



**BA in Liberal Arts
Full-Time Semester-Based Undergraduate Program**

**based on Liberal Arts Pattern
Effective from AY 2024-25**

**Curriculum and Syllabus for BA in Liberal Arts Program
National Education Policy (NEP)**

**With Major & Minor options
SCHOOL OF LIBERAL ARTS IMS UNISON UNIVERSITY DEHRADUN-248009**

Vision & Mission Statement of IMS Unison University

To be an eminent university, shaping the future by nurturing knowledge and empowering minds.

Mission

To provide quality higher education through a multi-disciplinary approach, promote research and innovation in all spheres of its activities and serve society.

Vision & Mission Statement of the School of Liberal Arts

To be a high-quality multidisciplinary liberal arts school, shaping the future by nurturing knowledge and empowering minds.

Mission

To promote profoundly rational and pragmatically ethical liberal arts education and research informed by social sciences, humanities, and allied fields

School of Liberal Arts (SoLA) BA in Liberal Arts Program

GENERAL PREAMBLE

Higher Education prompts subjectively involved epistemological evolution, and helps the participants to artfully cherish their life, especially so in a free market democracy. The University at large and the school of liberal arts in particular is a platform for students to craft the art of life of the student participants. This is how institutions of higher education prompt social transformation and inclusive well-being. IMS Unison University envisions all its programs in the best interest of their students and in this endeavor, it offers a new vision to all its Undergraduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Undergraduate programs.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the program of their choice. The Undergraduate Programs will prepare the students for both, academia and employability. Each program vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programs also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice, and skills for employability. In short, each program prepares students for sustainability and lifelong learning. Outcome-based learning is the principal end of pedagogical learning through higher education in today's world.

Values, mores, lores and ethics are core to the mutual coexistence of humanity with other humans and with nature at large. They are effective when they have a subjective impetus. The present crisis of humanities emanates from the predominance of science and technology because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions is the need of the hour.

**BA in Liberal Arts with Multiple Entry & Exit options
(Full - Time Program) Academic
Year 2024-25**

ABOUT THE PROGRAM

The BA in Liberal Arts Program with Multiple Entry & Exit options will equip the students with analytical and critical thinking skills along with in-depth knowledge of their chosen subject. The Program requires each student to take 13 Foundation Courses, General Core papers, a set of communication workshops and a social outreach program in Year 1 before pursuing a Major subject with the option of also earning credits in a Minor subject in Years 2 and 3 with general electives, discipline specific electives, open electives, an internship, and a deep immersion project. Year 4 offers Honours and Honours with Research options.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs) FOR THE LIBERAL ARTS BA PROGRAM

BA Program at the school of Liberal Arts aims at:

- PEO1: Imparting values like historical sensitivity, civic responsibility, social inclusivity and creativity based on domain knowledge extended with inter-disciplinary, multi-disciplinary aspects.
- PEO2: Promoting essential skills like reading, writing, research, networking, critical analysis, constructive understanding, creative intervention, and leadership abilities.
- PEO3: Facilitating the development of in-depth theoretical, practical and experiential knowledge by giving them appropriate exposure to classroom sessions, seminars, internships, deep immersion projects and social outreach programs.
- PEO4: Exposing students to an understanding of social, political, economic, and cultural issues in real life situations.
- PEO5: Helping students inculcate problem-solving skills so that they can be responsible professionals.

**Program Learning Outcomes (PLOs)
On completion of BA in Liberal Arts, the students shall:**

- PLO1: Demonstrate the assimilation of values pertaining to socio-politico-cultural awareness which will enhance their overall personality.
- PLO2: Develop necessary skills like research competency, networking, critical thinking, and creative intervention.
- PLO3: Demonstrate the ability to effectively make use of theoretical, practical and experiential knowledge which they acquire in and beyond classrooms and practical sessions.
- PLO4: Develop socio-cultural competencies with greater global and local awareness.
- PLO5: Demonstrate domain-centric knowledge as well as multidisciplinary knowledge and integrate both to solve problems in real life.

GENERAL LEARNING COMPONENTS DESIGNED FOR BA (HONS.) LIBERAL ARTS

PROGRAM

1. Discipline Specific Major
2. Discipline Specific Minor
3. Multi-Disciplinary Courses
4. Ability Enhancement Courses
5. Skills Enhancement Courses
6. Value Added Courses
7. Deep Immersion Project
8. Internships
9. Seminars
10. 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

G: General Core

K: Skill Enhancement

A: Ability Enhancement

V: Value Added

MDC: Multidisciplinary Course

D: Deep Immersion

R: Research

T: Research Project

SS: Social Science

PHDSSH: PhD in Social Sciences and Humanities

Category of Courses	Short Description
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	A course, which is not to be compulsorily be studied by a candidate as a core requirement is termed as a Minor course.
Discipline Specific Elective (DSE)	Elective courses offered by the main discipline/subject of study is referred to as Discipline Specific Elective.
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.
Deep Immersion Project	Deep Immersion Project offers an opportunity to gain a first-hand understanding of liberal education. It places special emphasis on critical thinking, research, and engagement with diverse ideas and communities.
Internship	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.

Distribution of Credits

BA in Liberal Arts with Multiple Entry & Exit Options
Bachelor of Arts BA(Hons.) & BA(Hons.) with Research (4 years)
(Semester Based, Full Time Program)

									Total Credits
Category of Courses	1st Sem	2nd Sem	3rd Sem	4th Sem	5th Sem	6th Sem	7th Sem	8th Sem	4th Year
Discipline Specific Courses- Major (Core)	22	16	12	16	12	12	20	7	117
Discipline Specific Courses- Minor	3	4	8	4	8	3	7	4	41
Discipline Specific Elective (DSE)	0	0	0	0	3	3	0	0	06
Multi-Disciplinary Course (MDC)	0	4	4	3	0	0	0	0	11
Ability Enhancement Compulsory Courses (AEC)	0	2	4	3	0	3	0	3	15
Skills Enhancement Courses (SEC)	2	2	2	2	2	3	0	3	16
Value Added Courses (VAC)	3	0	0	0	2	0	0	0	5
Deep Immersion Project	0	0	0	0	0	3	0	0	3
Internship	0	0	2	0	2	0	0	0	4
Seminar	0	0	0	0	0	0	0	3	3
Dissertation/Research Project	0	0	0	0	0	0	0	12	12
Total Credits	30	28	32	28	29	27	27	32	233
Teaching Hours	33	33	33	33	32	32	32	32	260
Co-Curricular / Extra Curricular Activities	3	3	3	3	4	4	4	4	28
Total Contact Hours	36	36	36	36	36	36	36	36	288

Admission Criteria:

- **Eligibility Criteria:**
 - 10+2 in any discipline with minimum 45% marks and English as a subject.
 - 40 % in case of candidate belonging to SC/ST/Uttarakhand OBC.
 - Program: BA in Liberal Arts with Multiple entry and Exit Options:
 - a) 1 Year Undergraduate Certificate in Liberal Arts.
 - b) 2-year Undergraduate Diploma in Liberal Arts.
 - c) 3 Year BA in Liberal Arts.
 - d) 4 Year BA (Hons.)/ BA (Hons. With Research) in Liberal Arts.
 - Duration: 1-4 Years
 - Seat: 60
 - Specializations:
 1. Economics, 2. English, 3. History, 4. Political Science, 5. Psychology, 6. Sociology

YEAR 1: Certificate in Liberal Arts

The first-year program introduces key concepts in Liberal Arts and imparts basic understanding of humanities and social sciences. Foundation Year Courses are distinctive courses that not only introduce students to various styles of thinking, but also to inter-disciplinary approaches.

In first year, one important part of experiential and community-based learning is the social outreach and Integrated Liberal Arts Communication Workshops spread throughout the year conducted through mentor support. On successful completion of the first year the student will be eligible for certificate in Liberal Arts.

YEAR 2: Diploma in Liberal Arts

Year two is an advancement from foundational Liberal Arts and students are exposed to basic understanding the specialization of their choice with major & minor options. On successful completion of the second year the student will be eligible for diploma in Liberal Arts.

YEAR 3: BA in Liberal Arts

Year three is an advancement over basic courses and the students will be exposed to the courses at intermediate levels. On successful completion of the third year the student will be eligible for degree in Liberal Arts with major & minor options.

YEAR 4: BA(Hons.)

Year four is an advancement over intermediate courses and the students will be exposed to the courses at advanced levels. On successful completion of the fourth year the student will be eligible for degree in BA(H) Liberal Arts with major & minor options.

YEAR 4: BA(Hons.) with Research

Year four BA(H) with Research is an advancement over the BA(H) degree with advanced courses the students will be trained in research practices. On successful completion of the fourth year BA(H) with Research the student will be eligible for degree in BA(H) with Research, which will make them directly eligible for the pursuit of PhD.

**Foundation Course:
Semester I**

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAF101	Liberal Arts	4	0	0	4	Major (Core)
2	LAF102	Political Science	4	0	0	4	Major (Core)
3	LAF103	Sociology	4	0	0	4	Major (Core)
4	LAF104	Economics	4	0	0	4	Major (Core)
5	LAF105E1	Mathematics for Liberal Arts	2	0	2	3	Major (Core)
	LAF105E2	Personal Finance					
6	LAF106	History of Ideas	3	0	0	3	Major (Core)
7	LAF107	Gender & Law	3	0	0	3	Minor
8	LAK108P	Computer Applications-Basic Level	0	0	4	2	SEC
9	LAV109	Cross-Cultural Competency	3	0	0	3	VAC
		Total Credits	27	0	6	30	
		Total Contact Hours	33				
		Library (1), Mentoring (1), Lab (1)	33+3=36				

Course: Liberal Arts			Semester: I
Course Code: LAF101	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to		
	<ol style="list-style-type: none"> 1. Learn about the emergence and present position of liberal arts among other disciplines. 2. Understand the utility of liberal arts in conceptualizing alternative use of technology. 3. Reconsider positions and opinions that will make them question perspectives and biases. 4. Identify opportunities, needs, and approaches for technology to solve some of the world's most intractable challenges. 		
LEARNING OUTCOME	After completing this course, students will be able to:		
	<ol style="list-style-type: none"> 1. Imagine a world with and without liberal arts and weigh the pros and cons of such. 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. 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. 4. Elaborate with interdisciplinary methods for the benefit of all subjects concerned, including science and technology, opening up new horizons in their career prospect. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to liberal arts; Two Concepts of Liberty – Isaiah Berlin; The Idea of Art, Birth of the Tragedy – Nietzsche; Art of Living – Foucault; Epimeleia Heautou; Parrhesia; Hypomnema.	15
	2	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	15
	3	Uniqueness of Liberal Arts Curriculum : Trivium, Quadrivium; Interdisciplinary, Multidisciplinary and Transdisciplinary Approaches to Knowledge, Liberal Arts Contribution – Intellectual development, Aesthetics, Critical Theory, Skills and Abilities, Internships, Field Research and Deep Immersion.	15

	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.	15
		Total Hours	60
TEXT BOOK	<ol style="list-style-type: none"> 1. Tubbs, N., <i>Philosophy and Liberal Arts Education</i>. Palgrave 2. Nishimura, Mikko & Sasao., <i>Doing Liberal Arts Education</i>. Springer 		
REFERENCE BOOK/ SUGGESTED READING	<ol style="list-style-type: none"> 1. Wren, Thomas J., Riggio Ronald, <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. 		

Course: Political Science			Semester: I
Course Code: LAF102	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Introduce the formative concepts and principles of Political Science. 2. Develop an active understanding of politics in the minds of students. 3. Explore the origin and need of politics in societies. 4. Introduce various sub-fields of politics, including international relations and comparative politics. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the basics of political science as a discipline. 2. Evaluate the fundamental concepts and principles of political science. 3. Discuss comparative study of the political systems and constitutions. 4. Make sense of the dynamics of international relations and global challenges. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Meaning of Political Science Scientific 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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Ashirwadam A. D., <i>Political Science</i>. New Delhi, S. Chand Publication • Kapur A.C., <i>Principal of Political Science</i>. New Delhi, S. Chand Publication 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Lipset, S. M., <i>Political man. The social bases of politics.</i>, London. • Heywood, A., <i>Politics</i>. Red Globe Press. 		

