data back up for the opinions presented, could not satisfactorily answer any questions posed.
<b>INTERNSHIP Report (weightage 70%)</b>		<p>INTERNSHIP report is submitted as per the university guidelines.</p> <p>INTERNSHIP is executed as per the Scheduled dates.</p>	<p>The university guidelines are followed to prepare report however with errors</p> <p>INTERNSHIP is executed as per the Scheduled dates.</p>	<p>University guidelines are followed with lots of errors but with much room for improvement to prepare report</p> <p>INTERNSHIP is not</p>

			strictly executed only after frequent follow ups.
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**\* Rubrics for Internship is applicable for all the student internships of all students.**

<b>Course: ENGLISH LANGUAGE III</b>			<b>Semester: VI</b>
<b>Course Code: LAA317P</b>	<b>LTP</b>	<b>0 0 4</b>	<b>Credits: 2</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Strengthen foundational grammar and usage.</li> <li>2. Build listening and speaking competence for academic and real-life situations.</li> <li>3. Enhance reading comprehension and vocabulary.</li> <li>4. Develop coherent and structured writing skills.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Apply correct grammar in speech and writing.</li> <li>2. Engage in effective conversations and presentations.</li> <li>3. Interpret and analyze written texts.</li> <li>4. Produce structured paragraphs and essays.</li> </ol>
<b>COURSE DETAILS</b>	Grammar in Use: Tenses, Subject-Verb Agreement, Articles, Prepositions, Sentence Types, Voice, Narration Listening and Speaking Skills: Note-taking, Listening to Lectures, Dialogues, Group Discussions, Role-plays, Formal Presentations Reading Skills: Skimming, Scanning, Inference, Reading for Main Ideas, Summarizing, Reading News/Editorials Writing Practice: Sentence construction, Paragraph development, Essay writing, Editing and Revising drafts
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Raymond Murphy, <i>English Grammar in Use</i>, Cambridge University Press</li> <li>• Geetha Nagaraj, <i>English Language Teaching: Approaches, Methods, Techniques</i>, Orient BlackSwan</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Ken Paterson &amp; Roberta Wedge, <i>Oxford Grammar for EAP</i>, Oxford University Press</li> <li>• Internet resources: BBC COURSE English, Cambridge One</li> </ul>



<b>Course: Data Interpretation with AI</b>			<b>Semester: VI</b>
<b>Course Code: LAV316P</b>	<b>LTP</b>	<b>0 0 4</b>	<b>Credits: 2</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Work with simple data sources like Microsoft Excel and complicated ones like cloud-based or on-premises hybrid Data warehouses.</li> <li>2. Know how Power BI has the capabilities to easily connect to your data sources, visualize and share.</li> <li>3. publish your findings with anyone and everyone.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the basic concepts of Data Science.</li> <li>2. Develop and assess model-building skills using a variety of analysis.</li> <li>3. Identify how to extract and analyze data from one or multiple sources.</li> <li>4. Evaluate data using multiple modals.</li> </ol>
<b>COURSE DETAILS</b>	<p><b>Introduction to Data Science:</b> Evolution of Data Science – Data Science Roles – Stages in a Data Science Project – Applications of Data Science in various fields – Data Security Issues</p> <p><b>Data Collection and Data Pre-Processing:</b> Data Collection Strategies – Data Pre-Processing Overview – Data Cleaning – Data Integration and Transformation – Data Reduction – Data Discretization</p> <p><b>Exploratory Data Analytics:</b> Descriptive Statistics – Mean, Standard Deviation, Skewness and Kurtosis – Box Plots – Pivot Table – Heat Map – Correlation Statistics.</p> <p><b>Model Development:</b> Simple and Multiple Regression – Model Evaluation using Visualization – Prediction and Decision Making.</p> <p><b>Model Evaluation:</b> Cross Validation – Overfitting –Under Fitting and Model Selection</p>
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• O'Neil, C., &amp; Schutt, R., Doing data science: Straight talk from the frontline. " O'Reilly Media, Inc."</li> <li>• Dietrich, D., Heller, B., &amp; Yang, B., <i>Data science &amp; big data analytics: discovering, analyzing, visualizing and presenting data</i>. Wiley.</li> </ul>
<b>REFERENCE BOOK/ SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>• Moolayil, J., <i>Smarter Decisions–The Intersection of Internet of Things and Decision Science</i>. Packt Publishing Ltd.</li> <li>• Raj, P., <i>Handbook of research on cloud infrastructures for big data analytics</i>. IGI Global.</li> </ul>