Course: Sociology			Semester: I
Course Code: LAF103	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop an understanding of basic sociological perspectives, concept and principles and to use sociological imagination for better understanding of society. 2. Develop a broad overview about how individuals and groups are shaped through basic social processes like socialization, social control etc. 3. Analyze the relationship between status and role. 4. Recognize the nature of social control. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Question common wisdom, raise important questions. 2. Analyze by exercising sociological imagination. 3. Interpret the nature and role of Sociology in a changing world. 4. Develop about the basic concepts which would give us an understanding on the social reality. 		
COURSE DETAILS	Module No	Topic	Hours
	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

		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Giddens, A., Duneier, M., Appelbaum, R., & Carr, B., <i>Introduction to Sociology</i>. New York: WW Norton & Company. Haralambos, M., & Heald, R. M., <i>Sociology, themes and perspectives</i>. Oxford University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Macionis, John, J. (Adapted by Reema Bhatia), <i>Sociology</i>, Pearson. 		
Journals:	<ul style="list-style-type: none"> <i>International Journal of Sociology and Social Policy</i>, Emerald Group Publishing <i>American Sociological Review</i>, Sage Publications Swedberg, R., On the use of definitions in sociology. <i>European Journal of Social Theory</i>. Soyombo, O., Xenophobia in contemporary society: A sociological analysis. <i>IFE Psychologia: An International Journal</i>. 		

Course: Economics			Semester: I
Course Code: LAF104	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the subject matter of Economics. 2. Know what Economics is and what it ought to be. 3. Understand the basic concepts of Microeconomics. 4. Understand basic concepts of macroeconomics and characteristics of Indian Economy. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the basic concepts of economics. 2. Assess the behavior of individual agents by employing Microeconomic theory. 3. Imagine as an economist and how Macroeconomic concepts can be applied to analyze real life situations. 4. Analyze the main features of the Indian Economy and how it is influencing the business environment. 		
COURSE DETAILS	Module No	Topic	Hours
	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. 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)	20
	3	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
	4	Indian Economy: Basic Characteristics of Indian economy, Money and its functions, Taxes: direct and indirect taxes, role of Central	10

		and commercial banks, Introduction to Budget.	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Samuelson, P. A., & Nordhaus, W. D., <i>Economics</i>, The McGraw Hill Companies. Mankiw, N. G., <i>Principles of macroeconomics</i>. Cengage learning. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Mishra, S. K. & Puri, V. K., <i>Indian Economy</i>; Himalaya Publishing House Kapila, U., <i>Indian Economy: Performance and Policies</i>; Academic Foundation Ahuja, H. L., <i>Modern Economics an Analytical Study</i>. S. Chand Publishing. Jhingan, M. L., <i>Macroeconomic theory</i>. Virinda Publication (P) Ltd. 		

Course: Mathematics for Liberal Arts			Semester: I
Course Code: LAF105E1	LTP	2 0 2	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand mathematical principles. 2. Manage mathematical ideas in their life and lose fear of numbers. 3. Solve problems through adjustments with time and space. 4. Discover techniques to improve decision making process. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain the body of basic mathematics. 2. Practice logic, reasoning, manage pictorial representations of data, understand graph, patterns. 3. Solve mathematical problems. 4. Relate mathematical logic to real life. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Number Systems: The Base-Ten Decimal System, Tally Marks, Egyptian Numbers, Roman Numerals, The Babylonian Number System, Binary Numbers, Hexadecimal Numbers, A Fast Algorithm for Changing Bases Sets: Sets, Subsets, Unions and Intersections, Venn Diagrams, Russell's Paradox,	10
	2	Functions: Computing with Functions, Graphing Functions, Inverses to Functions, Geometry: Lengths, Areas, Volumes, Angles, How Eratosthenes Measured the Earth around 250 BCE, Non-Euclidean Geometry, Higher Dimensions	18
	3	Financial Mathematics: Simple Interest, Compound Interest, Annual Percentage Yield, Probability: Expectations, Equally Likely Events, Independent Events, Complementary Events, Combinations and Permutations, Probabilities with Combinations	14
	4	Statistics: The Depiction of Data, Averages: Mean, Median, Midrange, and Mode, Standard Deviation, Variance	18

		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Thomas, C., <i>Schaum's Outline of Mathematics for Liberal Arts Majors</i>. McGraw Hill. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Brown, J., <i>Mathematics for the Liberal Arts</i>. CRC Press. 		

Course: Personal Finance			Semester: I
Course Code: LAF105E2	LTP	2 0 2	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. With a comprehensive understanding of personal finance principles and practices. 2. Develop essential financial literacy skills to navigate the complexities of personal finance through a blend of theoretical concepts and practical applications. 3. Understand topics such as budgeting, saving, investing, debt management, insurance, and retirement planning, with an emphasis on critical thinking and ethical decision-making. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the fundamental concepts and principles of personal finance. 2. Explore aspects of personal finance such as cash flow, financial health, wealth management and taxation. 3. Demonstrate capability in management of personal finance. 4. Make informed financial decisions and plan for their financial future. 		
COURSE DETAILS	Module No	Topic	Hours
	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	12
	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	12
	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	12
	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	12

		Preparing for Retirement/Financial Independence – spending reduction	
	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.	12
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Tyson, Eric, <i>Personal Finance for Dummies</i>. Wiley. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> 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 		

Course: History of Ideas			Semester: I
Course Code: LAF106	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 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. 2. Understand the idea of different field like caste system, Music, Yoga, Medicine and other different schools of ancient India. 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. 4. Know about the various emerging trends and new emerging ideologies in modern India and critically analyze these ideologies. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Know the early history of human evolution & their survival and ancient ideologies related to human beings. 2. Examine the new ideas related to society, political and economy. 3. Critically evaluate the idea of social philosophy, political philosophy and cultural philosophy in the state or society. 4. Relate the understandings to social reality. 		
COURSE DETAILS	Module No	Topic	Hours
	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, Behaviorism, Neoliberalism, Colonialism, Nationalism. Idea of Environmentalism. Idea of Western Medicine, Ideas of Modernity, Idea of	17

		Constitution.	
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> Maryanne Cline Horowitz, <i>New Dictionary of the history of ideas</i>. Charles Cribner's Sons. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Singh, U., <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i>. New Delhi: Pearson. Rajan Gurukkal., <i>History and Theory of Knowledge Production</i>. Oxford University Press. 		

Course: Gender and Law			Semester: I
Course Code: LAF107	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Analyze legal phenomena from a gender perspective. 2. Study particular fields of application of the law where gender has significant importance. 3. Be aware about equality, affirmative action, negative discrimination and violence. 4. Form gender sensitive legal knowledge and skills to interpret gender normative discourses. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify relevant issues about genders within the judicial area and apply gender theories to judicial material. 2. Explain jurisprudence related to gender and law, that is, understand connections between legislation, society, and ideas of gender. 3. Demonstrate skill in interpreting gender just aspects of law. 4. Critically explore gender related rulings at the courts of law. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Gender theory and law: Approaches to gender and law, Gender theory, Conflict, integrationist and hermeneutic approaches, Feminist theory, Human rights of women and legal theory, Feminist jurisprudence, Legal and gender expertise.	12
	2	Gender and Family Law: Approaches to family law, Equality in marriage and types of marriage arrangements, Same-sex marriage unions and families, Gender and spousal rights in the family, Parents and children, Gender and property regimes, Adoption and gender-based issues, social security and gender.	10
	3	Gender equality and labour law: Gender equality and labour market, Labour rights and women's rights, Gender discrimination at the workplace, Legal protection in the labour market, Sexual harassment at the workplace.	10
	4	Gender equality and criminal law: Feminist criminology, Gender and criminal legal theory, Gender protection in criminal law, Gender and crime, Gender and penal policies.	13

		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Kalpagam, U., <i>Labour and Gender</i>. Sage Publications. • Gartner, Rosemary & Bill McCarthy, <i>The Oxford Handbook of Gender, Sex, and Crime</i>. Oxford University Press. • Agnes Flavia., <i>Law & Gender Inequality: The Politics of Women's Rights in India (Law in India)</i>. Oxford India 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Agnes, F., <i>Family Law: Volume 1: Family Laws and Constitutional Claims</i>. Oxford University Press. • Satyamurthy, T.V. (Ed.) <i>Region, Religion, Caste, Gender and Culture in Contemporary India.</i>, New Delhi: Oxford University Press. • Agarwal, B., <i>A field of one's own: Gender and land rights in South Asia</i>, Cambridge University Press. 		

Course: Computer Application-Basic Level			Semester: I
Course Code: LAK108P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Give students an in-depth understanding of why computers are essential components in business, education, and society. 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. 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. 4. Provide foundational or “computer literacy” curriculum that prepares students for life-long learning of computer concepts and skill. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain the office productivity software appropriate to a given situation. 2. Apply basic learning and assessment principles in the design, development, and presentation of material produced by office productivity applications. 3. Analyze the variety of advanced spreadsheets, operating system, and word processing functions 4. Solve a range of problems using office productivity applications. 		
COURSE DETAILS	Module No	Topic	Hours
	1	MS WINDOWS, COMPUTER BASICS <ul style="list-style-type: none"> • Computer Basic, Creating Folder, Paint • Directories, input units, Output unit • Central Processing Units, • What is hardware, what is Software • Windows short cut keys 	05
	2	MS WORD Module 1 Text Basics • Typing the text, Alignment of text • Editing Text: Cut, Copy, Paste, Select All, Clear • Find & Replace Module 2 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 Module 3 Working with Objects • Shapes, Clipart and Picture, Word Art, Smart Art • Columns and Orderings - To Add	20

		Columns to a Document • Change the Order of Objects • Page Number, Date & Time • Inserting Text boxes • Inserting Word art • Inserting symbols • Inserting Chart Module 4 Header & Footers • Inserting custom Header and Footer • Inserting objects in the header and footer • Add section break to a document	
	3	MS EXCEL Module 1 Introduction to Excel • Introduction to Excel interface • Understanding rows and columns, Naming Cells • Working with excel workbook and sheets Module 2 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 Module 3 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.	15
	4	MS POWERPOINT Module 1 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 Module 2 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 Module 3 Working with bullets and numbering • Multilevel numbering and Bulleting • Creating List • Page bordering • Page background • Aligning text • Text directions •	20

		Columns option Module 4 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	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Norton, P., <i>Peter Norton's introduction to computers</i>. McGraw Hill, Inc. Chatfield, C., & Johnson, T., <i>Microsoft Project 2016 Step by Step: MS Project 2016 Step _p1</i>. Microsoft Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Lambert, J., & Lambert, S., <i>MOS 2016 Study Guide for Microsoft Word</i>. Microsoft Press. 		

Course: Cross-Cultural Competency			Semester: I
Course Code: LAV109	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Explore cultural differences. 2. Be aware of cultural barriers in everyday life and in professional life. 3. Reduce cultural gaps, culture shocks and inhibitions. 4. Discover the idea of culture as a theory and practice. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the idea of culture. 2. Review literature on culture. 3. Distinguish minor art forms from the major. 4. Evaluate cultural competency and understand what it is to be multicultural. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to culture - cultural diversity: cultural bias, cultural distance, cultural change, culture shock, cultural inhibition, cultural assimilation and overcoming barriers	09
	2	Hofstede's cultural dimensions theory, Cross-cultural communication, power distance, uncertainty avoidance, individualism, femininity, masculinity, time perspective, restraint and indulgence	12
	3	Bourdieu's Fields of cultural production- social capital, cultural capital, symbolic violence, fields of cultural productions, space of positions and position-takings, cultural reproductions	12
	4	Art and culture, popular culture, ideology, minor art, culture and rupture, cultural competency and multiculturalism.	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Hofstede, Geert, <i>Culture's consequences: comparing values, behaviors, institutions, and organizations across nations</i>. London: Sage • Bourdieu, Pierre, <i>The Field of Cultural Production: Essays on Art and Literature</i>. Columbia: Columbia University Press • Kiyosaki, Robert T., <i>Rich Dad Poor Dad: What the Rich Teach Their Kids About Money That the Poor and Middle Class Do Not!</i> Plata Publishing. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Adorno, Theodore Williams, <i>The Culture Industry: Selected Essays on Mass Culture</i>. New York: Routledge • Bourdieu, Pierre, <i>Reproduction in Education, Society and Culture</i>. Sage: London 		

SEMESTER – II

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAF111	Psychology	4	0	0	4	Major (Core)
2	LAF112	History	4	0	0	4	Major (Core)
3	LAF113	English Literature	4	0	0	4	Major (Core)
4	LAF114E1	Technology & Society	4	0	0	4	Major (Core)
	LAF114E2	Science and Society					
5	LAF115	Logic, Argumentation & Critical Thinking	3	0	2	4	Minor
6	LAF116	Reading for Writing	3	0	2	4	MDC
7	LAA117	Climate Change and Environment	1	0	2	2	AEC
8	LAK118P	Community Engagement	0	0	4	2	SEC
		Total Credits	23	0	10	28	
		Total Contact Hours	33				
		Internship Orientation (1), Community Engagement (2)	33+3=36				

Course: Psychology			Semester: II
Course Code: LAF111	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Introduce the students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life. 2. Provide broad coverage of the field by presenting basic theories, research, and applied use of psychology. 3. Discuss the fundamental cognitive processes. 4. Elaborate on the concepts and theories of emotion and motivation. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand basics of general psychology. 2. Explain basic concepts of psychology. 3. Relate the concepts of psychology with everyday life 4. Discuss the value of psychology and application of psychological theories in day-to-day life. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Baron, R. & Misra, G., <i>Psychology</i>. Pearson. • Ciccarelli, S. K. & Meyer, G. E., <i>Psychology</i>. South Asian Edition. New Delhi: Pearson Education. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Passer, M.W. & Smith, R. E., <i>Psychology: The science of mind and behavior</i>. New Delhi: TataMcGraw Hill.• Clifford Morgan, Richard King, A., <i>Introduction to Psychology</i>.
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Course: History			Semester: II
Course Code: LAF112	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the history, the nature of historical disciplines and their scope. 2. the rich plurality of ideas that is at the core of Indian culture and civilization through studying examples from history. 3. Know the writings and historical narration of important events. 4. Grow up understanding important historical events and their impact on society. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the overview of history, culture, and rich heritage of India. 2. Explain historical processes that shape individuals and communities, drawing on detailed knowledge about Indian culture and civilization. 3. Analyse key events and their impact. 4. Discuss the changes in tradition and challenges in modern times. 		
COURSE DETAILS	Module No	Topic	Hours
	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 Civilization; Vedic Culture and rituals; Emergence of States and Rise of Religions in 6 th 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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Singh, U., <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i>. New Delhi: Pearson. • Sharma, R. S., <i>India's Ancient Past</i>. New Delhi: Oxford India Publication 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Ali, B. S., <i>History: Its Theory and Methods</i>. New York: MacMillan.• Sreedharan E., <i>A textbook of Historiography 500 BC to AD 2000</i>. Hyderabad: Orient Black Swan.• Chandra, S., <i>Essays on Medieval Indian Economic History</i>. New Delhi: OxfordUniversity Press.• Bandopadhyay, S., <i>From Plassey to Partition: A history of Modern India</i>. Delhi:Orient Longman.• Chandra, B., <i>India's Struggle of Independence</i>. Penguin Random House India.
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Course: English Literature			Semester: II
Course Code: LAF113	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop an understanding of the relationships between studies in language and literature. 2. Foster a lifelong interest in and enjoyment of language and literature. 3. Confidently read and understand a range of literary texts. 4. Critically evaluate their own and others' written materials. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define literature and literary forms. 2. Identify the different aspects of literary trends. 3. Illustrate different forms of poetry and prose. 4. Classify plays and fiction. 		
COURSE DETAILS	Module No	Topic	Hours
	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"> 1. Alfred Lord Tennyson, <i>Ulysses</i> 2. John Milton, <i>On His Blindness</i> 3. Walt Whitman, <i>O Captain, My Captain</i> 4. Francis Bacon, <i>Of Studies</i> 5. Somerset Maugham, <i>The Verger</i> 	15
	4	Plays: <ol style="list-style-type: none"> 1. William Shakespeare, <i>Macbeth</i> 2. Oscar Wilde, <i>The Importance of being Earnest</i> 	15

		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. United Kingdom, Manchester University Press, Shakespeare, William. <i>Macbeth</i>. Ireland, Penguin Books. Wilde, Oscar, and Billington, Michael. <i>The Importance of Being Earnest</i>. Germany, Longman. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i>. 10th ed. Wadsworth Cengage Learning. 		

Course: Technology & Society			Semester: II
Course Code: LAF114E1	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the origin and development of society and technological revolution in India. 2. Understand the relation between technology and society and how technology impacts society. 3. Understand technological change as a social process. 4. Identify the science and technological advancement in India and analyze the evolution and growth of technology in different sector of Indian societies. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Know the origin and development of society & their nature and relation with technology. 2. Explain the technological changes and its impact on society, past and present. 3. Analyze the relationship between scientific knowledge and technological advance and its effect on the economy, military, health, etc. 4. Discuss the process and sources of technology as functional as well subversive forces. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Basic Concepts of Society and Technology: History of technology, Relationship between Society and Technology. Historiography of Technology: Fire, wheel, tools technology, Agricultural revolution	09
	2	Four Industrial Revolutions: From Steam Engine to Artificial Intelligence. Technological Advance and Cultural Lag, Technology, Globalization, and Cultural Convergence	12
	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	11
	4	Technology and Politics: Development of Military Technologies; Gunpowder Revolution. Industrial Technology in the Service of War, Controlling Military Technologies- Disarmament	12

		Health, Medicine and Technology, Developments in 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	16
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Volti R., <i>Society and technological change</i>, Worth. • Kumar, D., <i>Science and Society in Modern India</i>: Cambridge University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Maryanne Cline Horowitz, <i>New Dictionary of the history of ideas</i>. Charles Cribner's Sons. • Andrew Feenberg, <i>Technology, Modernity, and Democracy: Essays</i>. Rowman & Littlefield. • Daniel Lee Kleinman & Kelly Moore, <i>Routledge Handbook of Science, Technology and Society</i>. Routledge. 		

Course: Science and Society			Semester: II
Course Code: LAF114E2	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Distinguish the scientific approach from other forms of knowledge production. 2. Explore individual working parts of scientific reasoning and logic. 3. Critically appraise the interface between science, ethics, and market. 4. Evaluate scientific knowledge production from the perspective of democratic values and ethics. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize scientific knowledge from other forms of knowledge. 2. Explain the historical construction of science. 3. Appraise the process of scientific knowledge production. 4. Evaluate ethics and democracy in scientific knowledge production. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Natural History of Science: Creativity and Imagination -Origins of Knowledge- The Drive to Know- The Knowledge problem- what we can know? empiricism – data, information, knowledge, thesis, theory- power & knowledge- the Limits of Perception and Thought- Paradigm Shifts	12
	2	Defining Science- Elements of Science: The practice of knowledge production- Scientific & other forms of knowledge production- induction, deduction, exploration, positivism, empiricism, verification, falsification, proof, evidence, observation, descriptions, modeling, and Communication human reasoning and thinking, truth & reality	12
	3	Modern Science: the Multidimensionality of Reality, Science of Complexity, The Interdisciplinary-Perspective, Consilience, Simulations and Models the Emergence of Meta-Science fiction	12
	4	What Science Is Not- Characterize Pseudoscience- The Art of Charlatany -The Limits of Reason -How Is Science Done with a Faulty Mind? Intuition, Reductionism, and Synthetic Generalizations, science-market, -Neg-enthalping - Dogma, Myths, and Religions - Other	12

		Enemies of Scientific Progress, science in a free society	
	5	Science and Society The Impact of Science on Human Society- Modern Science, Society, and Economic Growth -Science and Art -Science and Ethics, The Social Sciences and the Excesses of Positivism	12
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Zimring, James C., <i>What Science Is and How It Really Works</i>. Cambridge: CUP • Klaus, Jaffee, <i>What Is Science? An Interdisciplinary View</i>. University Press of America 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Feyerabend, Paul K., <i>Three Dialogues on Knowledge</i>. New York: Wiley-Blackwell • Heidegger, Martin, <i>The Question Concerning Technology and Other Essays</i>. New Delhi: OUP • Foucault, Michel, <i>Power/Knowledge</i>. New York: Pantheon Books • Kuhn, Thomas, <i>The structure of scientific revolutions</i>. Chicago: Chicago University Press. 		

Course: Logic, Argumentation & Critical Thinking			Semester: II
Course Code: LAF115	LTP	3 0 2	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand fundamentals of logic, argumentation, and critical discussions. 2. Apply their understanding in identifying logical flaws, and inconsistency in arguments. 3. Develop argumentative schemes. 4. Develop critical perspectives. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the fundamentals of logic and argumentation. 2. Recognize logical flaws and inconsistency in arguments. 3. Apply sound logic and clear argumentation in their presentations. 4. Develop critical thinking. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Argumentation schemes: Appeal to Expert Opinion, Argument from Popular Opinion, Argument from Analogy, Argument from Correlation to Cause, Argument from Consequences and Slippery Slope, Argument from Sign, Argument from Commitment, Ad Hominem Arguments, Argument from Verbal Classification	25
	2	Kinds of Arguments: Inconsistency, Kinds of Arguments, Syllogisms, Complex Propositions, Common Forms of Deductive Argument, Probability and Inductive Argument, Plausible Argumentation, Arguments and Explanations.	25
	3	Dialogues & Detecting Bias: Persuasion Dialogue, Commitment in Dialogue, Simple and Complex Questions, Loaded Questions, Responding to Tricky Questions, Loaded Terms, Point of View and Burden of Proof, Biased Argumentation, Verbal Disputes, Lexical, Stipulative, and Persuasive Definitions, Philosophical and Scientific Definitions	25
		Total Hours	75
TEXT BOOK	<ul style="list-style-type: none"> • Walton, Douglas, <i>Fundamentals of Critical Argumentation</i>. New York: Cambridge University Press. • Bowell T. Cowan R. & Kemp G., <i>Critical thinking: a concise guide</i>, Routledge. 		

	<ul style="list-style-type: none"> • Van Cleave M. J. & Open Textbook Library, <i>Introduction to logic and critical thinking</i>
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Swatridge C., <i>The oxford guide to effective argument and critical thinking</i> (First). Oxford University Press. • Irving M. Copi, Carl Cohen and Victor Rodych., <i>Introduction to Logic</i>. Routledge • Stella Cottrell, <i>Critical Thinking Skills</i>, Palgrave

Course: Reading for Writing			Semester: II
Course Code: LAF116	LTP	3 0 2	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the relationship between reading and writing. 2. Overcome their fear or blockage of writing. 3. Take the next step from reading texts to paraphrasing, documenting and coherently presenting their own thoughts stemming from reading texts. 4. Discover techniques to improve writing process. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Read literature for writing purpose. 2. Identify, sort and systematically read texts as an essential part of writing. 3. Organize and shape their writing. 4. Develop discipline specific argument to persuade their readers 		
COURSE DETAILS	Module No	Topic	Hours
	1	Students and University Writing: Different types of writing, Talking for writing, Dealing with writing Blocks, Keeping a learning log, word processing. Bridging a Gap: Students and university study, Practice writing, Brainstorming, Generating questions. Ways of Writing: 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 & disadvantages of just looking for keywords	15
	2	Reading as Part of Writing: 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	15
	3	Organizing and Shaping one's Writing: 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?	15

		Types of structure in University Writing: Chronology writing, Description writing, Cause–effect writing, Compare/contrast writing, Summary writing, Analysis writing, Evaluating writing. Considering Arguments: working out a ‘story’ and getting the central idea, Step by step building on the central idea, constructing the ‘story’	
	4	Persuading the Reader by Reasoning: What does ‘argument’ mean? How students define ‘argument’ in their subjects: Psychology, History, Law, Sciences, English, Linguistics Developing a Thesis Statement: Working from first thoughts making an argument by anticipating questions and objections making an argument by looking at two opposing versions persuading the reader	15
	5	‘Parrot writing’: Using ‘I’ in assignments from the personal to the academic Case studies (student’s experience of): A practical report, a collaborative writing project, a review of an article, a Presentation, an essay based on an interview, a seminar paper Referencing: Systems, websites, plagiarism.	15
		Total Hours	75
TEXT BOOK	<ul style="list-style-type: none"> • Creme, P. & Mary, L., <i>Writing At University: A Guide For Students</i>, McGraw Hill Education • Stephen Bailey, <i>Academic Writing</i>. Routledge. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Zemach and Rumisek, <i>Academic Writing</i>, Macmillian • Jennifer Peat, <i>Scientific Writing</i>, BMJ Books 		