<b>Course: Career Skills</b>			<b>Semester: VIII</b>
<b>Course Code: LAF416</b>	<b>LTP</b>	<b>2 0 0</b>	<b>Credits: 2</b>
<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. Have understanding of one's skills and their job appropriateness.</li> <li>2. Have knowledge of a diversity of careers one may choose from.</li> <li>3. Familiarise oneself with career models as well as identify one's own interests for sustainable growth.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain current career management issues and their implications on their professional career plans and development.</li> <li>2. Apply strategies and approaches to set new career vision, goals and action plans.</li> <li>3. Evaluate knowledge of career models and tools for successful career planning and management.</li> <li>4. Design a career path that fits personal values, interests, personality, and skills.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No</b>	<b>Topic</b>	<b>Hours</b>
	1	Career planning: challenges, sustainability, competencies and adaptability	08
	2	Career information: professionalism and multiple career paths to raise awareness about career management. Identify skills to suit different professional behaviours / roles. Developing important skills Networking	08
	3	Matching Careers: Aligning Values, Visions and Goals Define and discover professional identity, Unconventional and alternative career models, Navigating career path.	08
	4	Interview ready: Creating digital profile, updating cv or creating a new one from scratch, refining professional communications skills for ongoing development. Career capital: Keeping up in rapidly evolving career landscape.	06
	<b>Total Hours</b>		30
<b>TEXT BOOK</b>	<ul style="list-style-type: none"> <li>• Shivakumar, S., <i>The Right Choice: Resolving 10 Career Dilemmas for Extraordinary Success</i>. Penguin India.</li> <li>• Hyatt, Michael., <i>Your Best Year Ever: A 5-Step Plan for Achieving Your Most Important Goals</i>. Baker Books.</li> </ul>		
<b>REFERENCE BOOK/</b>	<ul style="list-style-type: none"> <li>• Banayan, Alex, <i>The Third Door: The Wild Quest to Uncover How The World's Most Successful People Launched Their Careers</i>. Crown Currency.</li> </ul> <b>Audiobook:</b>		

<b>SUGGESTED READING</b>	<ul style="list-style-type: none"> <li>Ben Horowitz, <i>The Hard Thing About Hard Things: Building A Business When There Are No Easy Answers</i>. Narrator Kevin Kenerly. HarperAudio.</li> </ul>
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<b>Course: Philosophy of Social Sciences and Research Paradigm</b>			<b>SEMESTER-VIII</b>
<b>Course Code: LAR409</b>	<b>L T P</b>	<b>4- 0 -0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	This course introduces philosophy of social sciences. It helps scholars to understand a wide range of methodological options.		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>Understand Philosophy of Social Sciences and Humanities</li> <li>Gain knowledge regarding research paradigms</li> <li>Develop critical insights into research practice</li> <li>Explore exemplary research works and enhance research skills</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No.</b>	<b>Topic</b>	<b>Hours</b>
	1	Research: Meaning and Purpose Social Research: Definitions, Types, Nature, and Characteristics, Theory in Social Research , Impartiality, value neutrality and standpoint research, Action and Agency, Reductionism, Constructivism	<b>15</b>
	2	Philosophy of Social Science and Research Paradigms Inductive and/or Deductive Research Designs, Positivism , Critical Theory in Social Research: A Theoretical and Methodological Outlook, Narrative Inquiry, Phenomenology, and Grounded Theory in Qualitative Research, Pragmatism , Paradigms	<b>15</b>
	3	Philosophically Informed practice of research <ul style="list-style-type: none"> <li>Evidence-Based Research</li> <li>Participatory Research</li> <li>Case Study</li> <li>Ethnographic and Ethnographic Methods</li> <li>Indigenous and Decolonizing Research Methodology</li> <li>In-Depth Case Interview</li> <li>Observation</li> <li>Ethnomethodology</li> <li>Action Research</li> <li>Reflexivity in Social Research</li> </ul>	<b>15</b>
	4	Genealogy and Discourse Analysis <ul style="list-style-type: none"> <li>Genealogy and history, Critical historiography, challenging monotonous finality in history writing, effective history</li> </ul>	<b>15</b>