Course: Climate Change and Environment			Semester: II
Course Code: LAA117	LTP	1 0 2	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand concepts related to the environment and environmental phenomenon. 2. Interdisciplinary exploration of the environmental challenges facing our planet, with a particular focus on climate change. 3. Through a combination of lectures, discussions, case studies, and practical exercises, students will develop a comprehensive understanding of the scientific, social, economic, and political dimensions of environmental issues and their impacts on ecosystems and societies 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate the scientific principles underlying environmental systems and climate change. 2. Explore the social, economic, and political factors contributing to environmental degradation and climate change. 3. Evaluate strategies and policies for mitigating and adapting to climate change. 4. Develop critical thinking and problem-solving skills to address environmental challenges at local, national, and global levels. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Environmental Studies: Overview of environmental science and its interdisciplinary nature Earth's systems: atmosphere, hydrosphere, lithosphere, and biosphere, Introduction to climate change: causes, impacts, and mitigation strategies	09
	2	Climate Science: Principles of climate science: greenhouse effect, climate feedbacks, and climate variability Climate models and projections Impacts of climate change on weather patterns, sea levels, and ecosystems	09
	3	Biodiversity and Ecosystem Services: Importance of biodiversity and ecosystem services Threats to biodiversity: habitat loss, pollution, overexploitation, and climate change Conservation strategies and protected areas.	09
	4	Environmental Policy and Governance: International environmental agreements and conventions	09

		National environmental policies and regulations Role of government, NGOs, and civil society in environmental governance Sustainable Development: Concepts of sustainable development: economic, social, and environmental dimensions Sustainable resource management: energy, water, land, and food Sustainable consumption and production patterns.	
	5	Climate Change Adaptation: Strategies for adapting to climate change impacts: infrastructure, agriculture, water resources, and human health Community-based adaptation and resilience-building Case studies of successful adaptation initiatives. Climate Change Mitigation: Mitigation strategies: renewable energy, energy efficiency, carbon capture and storage Role of technology, innovation, and research in climate change mitigation international cooperation and funding for climate change mitigation projects Climate Justice and Equity: Distributional impacts of climate change: vulnerable populations, environmental justice Equity considerations in climate policy and decision-making Indigenous knowledge and perspectives on climate change	09
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> Bharucha, Erach, <i>Environmental Studies</i>, University Grants Commission Bhattacharya, T., <i>Disaster Science and Management</i>, Mc Graw Hill 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Rajagopalan R., <i>Environmental Studies</i>, OUP Cuny, F., <i>Development and Disaster</i>, OUP 		

Course: Community Engagement			Semester: II
Course Code: LAK118P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand and analyze community as a dynamic entity. 2. Comprehend the concept, context and strategies of community work. 3. Develop commitment to the cause of the people on the margins. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Develop sensitivity and awareness about complexities, and specificities of various communities. 2. Explain the practical problems of the community. 3. Report their community engagement. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Community Work: Concept, History and Contexts: <ul style="list-style-type: none"> • Introduction to Community Organizing - Context • Historical Development of Community Organization Practice • Indigenous approaches to community work - Gandhi, Vinoba, Ambedkar and others. 	15
	2	Fundamentals of Community Organization: <ul style="list-style-type: none"> • Self, and the Community Organizer – Reflection, Clarity • Critical Organizing Frame Works – Rothman's Models, Alinsky Tradition, • The Educational Methods of Paulo Freire • Skills, Roles in Working with Communities 	15
	3	Community Organization Practice: <ul style="list-style-type: none"> • Addressing Social Exclusion through Community Organization • Community work with people on the margins - Dalits, minorities and Adivasis/tribals • Designing community interventions: Tools-Community analysis, participatory • Approaches, - use of PLA, Problem analysis, Stakeholder analysis, 	15
	4	Community Organization Practice in Uttarakhand <ul style="list-style-type: none"> • Identity, Ethnicity and Community in Uttarakhand 	15

		<ul style="list-style-type: none"> History of Community Organization Practice in Uttarakhand- Sunder Lal Bahuguna, Kalyan Singh Rawat. Community Work and Movements in Uttarakhand Community Organization in Uttarakhand – Current Scenario 	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Pyles, L., Progressive Community Organizing: A Critical Approach for a Globalizing World New York and London: Routledge. Weil,M., Reisch,M., and Ohmer, M.L., The Handbook of Community Practice,Thousand Oaks, CA, SAGE Publication. Siddiqui, H.Y., Community Organisation in India. New Delhi: Harnam. Hardcastle, D. A., Powers, P. R. & Wenocur, S., Community Practice: Theories andSkills for Social Workers. New York: Oxford University Press. Andharia, J., Critical Exploration of Community Organization in India. CommunityDevelopment Journal. Baines, D., Doing Anti-Oppressive Social Work, Winnipeg, MB;Fernwood. Bishop, A., Becoming an ally: Breaking the cycle of oppression in people, Halifax, NS: Fernwood. Henderson, P. & Thomas D.N., Readings in community work. London: Allen and Unwin. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Lee, J.A.B., The Empowerment Approach to Social Work Practice: Building theBeloved Community, New York: Columbia University Press. Rothman, J., J.L. Erlich and J. Tropman, Strategies of Community Intervention:Macro Practice. Itasca, Illinois: Peacock Publishers. Teater, B. and Baldwin, M., Social Work in the Community: Making a Difference.Bristol: The Policy Press. Weil, M., Community Practice: Conceptual Models. New York: The Haworth Press Inc. 		

Program Specific Objectives for BA in Liberal Arts (English):

The function of Literature is to explore, reflect and critically engage with the different aspects of society, economy, culture, arts, and ways of life. As a significant system of knowledge transmission and reception, it aims to equip students with relevant values, skills, and knowledge in the present-day competitive world. Literature celebrates life in all its forms and represents the different facets of life while reflecting the socio-cultural, economic, and geopolitical realities. In a way, literary values are values of life or the ways of living that will enable the students to implement what is learnt in and beyond classroom sessions.

The English literary and linguistic curricula have evolved over the last few decades in India and all over the world. It has become more inclusive and diverse and has included not merely the Anglo-centric core, but has also emphasized new kinds of literature and performances—Third World Literature, Commonwealth Literature, American Middle Eastern- American, African Literature, and New Literature in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Postmodernism, Post-colonialism, Feminism, and equal importance to Visual Arts, Performing Arts and interrelated fields like Corporate Communication and English Language Teaching, among others.

The specific objectives of the BA program in Liberal Arts (English) will be to facilitate students to:

- PSO1: Recognize moral and ethical, literary, human, and creative values.
- PSO2: Gain a clear perception of the theoretical and practical knowledge in English Literature and Language while developing their own skills to implement such knowledge in real life scenario.
- PSO3: Develop applicable skills like communication, critical analysis, research, content creation, documentation, digital skills, and multicultural competence.
- PSO4: Interpret and analyze the texts and performances in English Literature and Language as well engage in discourses concerned with the inter-disciplinary and multi-disciplinary knowledge of related subjects in Liberal Arts.
- PSO5: Critically evaluate and imbibe the values of experiential learning and research while demonstrating high competence in the professional field.

I.(B) Program Specific Learning Outcomes (PSLOs) for English

Students will be able to:

- PSLO1: Demonstrate the assimilation of core values pertaining to literary, linguistic, environmental, socio-cultural, creative, and geo-political awareness.
- PSLO2: Demonstrate the ability to efficiently utilize the theoretical as well as practical knowledge, and experiential learning which they acquire in and beyond classrooms and field visits.
- PSLO3: Develop necessary skills like research competence in the fields of Literature and Language, critical appreciation of texts and performances, creative intervention, communication, content creation and networking.
- PSLO4: Demonstrate subject specific as well as inter-disciplinary knowledge which can be effectively integrated in real life.
- PSLO5: Develop relevant competencies in the professional field.

**ENGLISH
SEMESTER III**

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAE201	The Study of Poetry	4	0	0	4	Major (Core)
2	LAE202	British Literature: 14 th to 16 th Centuries	4	0	0	4	Major (Core)
3	LAE203	Language & Linguistics	4	0	0	4	Major (Core)
4	LAE204	Popular Literature	4	0	0	4	Minor
5	LAE205	Science Fiction	4	0	0	4	Minor
6	LAE206	Landmarks of World Literature	4	0	0	4	MDC
7	LAK207P	Computer Applications- Intermediate Level	0	0	4	2	SEC
8	LAA208E1	Modern European Language: French	3	0	2	4	AEC
	LAA208E2	Modern European Language: Spanish					
	LAA208E3	Hindi for Liberal Arts					
9	LAG209	Summer Internship Project	-	-	-	2	Internship
		Total Credit	27	0	6	32	
		Total Contact Hours	33				
		Guest Lecture (1), Library (1), Activities (1)	33+3=36				

Semester IV

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAE210	The Study of Prose	4	0	0	4	Major (Core)
2	LAE211	British Literature: 17th to 18th Centuries	4	0	0	4	Major (Core)
3	LAE212	American literature	4	0	0	4	Major (Core)
4	LAE213	Indian Writing in English	4	0	0	4	Major (Core)
5	LAE214	Detective Fiction	4	0	0	4	Minor
6	LAE215	Literature and Environment	3	0	0	3	MDC
7	LAK216P	Data Interpretation	0	0	4	2	SEC
8	LAA217P	Functional English	0	0	4	2	AEC
9	LAA218P	Current News Analysis	0	0	2	1	AEC
		Total Credits	23	0	10	28	
		Total Contact Hours	33				
		Lab (1), Activity (2)	33+3=36				

Semester V

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAE301	Modern European Drama	4	0	0	4	Major (Core)
2	LAE302	British Literature: 19th Century	4	0	0	4	Major (Core)
3	LAE303	Literary Theory	4	0	0	4	Major (Core)
4		Discipline Specific Elective 1	3	0	0	3	Major
5	LAE305	Children's Literature	4	0	0	4	Minor
6	LAE306	Research Methodology in English Literature	2	0	4	4	Minor
7	LAK307P	Computer Applications- Advanced Level	0	0	4	2	SEC
8	LAV308	Art & Aesthetics	1	0	2	2	VAC
9	LAE309	Summer Internship Project-II	-	-	-	2	Internship
		Total Credits	22	0	10	29	
		Total Contact Hours	32				
		Library (2), Activities (2)	32+4=36				

Semester VI

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAE310	Contemporary Literature	4	0	0	4	Major (Core)
2	LAE311	British Literature: 20th Century	4	0	0	4	Major (Core)
3	LAE312	Literary Criticism	4	0	0	4	Major (Core)
4		Discipline Specific Elective 2	3	0	0	3	Major
5	LAE314	Post-Colonial Literature	3	0	0	3	Minor
6	LAD315P	Deep Immersion Project (with 1 week of field work)	2	0	0	3	Immersion
7	LAK316P	Data Analysis for Literature Studies	0	0	4	2	SEC
8	LAA317P	Team Building and Leadership	0	0	6	3	AEC
9.	LAK318P	Career Skills	0	0	2	1	SEC
		Total Credits	20	0	12	27	
		Total Contact Hours	32				
		Activities (2), Project (2)	32+4=36				

Semester VII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAE401	Literary Criticism-II	4	0	0	4	Major (Core)
2	LAE402	Partition Literature	4	0	0	4	Major (Core)
3	LAE403	Latin American Literature	4	0	0	4	Major (Core)
4	LAE404	Literature & Film Studies	4	0	0	4	Major (Core)
5	LAE405	Feminist Literature	4	0	0	4	Major (Core)
6	LAG406	Ethics: Principles and Practice	2	0	4	4	Minor
7	LAG407P	Dissertation Writing	0	0	6	3	Minor
		Total Credits	22	0	10	27	
		Total Contact Hours	32				
		Library (2), Placement (2)	32+4=36				

Semester VIII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAE409	Cultural Studies	4	0	0	4	Major (Core)
2	LAE410P	Practicum- English Language Teaching	0	0	6	3	Major (Core)
3	LAG411	Research Publication and Ethics	2	0	4	4	Minor
4	LAG412P	Seminar	0	0	6	3	Seminar
5	LAK413	Written Analysis & Communication Skills	2	0	2	3	SEC
6	LAA414P	Mindfulness and Wellbeing	0	0	6	3	AEC
7	LAR415P	Industry Dissertation & Viva Voce	-	-	-	12	Dissertation
		Total Credits	8	0	24	32	
		Total Contact Hours	32				
	Co-curricular & Extra Curricular Activities IT Lab (2) + Field Visit / Data Collection (2)		30+4=36				

DISCIPLINE-SPECIFIC ELECTIVES COURSES IN ENGLISH

1	LAE304E1	Indian Classical Literature	3	0	0	3
	LAE304E2	Literature, Signs and Representations				
	LAE304E3	English Language Teaching				
2	LAE313E1	War and Literature	3	0	0	3
	LAE313E2	Literature of the Indian Diaspora				
	LAE313E3	Folk Literature				

Course: The Study of Poetry			Semester: III
Course Code: LAE201	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn various movements in poetry. 2. Appreciate the role of poetry in literature and society. 3. Understand the evolution of poems throughout early ages. 4. Enable the students to appreciate and critique poetry. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Underline various historical trends in poetry. 2. Restate an understanding of Elizabethan poetry. 3. Interpret the Neoclassical and Romantic poet 4. Differentiate the Victorian and Modern Poetry. 		
COURSE DETAILS	Module No	Topic	Hours
	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: <ol style="list-style-type: none"> 1. Andrew Marvel – “To His Coy Mistress”. 2. George Herbert – “The Pulley”. 	15
	3	Neoclassical and Romantic: <ol style="list-style-type: none"> 1. Alexander Pope – “Ode on Solitude”. 2. William Blake – “The Chimney Sweeper”. 3. William Wordsworth – “The Solitary Reaper”. 4. P. B. Shelley – “Ode to the West Wind”. 	15
	4	Victorian and Modern Poetry: <ol style="list-style-type: none"> 1. Robert Browning: “My Last Duchess”. 2. Tennyson: “<i>The charge of the Light Brigade</i>”. 	10
	5	World Poetry: <ol style="list-style-type: none"> 1. Faiz Ahmed Faiz: “Don’t ask me for the same love”. 2. Bob Dylan: “Blowing in the wind”. 	05

		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Woodring, Carl, and James Shapiro. The Columbia History of British Poetry. Columbia University Press. • For Individual Poems, Website of <i>Poetry Foundation</i>. https://www.poetryfoundation.org/ 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • A Glossary of Literary Terms. India, Macmillan India Limited. • The Cambridge Companion to English Poets. United Kingdom, Cambridge University Press. • Leech, Geoffrey N. A Linguistic Guide to English Poetry. United Kingdom, Taylor & Francis. 		

Course: British Literature: 14th to 16th Centuries			Semester: III
Course Code: LAE202	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 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. 2. Comprehend the development of trends in British drama and poetry. 3. Understand the theme, structure and style in British poetry and drama. 4. Critically appreciate and analyse the prescribed texts. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recall the tradition of English literature from the 14th to 16th century 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. 3. Illustrate the instances of the variety of literary forms closely in terms of style, figurative language, and convention. 4. Examine a clear understanding of Renaissance Humanism that provides the basis for the texts suggested. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Spenserian Sonnets: Edmund Spenser, <i>Sonnet LXVII 'Like as a huntsman...' , Sonnet LVII 'Sweet warrior...' , 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' , 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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> ● Spenser, Edmund. <i>Amoretti, A Sonnet Cycle</i>. Copyright Group. ● Chaucer, Geoffrey. <i>The Wife of Bath's Tale</i>. Harper Collins. ● Simon and Schuster, <i>Shakespeare's Sonnets</i>. Washington square press. ● Marlowe, Christopher. <i>Dr. Faustus</i>. Edited by Datta Kitty, Oxford University Press. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Calvin, John. 'Predestination and Free Will'. <i>The Portable Renaissance Reader</i>. Edited by James Bruce Ross and Mary Martin McLaughlin, Penguin Books. • Journal: <i>Journal of Medieval History</i>, Taylor and Francis.
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Course: Language & Linguistics			Semester: III
Course Code: LAE203	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Have an understanding of the concept of human and non-human communication. 2. Have a fundamental understanding of the basic nature, branches, 3. Understand basic concepts related to phonology and morphology. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 2. Enumerate about language and its characteristics. 3. Discuss the phonetics and word formation in English Language. 4. Develop a learning of basic morphology and linguistic grammar in the English Language. 5. Classify the Syntax and Semantics of the English language. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Yule, George. <i>The Study of Language</i>. United Kingdom, Cambridge University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Lyons, John. <i>Language and linguistics: an introduction</i>. United Kingdom, Cambridge University Press. • Trask, Robert Lawrence. <i>Key Concepts in Language and Linguistics</i>. United Kingdom, Routledge. • Journal: <i>Language and Linguistics</i>, Cambridge University Press, https://www.cambridge.org/core/journals/english-language-and-linguistics 		

Course: Popular Literature			Semester: III
Course Code: LAE204	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 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. 2. To educate how socio-political and socio-cultural institutions are studied within the purview of popular literature and culture. 3. To Differentiating between canonical and popular literature. 4. To educate students about ethics, educational values, gender roles, class and bildungsroman in popular literature and culture. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Underline the characteristics of various genres of non-literary fiction. 2. Describe how popular literature belongs to its time. 3. Make use of various methods of literary analysis to understand and interpret popular literature. 4. Formulate the treatment of certain themes of popular literature and ideas through different lenses. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Brown, Dan. <i>The Da Vinci Code: A Novel</i>. New York: Random House Audio. • Mehta, Rishad Saam. <i>Hot Tea across India</i>. Tranquebar Press. • Christie, Agatha. <i>The Murder of Roger Ackroyd</i>. London: Collins. • Lee, Harper. <i>To Kill a Mockingbird</i>. New York: Harper Perennial Modern Classics. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Bloom, Clive. <i>Bestsellers: Popular Fiction since 1900</i>. Palgrave Macmillan.
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Course: Science Fiction			Semester: III
Course Code: LAE205	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. understand the major concepts of Science Fiction as an important genre in contemporary society. 2. form an in-depth understanding of main themes and ideas in Science Fiction 3. analyze the effects of modern technology, its pros and cons on literature, society and life in general. 4. implement the acquired knowledge in analyzing real-life situations, reading case studies and developing critical thinking skills. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Reproduce and understand the main concepts of the genre, science fiction. 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. 3. Examine science fiction from its origins to its present-day forms and explore the impact of technology on the human world. 4. Develop critical thinking and analyze real-life situations, based on their understanding of themes and issues explored in contemporary science fiction. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Theoretical Introduction to Science Fiction: Donna Haraway, “A Cyborg Manifesto”.	15
	2	Science Fiction in Translation: Satyajit Ray, <i>The Incredible Adventures Professor Shonku</i> , (First 4 short stories)	15
	3	Canonical Science Fiction: <ul style="list-style-type: none"> • H.G. Wells, <i>The Time Machine</i>, (Novel) • Mary Shelley, <i>Frankenstein</i> (Novel) 	15
	4	Contemporary Science Fiction: <ul style="list-style-type: none"> • Douglas Adams, <i>The Hitchhiker’s Guide to the Galaxy</i> (Novel) • <i>Guardians of the Galaxy</i> Vol I, directed by James Gunn, (Film to be Watched) • <i>Blade Runner</i>, directed by Ridley Scott, (Film to be Watched) 	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Donna J. Haraway, “A Cyborg Manifesto: Science, technology, and 		

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

Course: Landmarks of World Literature			Semester: III
Course Code: LAE206	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Get a background in World Literature. 2. Understand the influence of literature in different parts of the globe. 3. Comprehend different cultures, lifestyles and histories. 4. Be exposed to international works through translation. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recall an introduction to classic world drama. 2. Identify the classic novels with different approaches 3. Interpret the classic world poems. 4. Simplify the different nature of storytelling of the world. 		
COURSE DETAILS	Module No	Topic	Hours
	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: <ol style="list-style-type: none"> 1. Alexander Pushkin, "A Flower Shriveled Bare of Fragrance." 2. Rumi, "Let Go of Your Worries". 3. Matsuo Basho, "In the Twilight Rain" (Haiku). 4. Charles Baudelaire – Elevation. 	14
	4	Short Story: <ol style="list-style-type: none"> 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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Dumas, Alexandre, et al. <i>The Count of Monte Cristo</i>. Wordsworth Editions Ltd. • Cervantes, Miguel De. <i>Don Quixote</i>. Maple Press. • For Individual Poems, the Website of <i>Poetry Foundation</i>. 		

	<p>https://www.poetryfoundation.org/</p> <ul style="list-style-type: none"> • Worrall, Non, and Brecht, Bertolt. <i>The Threepenny Opera</i>. United Kingdom, Bloomsbury Academic.
REFERENC E BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • <i>World Literature Reader: A Reader</i>. United Kingdom, Taylor & Francis. • Henrik Ibsen, Ibsen, et al. <i>A Doll's House</i>. United Kingdom, Dodo Press. • Journal: <i>World Literature</i>. Published by Brill.

SEMESTER – IV

Course: The Study of Prose			Semester: IV
Course Code: LAE210	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn the evolution of prose through various ages. 2. Develop an understanding of the diverse techniques of prose writing. 3. Comprehend the various forms of essay writing. 4. Identify the writings of classic prose and short story writers. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Underline the various forms of prose and elements of fiction in prose. 2. Restate and comprehend prose till the 18th century. 3. Make use of prose of the 19th century. 4. Analyze the Modern prose and fiction. 		
COURSE DETAILS	Module No	Topic	Hours
	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"> • Francis Bacon, “Of Truth” • Joseph Addison, “Sir Roger at the Theatre” • Richard Steele, “The Trumpet Club” • Oliver Goldsmith, “The Man in Black” 	18
	3	19th Century English Prose: Thomas Babington Macaulay's “Minutes to Education” William Hazlitt, “The Fight” Modern English Prose I: G. K. Chesterton, “The Worship of the Wealthy” A.G. Gardiner, “A Fellow Traveler”.	20
	4	Fictional Prose: Saki, ‘The Lumber-Room’	12

		Anton-Chekhov- <i>The Bet</i> (Short Stories)	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Eliot, Charles William (Edited). <i>English Essays from Sir Philip Sidney to Macaulay: Addison, Steele, Swift, Defoe, Johnson and others</i>. Harvard's Classics. The Cambridge Companion to Prose. United Kingdom, Cambridge University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> B. Prasad. <i>A Background to the Study of English Literature</i> Abrams, M.H. <i>A Glossary of Literary Terms</i>. 		

Course: British Literature: 17th to 18th Centuries			Semester: III
Course Code: LAE211	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the various literary forms in poetry, prose, and drama, popular in the respective ages through a study of the works of representative writers. 2. Identify with the Jacobean and the 18th century British poetry and drama. 3. Explore different features of Neoclassicism and its influence on English society. 4. Investigate the growth and development of British drama. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the major characteristics of the Comedy of Manners and Mock-Heroic poetry. 2. Explain the critical key themes in representative texts of the period, including sin, transgression, love, pride, revenge, sexuality, and human follies, among others. 3. Demonstrate in-depth knowledge and understanding of the religious, intellectual and cultural thoughts of the 17th and 18th centuries. 4. Appraise the characteristics of the play as a literary genre. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Milton, John, <i>Paradise Lost</i>, Finger Print, Classics. • Swift, Jonathan. <i>Gulliver's Travels</i>. Worldview Publications. • Behn, Aphra. <i>The Rover</i>. Edited by Asha S. Kanwar and Anand Prakash, Worldview Publications. • Pope, Alexander. <i>The Rape of the Lock</i>. Edited by Harriet Raghunathan, Worldview Publications. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • <i>The Holy Bible, Genesis, The Gospel</i> (according to St. Luke), Chaps.1–7 & 22. 		
Course: American literature			Semester: IV

Course Code: LAE212	LTP	4 0 0	Credits: 4
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OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. The historical background of American literature developing an insight into society, politics, and art and how it affects literature. 2. The socio cultural and political events responsible for the development in American literary history. 3. Expand skills to appreciate American poetry. 4. To develop the relationships between moments in American history, colonialism, and culture and their representation in works of American literature. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Discover how American literature reflects complex historical and cultural experiences. 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. 3. Categorize and examine works of American literature from a range of genres. 4. Evaluate the relationships between moments in American history, colonialism, and culture and their representation in works of American literature. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Tennessee Williams, <i>The Glass Menagerie</i> (Drama)	12
	2	Toni Morrison, <i>Beloved</i> (Novel)	12
	3	Ernest Hemingway, <i>The Old Man, and the Sea</i> (Novella)	12
	4	William Faulkner, 'Dry September' (Short Story)	12
	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)	12
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Williams, Tennessee. <i>The Glass Menagerie</i>. Bloomsbury. • Morrison, Toni. <i>Beloved</i>. Vintage International. • Frost, Robert. <i>The Collected Poems</i>. Vintage Classics. • Whitman, Walt. <i>The Complete Poems</i>. Penguin Classics. • Strowbridge, Clarence C. <i>American Short Story Masterpieces</i>. Dover's Thrift Edition. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> ● Morrison, Toni. 'Romancing the Shadow'. <i>Playing in the Dark: Whiteness and Literary Imagination</i>. Picador. ● Longfellow, Henry Wadsworth. "A Psalm of Life by Henry Wadsworth Longfellow." <i>Poetry Foundation</i>, www.poetryfoundation.org/poems/psalm-of-life.
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Course: Indian Writing in English			Semester: IV
Course Code: LAE213	LTP	4 0 0	Credits: 4

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

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Mehrotra, A.K. <i>An Illustrated History of Indian Literature in English</i>. Permanent Black, Progressive Publishers. • Journal: <i>Journal of Postcolonial Writing</i>. Published by Taylor and Francis.
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Course: Detective Fiction			Semester: III
Course Code: LAE214	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Analyze the stylistic differences employed by the course authors. 2. Argue for specific interpretations of course materials. 3. Engage critically with multiple theoretical approaches to literary genre, using detective fiction. 4. Reflect systematically on the methodologies needed to study popular and “high” literary texts together. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Enumerate an introduction to detective fiction. 2. Explain Women’s Detective writing. 3. Interpret the canonical and popular detective fiction. 4. Analyze the detective fiction on the silver screen. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Crime Writing: Mary Evans, ‘The Imagination of Evil Detective Fiction and the Modern World’ (Theoretical Introduction, Non-Fiction)	10
	2	<ul style="list-style-type: none"> • Agatha Christie, <i>Death on the Nile</i> (Novel) • Agatha Christie, <i>Murder on the Orient Express</i> (Novel) 	10
	3	<ul style="list-style-type: none"> • Arthur Conan Doyle, <i>Sherlock Holmes- The Hound of the Baskervilles</i> (Novel) • Satyajit Ray, <i>The Golden Fortress- Feluda Series</i> (Novel) 	18
	4	<ul style="list-style-type: none"> • <i>Shutter Island</i>, Directed by Martin Scorsese (Film to be Watched) • <i>LA Noir</i> (Video Game) 	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Evans, Mary. <i>The Imagination of Evil: Detective Fiction and the Modern World</i>. Bloomsbury Publishing. • Ray, Satyajit. <i>The Golden Fortress- Adventures of Feluda</i> (Translated from the Bangla original “Sonarkela”). Penguin India. • Doyle, Arthur Conan. <i>The Hound of the Baskervilles</i>. United Kingdom, Penguin Publishing Group. 		