		<ul style="list-style-type: none"> <li>• Problematizing, mapping the emergence, social sense, history of the present,</li> <li>• Genealogy as the history of subjections, Genealogy of Nietzsche compared phenomenology of Hegel in problematizing history, Genealogy of morals, phenomenology of spirit, compared to Marx's dialectic materialism</li> <li>• Archeology of knowledge, power/knowledge, successive epistemes, discursive formation, individuated origin of ideas</li> </ul>	
		<b>Total hours</b>	<b>60</b>
<b>TEXTBOOKS</b>	1. Islam M R, Ahmed Khan N and Baikady. R., Principles of Social Research Methodology. Springer 2. Risjord, M., Philosophy of Social Science: A Contemporary Introduction. Routledge		
<b>REFERENCE BOOKS/ SUGGESTED READING</b>	1. Foucault, M., The archeology of knowledge and the discourse on language. Trans. AM Sheridan Smith. New York: Pantheon Books. 2. Jarvie, I., Sage Handbook of Philosophy of Social Sciences, Sage.		

<b>Course: Research Publication and Ethics</b>			<b>SEMESTER- VIII</b>
<b>Course Code: LAR411</b>	<b>L T P</b>	<b>4-0-0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. develop a thorough understanding of ethical principles and best practices in conducting, writing, and publishing research, including issues of plagiarism, data integrity, authorship, and peer review.</li> <li>2. foster a commitment to academic honesty, transparency, and social responsibility, ensuring that research contributes meaningfully and ethically to the advancement of knowledge.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand Philosophy of Social Sciences and Humanities</li> <li>2. Gain knowledge regarding research paradigms</li> <li>3. Develop critical insights into research practice</li> <li>4. Explore exemplary research works and enhance research skills</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No.</b>	<b>Topic</b>	<b>Hours</b>
	1	Research Ethics in the Digital Age: Fundamentals and Problems <ul style="list-style-type: none"> <li>• Introduction to philosophy: definition, nature and scope, concept, branches</li> <li>• Data Protection Laws, Research Ethics and Social Sciences</li> </ul> Crowd-Based Documentation of Plagiarism	12
	2	Developing Research Standards in a Digitalized World <ul style="list-style-type: none"> <li>• Perception of Digital Methods' Ethics among Researchers</li> <li>• Ethical Issues in Collecting Data from Informant of the Field</li> <li>• Redundant publications: duplicate and overlapping publications, salami slicing</li> <li>• Selective reporting and misrepresentation of data.</li> </ul>	12
	3.	Publication Ethics (Theory Sessions) <ul style="list-style-type: none"> <li>• Publication ethics: definition, introduction and importance</li> <li>• Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.</li> <li>• Conflicts of interest</li> <li>• Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types</li> <li>• Violation of publication ethics, authorship and contributor ship</li> </ul>	12

		<ul style="list-style-type: none"> <li>• Identification of publication misconduct, complaints and appeals</li> <li>• Predatory publishers and journals</li> </ul>	
	4	Open Access Publishing 1. Open access publications and initiatives 2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies 3. Software tool to identify predatory publications developed by SPPU 4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc.	12
	5	Software Tools 1. Use of plagiarism software like Turnitin, Urkund and other open source software tools Research Metrics 1. Impact Factor of journal as per Journal Citation Report, SNIP, SIR, IPP, Cite Score 2. Metrics: h-index, g index, i10 index, altmetrics	12
	<b>Total hours</b>		<b>60</b>
<b>TEXTBOOKS</b>	1. Dobrick, F M, FischerLutz M. (Eds.). (2022) Research Ethics in the Digital Age: Ethics for the Social Sciences and Humanities in Times of Mediatization and Digitization. Springer 2. Oliver P (2003) " <i>The Student's Guide to Research Ethics</i> ", Open University Press,		
<b>REFERENCE BOOKS/ SUGGESTED READING</b>	1. Todorovich M, Kurtz P, " <i>The Ethics of Teaching and Scientific Research</i> ", Miro Torovich; Paul Kurtz; Sidney Hook Prometheus Books, 1977 2. Stanley B. H., Sieber J. E., Melton G. B., " <i>Research Ethics: A Psychological Approach</i> ", University of Nebraska Press, 1996 3. Salzano F. M., Hurtado A. M., " <i>Lost Paradises and the Ethics of Research and Publication</i> ", Oxford University Press, 2004 4. Paul Oliver (2016). The Student's Guide to Research Ethics. Open University Press		