	<ul style="list-style-type: none"> • Christie, Agatha. <i>Death on the Nile</i> (Poirot). United Kingdom, Harper Collins Publishers. • Christie, Agatha. <i>Murder On the Orient Express</i>. United States, Lulu.com.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Collins, Wilkie. <i>The woman in white</i>. Germany, Berhard Tauchnitz. • Doyle, Arthur Conan. <i>The Sign of Four</i>. United Kingdom, Penguin Publishing Group.

Course: Literature and Environment			Semester: IV
Course Code: LAE215	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. The major nature and environmental writers in Western literature. 2. The relationships existing between humans and the environment as expressed in literature. 3. Literary terminology is relevant to the discussion of environment and literature. 4. The values conveyed in Literature and the Environment beyond the classroom and into their daily lives. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 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. 2. Identify and evaluate debates within the field of environmental literature. 3. Demonstrate a critical analysis and evaluation of a range of works of environmental literature. 4. Analyze the advanced reading, writing, and research skills through the independent exposition of environmental literature. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Historical Background: <ol style="list-style-type: none"> 1. Anthropocentrism 2. Ecclesiasticism 3. Humanism 4. Animism 	11
	2	Green Theory: <ol style="list-style-type: none"> 1. Nature/ Culture/Gender 2. Ecocritical Principles 3. Environmentalism/Ecologism 4. Environmental crisis and the Literary studies 	11
	3	Essays on Literature and the Environment: <ol style="list-style-type: none"> 1. John Ruskin, "Landscape, Mimesis and Morality (Book Chapter from <i>Modern Painters</i>)" 2. Bate Jonathan, "From Red to Green" 	11
	4	Eco Texts: <ol style="list-style-type: none"> 1. 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) 	12

		2. Thomas Hardy, <i>Return of the Native</i> (Novel) 3. Rachel Carson, <i>Silent Springs</i> (Non-Fiction) 4. Chief Seattle's Letter to Washington (1854).	
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Ruskin, John. <i>Modern Painters</i>. Pilkington Press. • Bate, Jonathan. <i>Romantic Ecology: Wordsworth and the Environmental Tradition</i>. Routledge. • Hardy, Thomas. <i>The Return of the Native</i>. Modern Library Publications. • For Individual Poems, the website of Poetry Foundation. https://www.poetryfoundation.org/ 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Glotfelty, Cheryl and Harold Fromm. <i>The Ecocritical Reader: Landmarks in Literary Ecology</i>. University of Georgia Press. • Armbruster, Karla and Kathleen Wallace. <i>Beyond Nature writing: Expanding the Boundaries of Ecocriticism</i>. University of Virginia Press. 		

SEMESTER – V

Course: Modern European Drama			Semester: V
Course Code: LAE301	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. provide students with an overview of how modernity was introduced in the twentieth century. through drama. 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. 3. provide them with a broader picture of modern drama with a focus on new trends at the turn of the century. 4. understand the politics, social changes, and the stages in Modern European Drama. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the role of theatre and drama in the introduction and shaping of modernity. 2. Explain the concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, epic theatre, the theatre of the absurd, etc. 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. 4. Develop an understanding of the politics, social changes, and the stages in modern European drama. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Ibsen, Henrik. <i>Ghosts and Other Plays</i>. Penguin Books Ltd. • Brecht, Bertolt. <i>Mother Courage and Her Children</i>. Translated by John Willet, Methuen Drama. 		

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

Course: British Literature: 19th Century			Semester: V
Course Code: LAE302	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. acquiring knowledge of the Romantic and the Victorian period. 2. enable the students to understand the existing conflict between faith and doubt in that era. 3. understand the literary terms used by the Victorian poets. 4. analyse the socio-economic-political contexts that inform the literature of the period. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define and analyze the socio-economic-political contexts that influence the literature of the period. 2. Describe the conflict between self and society in different literary genres of the period. 3. Interpret the pattern of development and change in the themes and literary techniques used by the Victorian novelists and poets. 4. Examine the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Austen, Jane. <i>Pride and Prejudice</i>. Penguin Books Ltd., • Bronte, Charlotte. <i>Jane Eyre</i>. Maple Press Pvt Ltd., • Dickens, Charles. <i>Hard Times</i>. Vintage Publishing. • Tennyson, Alfred. <i>Selected Poems</i>. Penguin Books Ltd., • Browning, Robert. <i>Selected Poems</i>. Penguin Books Ltd., • Rossetti, Christina. <i>The Goblin Market and Other Poems</i>. Dover Publications Inc., 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Tennyson, Alfred. <i>Selected Poems: A Critical Evaluation</i>. Unique publisher. • Browning, Robert. <i>Selected Poems</i>, Edited by John Woolford, Daniel Karlin and Joseph Phelan. Taylor & Francis Ltd., • 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>,.
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Course: Literary Theory			Semester: V
Course Code: LAE303	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. with various critical principles for interpreting and evaluating literary texts. 2. demonstrate an understanding of key concepts in literary theory. 3. understand the concepts of structuralism and post-structuralism, synchrony, diachrony, paradigm and syntagma. 4. learn about the rise of feminism and its significance for the betterment of women's society. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. State and write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources. 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. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Structuralism: Ferdinand de Saussure, Concepts of 'Sign', 'Signifier' and 'Signified' in <i>Course in General Linguistics</i> trans. Wade Baskin	14
	2	Post-structuralism: <ul style="list-style-type: none"> • 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 • Michel Foucault, 'Truth and Power', in <i>Power and Knowledge</i>, trans. Alessandro Fontana and Pasquale Pasquino 	14
	3	Feminism: <ul style="list-style-type: none"> • 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>. • Luce Irigaray, 'When the Goods Get Together' (from <i>This Sex Which is Not One</i>), in <i>New French</i> 	14

		<i>Feminisms</i> , ed. Elaine Marks and Isabelle de Courtivron	
	4	Marxism: <ul style="list-style-type: none"> 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 Louis Althusser, 'Ideology and Ideological State Apparatuses', in <i>Lenin and Philosophy and Other Essays</i> 	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Saussure, Ferdinand De. <i>A Course in General Linguistics</i>. Translated by Wade Baskin, Columbia University Press. Derrida, Jacques. <i>Structure, Sign and Play in the Discourse of the Human Science</i>. Macat International Limited. Foucault, Michael. <i>Power/Knowledge: Selected Interviews and Other Writings</i>, Colin Gordon, Pantheon Books. Showalter, Elaine. <i>A Literature of Their Own: British Women Novelists from Bronte to Lessing</i>. Princeton University Press. Irigaray, Luce. <i>This Sex Which is Not One</i>. Translated by Catherine Porter, Cornell University Press. Gramsci, Antonio. <i>Selections From the Prison Notebook</i>. Edited and translated by Quentin Hoare and Geoffrey Nowell Smith, Elecbook. Althusser, Louis. <i>Lenin and Philosophy and Other Essays</i>. Monthly Review Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Eagleton, Terry, <i>Literary Theory: An Introduction</i>, Blackwell. Barry, Peter, <i>Beginning Theory</i>, Manchester University Press. Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. Routledge. 		

Course: Children's Literature			Semester: V
Course Code: LAE305	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the nuances and expressions used in Children's literature. 2. Identify the diverse genres in Children's literature and channelize that knowledge to books they read. 3. Discern how illustrations influence the written text and to analyze a range of forms, genres, and subgenres in children's literature. 4. Become sensitive to social, environmental and cultural issues in Children's literature and related films. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recall the basis of Children's literature and develop an aesthetic sense towards the genre. 2. Describe the subtle, critical nuances explored in fairy tales and understand the importance of postcolonial appropriation of fairy tales. 3. Interpret that the illustrations add a level of context and meaning to the books that would not generally be understood from words alone. 4. Justify the way children's books encourage children's multiple perceptions, address socio-cultural and environmental issues, and show the world from an alternative reality. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Carrie Hintz and Eric L. Tribunella, <i>Reading Children's Literature: A Critical Introduction</i> (Theoretical Introduction, Book) Enid Blyton- <i>Naughty Amelia Jane</i> (Novel) Ruskin Bond- <i>The Blue Umbrella</i> (Novella)	15
	2	Charles Perrault, <i>Cinderella, Sleeping Beauty</i> Grimm Brothers <i>Little Red Riding Hood, Rapunzel</i> Adventure Tales: <i>Treasure Island</i> , R.L. Stevenson <i>Haroun and the Sea of Stories</i> , Salman Rushdie	15
	3	Children's Picture Books: Beatrix Potter, <i>The Tale of Peter Rabbit</i> and <i>The Tailor of Gloucester</i> , Maurice Sendak, <i>Where the Wild Things Are</i> Robert Munsch. <i>The Paper Bag Princess</i> , Roald Dahl, Revolting Rhymes, (First two rhymes)	15
	4	Alternative Universe and Magic Realism: <i>Harry Potter and the Philosopher's Stone</i> , J.K. Rowling	15

		(Novel) Audio visual texts (Films to be Watched): <i>The Adventures of Tintin (2011), Frozen</i>	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Bond, Ruskin. <i>The Blue Umbrella</i>. Rupa Publications. • Rowling, J. K., <i>Harry Potter and the Sorcerer's Stone</i>. New York: Arthur A. Levine Books. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • <i>Children's Literature: A Very Short Introduction</i>, by Kimberley Reynolds. • Glazer, J. & Giorgis, C. <i>Literature for Young Children</i>. Upper Saddle River, NJ Miller Prentice Hall. • Journal: <i>Children's Literature Association Quarterly</i> (Available Online on 'Project Muse') 		

Course: RESEARCH METHODOLOGY IN ENGLISH LITERATURE			Semester: V
Course Code: LAE306	LTP	2 0 4	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To familiarize students with the basic concepts of research on the post-graduate level before heading towards higher dimensions of research. 2. 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. 3. To provide a survey of the major literary works as well as acknowledging other representative writings of the genre. 4. To situate these writings within the social and historical contexts that fostered their production. 5. To develop strong close reading, analytic skills and research skills that deepen appreciation of these works. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Discuss proper research methods pertinent to English literary studies and related fields. 2. 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. 3. 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. 4. Determine the knowledge of ethics and principles of research 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: What is literary research? <ul style="list-style-type: none"> • Textual Analysis as a Research Method (Catherine Belsey) • Archival Methods (Carolyn Steedman) • Discourse Analysis (Gabriele Griffin) • Creative Writing as a Research Method (Jon Cook) 	18
	2	Research, Hypothesis. Analysis of Data and Interpretation: <ul style="list-style-type: none"> • Research question. • Review of literature. • Data collection- Primary and Secondary Sources. 	18
	3	Components and Requirements of a Research Project/ Dissertation	18

		<ul style="list-style-type: none"> • Research Proposal/ Synopsis • Bibliography • Research Paper • Research Thesis/ Dissertation 	
	4	Research Tools and Citations <ul style="list-style-type: none"> • MLA Style Sheet (Latest Edition) • APA-Chicago Manual of Style (Latest Edition) 	18
	5	Ethics in Research and Plagiarism <ul style="list-style-type: none"> • Self-plagiarism • Online and offline plagiarism checks • Workshop and Presentation 	18
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> • Gabriele Griffin, <i>Research Methods in English Studies</i> • MLA Handbook for Writers of Research Papers: Latest edition • The Chicago Manual of Style. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • C. R. Kothari, <i>Research Methodology: Methods and Techniques</i> • M.P. Sinha, <i>Research Methods in English</i> • Stephen Bailey, <i>Academic Writing: A Handbook for International Students</i> 		

Course: Summer Internship Project II			Semester: V
Course Code: LAE309	LTP	0 0 0	Credits: 2

LEARNING OUTCOME	After completing the internship, students will be able to: <ol style="list-style-type: none"> 1. Understand the functioning of the organisation. 2. Assess interests and abilities in their field of study. 3. Develop work habits and attitudes necessary for job success. 4. Build a record of work experience and write a project report.
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COURSE DETAILS	Topic
	<p>An internship is a professional learning 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. 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 credit score.</p> <p>For an internship to be successful it depends on the support and contribution of Agency/Organization:</p> <ol style="list-style-type: none"> 1. Having a good Internship Structure that provides a equal opportunity to the students to Learn, unleash their potential. 2. Provide them Challenging and very engaging Tasks. 3. Understanding and solving the queries of the student intern. 4. 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. 5. Review the student's coursework and discuss the knowledge and skills acquired in consideration of that required to perform the work duties within the agency. 6. Evaluate the Intern's Performance, Attendance etc. and share it along with

	<p>the Participation Letter/certificate.</p> <p>Faculty Supervisor:</p> <ol style="list-style-type: none"> 1. To provide a liaison between 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. 2. To provide orientation to the Student Interns Regarding the Internship. 3. To facilitate the Pre- internship seminars, providing feedback to interns on presentations and papers. 4. To provide ongoing consultation with the placement agencies as needed. 5. To Share Necessary Information regarding the Internship with students and help in smooth Registration and Placement Process. 6. To coordinate with the Training and Placement Officer for better results. <p>Student Intern:</p> <p>The overall responsibility of the student is to devote himself/herself to the learning of helpful interaction with service users.</p> <ol style="list-style-type: none"> 1. To obtain 100 % Attendance in the internship. 2. To follow agency policies with regard to time schedules, regulations, and matters of dress. 3. To Work Diligently and Be responsible for the Tasks assigned. 4. To leave word with the agency secretary and or supervisor as to where s/he is and when s/he will return. 5. To report absences and reasons for absences immediately to the External Guide/H.R. 6. To participate in her/his midterm and final evaluations with the Field Instructor. 7. To participate in an evaluation of the Social Work Department. 8. To write a Report and Maintain the Logbook of the internship at the end of her/his internship and submit it to the Faculty In-Charge. 9. To carry out an evaluation of the Field Instructor (Appendix J). 10. To complete assignments for the internship seminar. 11. To participate in an end of term discussion and complete the Skills and Services Feedback form provided by the Organization (If any). 12. To provide evidence of having completed at least 200 hours including attendance during the agency visits.
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*Assessment of the internship will be based on the rubrics for internship given under common courses.

SEMESTER – VI

Course: Contemporary Literature			Semester: VI
Course Code: LAE310	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To assess the major themes of Literature in Contemporary Times 2. Comprehend the change in narrative styles of various genres over the years. 3. Understand the emphasis on texts from the Global South in a Contemporary Perspective. 4. Appreciate developments in contemporary society and technology along with issues of culture and conflict. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Enumerate literature that studies history and conflict from a contemporary perspective. 2. Explain new forms of popular genres such as literature. 3. Interpret contemporary perspectives on myth and Technology. 4. Formulate a clear understanding of the role of technology in human lives. 		
COURSE DETAILS	Module No	Topic	Hours
	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"> • Robin S Ngangom, “Native Land” (from the Poetry Collection <i>Desire of Roots</i>) • Mahmoud Darwish, “To Our Land” (From the Poetry Collection “<i>The Butterfly’s Burden</i>”, translated from the Arabic by Fady Joudah) 	09
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Shree, Geetanjali. <i>Tomb of Sand</i> (translated from the Hindi original “Ret Samadhi” by Daisy Rockwell). Penguin Random House India. • Satrapi, Marjene. <i>Persopolis I and II</i> (Translated by Mattias Ripa). Vintage Media. • Pattanaik, Devdutt. <i>Indian Mythology: Tales, Symbols, and Rituals from the</i> 		

	<p><i>Heart of the Subcontinent.</i></p> <ul style="list-style-type: none"> • Ngangom, Robin S. <i>The Desire of Roots</i>. Red River. • For Individual Poems, the website of <i>Poetry Foundation</i>.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Journal: <i>Contemporary Literature</i> University of Wisconsin Press.

Course: British Literature: 20th Century			Semester: VI
Course Code: LAE311	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> develop an understanding of the various forms of critique of modernity that evolved in England (and Europe) during the 20th century. comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations. 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. create awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> State the major issues related to the cultural and social context introduced in the literature of the 20th century. Explain the history of modernism in the socio-cultural and intellectual contexts of late Nineteenth-century and early twentieth-century Europe. Compare and contrast between modernity and modernism. Appraise the use of modern techniques in different genres in early Twentieth century British literature. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Lawrence, D.H. <i>Sons and Lovers</i>. Oxford University Press. Woolf, Virginia. <i>Mrs. Dalloway</i>. Maple Press Pvt Ltd. Yeats, W.B. <i>Selected Poems</i>. Alma Books Ltd. Eliot, T.S. <i>Selected Poems</i>. Faber & Faber. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Williams, Raymond. 'Introduction'. <i>The English Novel from Dickens to Lawrence</i>. Hogarth Press. Stewart, J.I.M. <i>Writers of the Early Twentieth Century: Hardy to Lawrence (Oxford History of English Literature)</i>. Clarendon Press. 		

	<ul style="list-style-type: none"> Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', 'The Structure of the Unconscious'. <i>The Modern Tradition</i>, edited by Richard Ellman et. al., OUP.
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Course: Literary Criticism-I			Semester: VI
Course Code: LAE312	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> gain a critical understanding of the developments in literary criticism. develop a conceptual framework for the function and practice of traditional modes of literary criticism. read theoretical texts closely and identify their central arguments. formulate the benefits and potential drawbacks of their theoretical position as a student of literature. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> Define the way the critical ideas, values, and themes inform and impact culture and society, both now and in the past. Identify the critical ideas, values, and themes that appear in literary and cultural texts. Make use of the critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres. Modify literary and cultural texts within a considerable number of historical, geographical, and cultural contexts. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Aristotle. <i>Poetics</i>. Dover publications Inc. Horace. <i>Satires, Epistles and Ars Poetica</i>. Forgotten Books. Sidney, Sir Philip. <i>An Apology for Poetry (Or The Defence of Poesy)</i>. Edited by R.W. Maslen., Manchester University Press. Mangan, Michael. <i>A Preface to Shakespeare's Tragedies</i>. Taylor and Francis Books India Pvt. Ltd. Wordsworth, William. <i>Lyrical Ballads</i>. Edited By Michael Mason, Taylor & Francis Ltd. Coleridge, Samuel Taylor. <i>Biographia Literaria</i>. Lector House Shelley, Percy Bysshe. <i>A Defence of Poetry</i>. Alpha Edition. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Abrams, M. H. <i>A Glossary of Literary Terms</i>. Harcourt Asia Pvt. Ltd. • Habib, M. A. R. <i>A History of Literary Criticism and Theory: From Plato to the Present</i>. Blackwell. • Nagarajan, M.S. <i>English Literary Criticism and Theory</i>. Orient Blackswan Pvt Ltd.
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Course: Post-Colonial Literature			Semester: VI
Course Code: LAE314	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To present colonialism and anti-colonial resistance through the cultural legacy and literary imprints that they leave. 2. Attain familiarity with the development and practice of post-colonial theory. 3. Gain knowledge about the terms and concepts exclusive of post-colonial literature. 4. Make a critical analysis of a work of art within the frames of post-colonial studies. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Underline the psychological impact of the process of colonization. 2. Discuss a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural, and theoretical developments. 3. Examine the interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues. 4. Justify arguments and assumptions about postcolonial literature, texts, and modes of interpretation. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Novel: Chinua Achebe, <i>Things Fall Apart</i>	20
	2	Short Stories: <ul style="list-style-type: none"> • Gabriel Garcia Marquez, <i>Chronicle of a Death Foretold</i>, trans. Gregory Ralassa. • Ama Ata Aidoo, <i>The Girl Who Can Grace Ogot</i>, 'The Green Leaves' 	20
	3	Poetry: <ul style="list-style-type: none"> • Pablo Neruda, <i>Tonight, I Can Write</i> • Derek Walcott, <i>A Far Cry from Africa</i> • David Malouf, <i>Revolving Days</i> • Mamang Dai, <i>Small Towns and the River</i> 	20
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Sati, Someshwar. <i>A Warble of Postcolonial Voices: An Anthology of Short Stories and Poems</i>, Volumes I and II. Worldview Publications. • Achebe, Chinua. <i>Things Fall Apart</i>. 1st Anchor Books ed, Anchor Books. • Website of the <i>Poetry Foundation</i> for Individual Poems. 		
REFERENCE	<ul style="list-style-type: none"> • Thiong'o, Ngugi Wa. 'The Language of African Literature'. <i>Decolonizing the</i> 		

BOOK/ SUGGESTED READING	<p><i>Mind: The Politics of Language in African Literature.</i> Pearson Education Limited.</p> <ul style="list-style-type: none"> • Journal: <i>International Journal of Postcolonial Studies</i>
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Course: Data Analysis for Literature Studies			Semester: VI
Course Code: LAK316P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop an understanding of the relationships between studies in language and discourse. 2. Foster a lifelong interest in applied linguistics and data analysis. 3. Introduction to Data Analysis in Literary Studies. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the notion of discourse. 2. Restate the conceptions of discourse and ideology. 3. Develop the basic ideas of cognitive literary studies. 4. Analyze with Big Data Analysis of Literary studies 		
COURSE DETAILS	Module No	Topic	Hours
	1	Chapter 1: “Introduction”; <i>Discourse</i> : Sara Mills	15
	2	Chapter 2 and Chapter 3: <i>Discourse</i> : Sara Mills	15
	3	Chapter 1: “The Concept of Cognitive social media and Cognitive Literary Studies”, <i>Big Data Analytics in Cognitive social media and Literary Texts Theory and Praxis</i> .	15
	4	Chapter 1: <i>Data Analysis, Interpretation, and Theory in Literacy Studies Research: A How-To Guide</i>	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Mills, Sara. <i>Discourse</i>. N.p., Taylor & Francis, • <i>Big Data Analytics in Cognitive social media and Literary Texts: Theory and Praxis</i>. Singapore, Springer Nature Singapore, • Knobel, Michele, Judy Kalman, and Colin Lankshear, eds. <i>Data Analysis, Interpretation, and Theory in Literacy Studies Research: A How-To Guide</i>. Myers Education Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Schnelling, H., <i>Data Analysis in Literary Studies</i>. In: Optiz, O., <i>Conceptual and Numerical Analysis of Data</i>. 		

SEMESTER - VII (Hons.)

Course: Literary Criticism-II			Semester: VII (H)
Course Code: LAE401	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to:		
	<ol style="list-style-type: none"> 1. expose students to the various theories of art and representation and critical approaches that emerged in Europe throughout countries. 2. 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. 3. enable students to discern the connections between the theoretical formulations in this paper which are seminal to the understanding of literary texts. 4. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to:		
	<ol style="list-style-type: none"> 1. Memorize the history of Western literary Criticism. 2. Describe the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods. 3. Illustrate the fundamental literary and critical concepts and underlying distinctions amongst them. 4. Classify the theoretical and critical concepts with critics/ texts/ movements with which they are associated and understand them in their contexts. 		
COURSE DETAILS	Module No	Topic	Hours
	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 <i>Selected Prose</i> 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
		Total Hours	60

TEXT BOOK	<ul style="list-style-type: none"> ● Arnold, Matthew. <i>Essays in Criticism</i>. USA: Legare Street Press. ● Eliot, T.S. <i>Selected Prose of T.S. Eliot</i>. Edited by Frank Kermode, Ecco Press. ● Woolf, Virginia. <i>The Common Reader, Volume I</i>. Vintage publishing. ● Ransom, John Crowe. <i>The New Criticism</i>. Praeger Publishers Inc. ● Richards, I.A. <i>Principles of Literary Criticism</i>. RCH Publisher. ● Brooks, Cleanth. <i>Studies in the Structure of Poetry: The Well- Wrought Urn</i>. Houghton Mifflin.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> ● Bickley, Francis Lawrence. <i>Matthew Arnold and His Poetry</i>. Forgotten Books. ● Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. London: Routledge.