<b>Course: Humanistic Research Approach</b>			<b>SEMESTER-VIII(H)</b>
<b>Course Code: LAR412</b>	<b>L T P</b>	<b>4 0 0</b>	<b>Credits: 4</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. To understand human experiences, behaviors, and meanings from the perspective of the individual, emphasizing personal values, emotions, and subjective interpretations.</li> <li>2. To promote holistic and empathetic inquiry that respects human dignity and focuses on personal growth, self-actualization, and authentic expression.</li> </ol>		
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. To introduce and explore the concept of humanism.</li> <li>2. To familiarize the students with humanistic research approach.</li> <li>3. To critically appraise research practices and paradigms from humanist perspective.</li> </ol>		
<b>COURSE DETAILS</b>	<b>Module No.</b>	<b>Topic</b>	<b>Hours</b>
	1	Humanistic Research: Early humanism, Later humanism, post-humanism, and humanistic approach. Humanistic approach vs anthropocentrism. Appropriating the prime-space for “being human” in research endeavors. Ethical crisis in research, Limits of positivism, empiricism, and objectivism.	12
	2	Humanistic Social Sciences - Maslow’s humanist approaches in psychology, anthropology, sociology, economics, political science, history. Research as a response to human suffering, valuing emotions, valuing subjective experiences, taking sides, political honesty.	12
	1.	Questioning research paradigms, dehumanized research methods. Methods of humanistic research: humanist inquiry, field research, life stories, and qualitative research, ethnography, transpersonal research, critical ethnography, action research, praxis intervention.	12
	4	Humanist approaches in 21st century science, Bernardo Kastrup’s Rational idealism, McGilchrist’s The matter with things. humanist inquiry and consciousness studies	12
	5	Science and social change, ethics of scientific inquiry, science & technology, science-market, science in a free society	12
	<b>Total hours</b>		<b>60</b>
<b>TEXTBOOKS</b>	<ol style="list-style-type: none"> <li>3. Islam M R, Ahmed Khan N and Baikady. R., Principles of Social Research Methodology. Springer</li> <li>4. Risjord, M., Philosophy of Social Science: A Contemporary Introduction. Routledge</li> </ol>		
<b>REFERENCE BOOKS/ SUGGESTED READING</b>	<ol style="list-style-type: none"> <li>3. Foucault, M., The archeology of knowledge and the discourse on language. Trans. AM Sheridan Smith. New York: Pantheon Books.</li> <li>4. Jarvie, I., Sage Handbook of Philosophy of Social Sciences, Sage.</li> </ol>		

<b>Course: RESEARCH PROJECT (RP)</b>			<b>SEMESTER-VIII</b>
<b>Course Code: LAR413P</b>	<b>L T P</b>	<b>0 0 0</b>	<b>Credits: 12</b>

<b>OBJECTIVE</b>	<b>To facilitate students to:</b> <ol style="list-style-type: none"> <li>1. demonstrate familiarity with the literary theoretical trends/movements that evolved during the 20th Century.</li> <li>2. enable the students to analyze texts and identify the generic distinctions across prominent milieus and regions.</li> <li>3. situate authors and their writings within the social and historical contexts that fostered their production</li> <li>4. develop strong close reading, analytic skills and research skills that deepen appreciation of these works.</li> </ol>
<b>COURSE OUTCOMES</b>	<b>After completing this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. Examine and analyze literary works intensively for structure and meaning through their salient features to interpret different aspects of literature.</li> <li>2. Demonstrate the ability to use the critical theories in literary evaluation.</li> <li>3. Display a working knowledge of historical and cultural context and become firmly grounded in an understanding and appreciation of the importance of the period.</li> <li>4. Effectively understand and communicate ideas related to the literary works</li> </ol>
<b>Courseware: (Books &amp; References)</b>	<ol style="list-style-type: none"> <li>1. MLA Handbook</li> <li>2. APA-Chicago Guide</li> <li>3. Abrams, M. H., <i>A Glossary of Literary Terms</i></li> <li>4. Cuddon, J. A., <i>Penguin Dictionary of Literary Terms and Literary Theory</i></li> </ol>