Course: Partition Literature			Semester: VII(H)
Course Code: LAE402	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. develop an understanding of the affective dimensions of partition in varied geopolitical spaces. 2. engage with the idea of partition and understand the socio-economic, political, and cultural issues associated with partition. 3. understand the country's postcolonial realities and be aware of the transitions that took place because of partition. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Discuss the different aspects of partition in different geopolitical spaces. 2. Develop an understanding of theories related to partition in analyzing socio-economic, political and cultural issues. 3. Analyze the importance of transitions that occurred due to partition. 4. Formulate and apply the major concepts related to partition, while engaging in textual and critical analysis of the same. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Ritu Menon and Kamla Bhasin, 'Introduction', in <i>Borders and Boundaries</i> (Delhi: Kali for Women). • Singh, Khushwant. <i>Train to Pakistan</i>. Roli Books. • Ghosh, Amitav. <i>The Shadow Lines</i>. J. Murray Publications. 		

	<ul style="list-style-type: none"> • Malgonkar, Manohar. <i>A Bend in the Ganges</i>. India Ink/Roli Books. • 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) • Hussain, Intizaar . <i>Basti</i>, Tr. Frances W Pritchett. • Butalia, Urvashi. <i>The Other Side of Silences: Voices from the Partition of India</i>. (Kali for Women)
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Nandy, Ashish. 'The Invisible Holocaust and the Journey as an Exodus', in <i>A Very Popular Exile</i> (Delhi OUP)

Course: Latin American Literature			Semester: VII(H)
Course Code: LAE403	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. get background knowledge of Latin American Literature 2. appreciate Latin American literature through a diverse range of literary texts 3. gain insight into modern-day Latin American literature and Latin American identity 4. familiarize with certain literary trends and history in Latin America 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the magic of realism in Latin American Literature 2. Discuss and make a comparison of novels of Columbia and Peru 3. Illustrate the works from Brazil and Chile 4. Examine certain works from Mexico and Argentina 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Roberto González Echevarría, “Modern Latin American Literature: A Very Short Introduction” (Theoretical Introduction; Book Chapter)	02
	2	Columbian and Peru: <ul style="list-style-type: none"> • Gabriel Garcia Marquez: <i>One Hundred Years of Solitude</i> (Novel) • 2.Mario Vargas Llosa: <i>The Feast of the Goat</i> (Novel) 	18
	3	Brazilian and Chile: <ul style="list-style-type: none"> • Paul Coelho: <i>The Alchemist</i> (Novel) • Pablo Neruda, “The Heights of Machu Picchu” (Poem) 	20
	4	Argentina and Mexico: <ul style="list-style-type: none"> • <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) 	20
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • García Márquez, Gabriel. <i>One Hundred Years of Solitude</i>. United Kingdom, Blackstone Publishing. • Coelho, Paulo. <i>The Alchemist</i>. United Kingdom, HarperCollins. • Vargas Llosa, Mario. <i>The Feast of the Goat</i>. United States, Farrar, Straus, and Giroux. 		

	<ul style="list-style-type: none"> • Fuentes, Carlos. <i>The Death of Artemio Cruz: A Novel</i>. United States, Farrar, Straus and Giroux. • Borges, Jorge Luis, and Andrew Hurley. <i>The Aleph</i>. Penguin Books.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Flores, Angel. "Magical Realism in Spanish American Fiction." <i>Hispania</i>. • <i>A Companion to Latin American Literature and Culture</i>. Germany, Wiley.

Course: Literature and Film Studies			Semester: VII(H)
Course Code: LAE404	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to:		
	<ol style="list-style-type: none"> 1. To become familiar with the difference between film and literary texts. 2. To enhance skills in discussing and evaluating movie and literary texts 3. To examine film as a reflection of cultures and periods of history. 4. To increase their knowledge of film techniques and the grammar of film. 		
LEARNING OUTCOME	After completing this course, students will be able to:		
	<ol style="list-style-type: none"> 1. Underline the independent responses to a variety of imaginative texts. 2. Explain the terminology used in the analysis of literature and film and ways it can be used. 3. Demonstrate the structures and techniques used in various forms of literature and film. 4. Categorize a variety of critical approaches that may be employed in the study of literature and film. 		
COURSE DETAILS	Module No	Topic	Hours
	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: <i>Comedy of Errors</i> , <i>Macbeth</i> , and <i>Othello</i> , <i>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).	16
	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>Juno</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
		Total Hours	60

TEXT BOOK	<ul style="list-style-type: none"> • All the to be watched and analyzed. • Linda Hutcheon, 'On the Art of Adaptation,' <i>Daedalus</i>. • Poonam Trivedi, 'Filmi Shakespeare,' <i>Litfilm Quarterly</i>.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Guneratne A. R., <i>Shakespeare film studies and the visual cultures of modernity</i>, Palgrave Macmillan. • Sarangi J., <i>Glorious trends: Indian writings films and translation</i>. Book Enclave.

Course: Feminist Literature			Semester: VII(H)
Course Code: LAE405	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand and engage with central debates in the field of feminist literature. 2. List and discuss historical, political, social, and cultural issues as they pertain to and influence the writing of Indian women. 3. Define and apply basic terms and concepts central to this field. 4. Apply concepts and theories of feminist literature to life experiences and historical events and processes. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Memorize some of the developments, themes, and narrative strategies of English-language feminist fiction. 2. Identify the literary texts through the perspective of gender. 3. Develop the central points of a selection of feminist theory and can use it as a context for reading literary texts. 4. Analyze and engage in theoretical and scholarly debates about feminist fiction. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Western Thinkers: <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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

		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> 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. Pāṇḍe, Mṛṇāla. <i>Devi: Tales of the Goddess of Our Time</i>. Penguin Books. Perumāḷ Murugan. <i>Resolve</i>. Translated by Aniruddhan Vasudevan, Hamish Hamilton/Penguin, an imprint of Penguin Random House. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge. Gilbert, Sandra, and Susan Gubar. <i>The Madwoman in the Attic</i>. Worldview Publications. 		

SEMESTER – VIII (Hons.)

Course: Cultural Studies			Semester: VIII(H)
Course Code: LAE409	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the key concepts and phases in Cultural Studies. 2. Develop a comparative approach to the study of culture and intercultural contact. 3. Help students analyze cultural artefacts using dimensions such as nation, identity, and power as interconnected entities in the field of academic enquiry. 4. Help students engage with cultural debates from India and the world. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 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. 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. 3. Demonstrate the current debates around culture and nationality, the construction of a nation, divergences and convergences between imagined communities and culture. 4. Analyze the concept of cultural hybridity, multiculturalism, and the importance of mass media with regard to studies in the domain of culture. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Theoretical Background: <ul style="list-style-type: none"> • Raymond Williams "Culture is Ordinary" from The Everyday Life Reader. (Essay). • Gayatri Chakravorty Spivak and Sneja Gunew. "Questions of multiculturalism." The Cultural Studies Reader. (Essay). • Hall, Stuart. "Encoding, decoding." The Cultural Studies Reader. (Essay) 	15
	2	Forms of Culture: <ul style="list-style-type: none"> • John Berger. Ways of seeing (Vol. 1) (Video Television Series to be Watched). • Rachel Dwyer and Divia Patel. <i>Cinema India: The visual culture of Hindi film</i> (Book) 	20

		<ul style="list-style-type: none"> Pramod K Nayar: "Star Power: The Celebrity as Power" (Chapter 3 in the Book <i>Seeing Stars: Spectacle, Society and the Celebrity Culture</i>) 	
	3	Nation and Identity: <ul style="list-style-type: none"> Romila Thapar: "Introduction" <i>On Nationalism</i> (Book Chapter) Benedict Anderson: "Introduction" <i>Imagined Communities</i> (Book Chapter). Partha Chatterjee: "Whose Imagined Community?" (Journal Article) 	15
	4	Media and Culture: <ul style="list-style-type: none"> 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). Castells, M. "The new public sphere: Global civil society, communication networks, and global governance." (Journal Article) 	10
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Williams, Raymond. "Culture is Ordinary" from <i>The Everyday Life Reader</i>. Miller, Toby. "What it is and what it isn't: Introducing... Cultural Studies." A Companion to Cultural Studies. Hall, Stuart. "Encoding, decoding." <i>The Cultural Studies Reader</i>. Simon During. New York, London: Routledge. Spivak, Gayatri Chakravorty and Sneja Gunew. "Questions of multiculturalism." <i>The Cultural Studies Reader</i>. Simon During. New York, London: Routledge. Berger, John. <i>Ways of seeing</i>, Penguin UK. https://www.youtube.com/watch?v=0pDE4VX_9Kk Nayar, Pramod K., <i>Seeing Stars: Spectacle, Society and Celebrity Culture</i>. Sage Publications. Dwyer, Rachel & Patel, Divia <i>Cinema India: The visual culture of Hindi film</i>. Rutgers University Press. Rubdy, R., <i>Hybridity in the linguistic landscape: democratizing English in India. The global-local interface and hybridity: Exploring language and identity</i>. Castells, M., <i>The new public sphere: Global civil society, communication networks, and global governance. The Annals of the American academy of Political and Social Science</i>. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Adorno, Theodor and Max Horkheimer. "The Culture Industry: Enlightenment as Mass Deception." <i>The Cultural Studies Reader</i>. Simon During(ed). New York, London: Routledge. Marwick, A. E., & Boyd, D., <i>I tweet honestly, I tweet passionately: Twitter</i> 		

	<p>users, context collapse, and the imagined audience. New media & society.</p> <ul style="list-style-type: none"> • Crane, D., Fashion and its social agendas: Class, gender, and identity in clothing. University of Chicago Press.
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Course: Practicum-English Language Teaching			Semester: VIII(H)
Course Code: LAE410P	LTP	0 0 6	Credits: 3

OBJECTIVE	<ol style="list-style-type: none"> 1. To develop an understanding of the key concepts in ELT methodology through a process of inquiry and reflection 2. To equip participants to critically engage with various approaches and methods in language teaching and arrive at their context-sensitive pedagogy. 3. To engage participants in classroom teaching to make strong connections between theory and practice by reflecting on teaching and learning processes.
LEARNING OUTCOME	<p>After completing this course, students will be able to:</p> <ol style="list-style-type: none"> 1. State a practical experience in making lesson plans and teaching classes. 2. Describe the various styles of teaching. 3. Interpret the teaching as a process. 4. Analyze the major concepts related to English Language Teaching
COURSE DETAILS (Syllabus) & Implementation (Pedagogy)	<p style="text-align: center;">Topic</p> <p>The pattern of grouping and teaching sessions:</p> <ul style="list-style-type: none"> • Attendance at all the P-ELT sessions is mandatory. • All participants should pitch their lessons at an <i>intermediate level</i>. It should be ensured that the plan is not plagiarized and is genuinely done for the purpose. <p>P-ELT Pattern:</p> <ul style="list-style-type: none"> • Participants will plan their lessons and teach <i>individually</i> (NOT in teams). • A participant who teaches on a scheduled day should <i>submit the lesson plan to the tutor at least two days before the scheduled day of teaching</i>. One day before s/he teaches, the tutor will discuss/suggest changes in the lesson plan during the lesson planning slot. <i>The final draft of the lesson plan must be submitted to the tutor before s/he starts teaching</i>. • The observation team should receive the lesson plans of the teaching team before the teaching day. <p>Pattern of evaluation:</p> <p>Each participant should be evaluated the division of marks will be:</p> <ol style="list-style-type: none"> i) 15 % for Self-evaluation report. 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. ii) 10 % for participation in PT review discussions (as students for the teachers and observers). iii) 25 % for two observation reports (These reports can be of the same participant or different participants)

	<p>iv) 40 % for two teaching classes (20% for each teaching session).</p> <p>v) 10 % for lesson plan, materials and tasks designed to achieve the set objectives.</p>
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ELECTIVES COURSES OF ENGLISH

Course: Indian Classical Literature			Semester: V
Course Code: LAE304E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understanding of translated versions of Indian Classical Literature and the scope of different genres associated with it. 2. Exposure with the rich and diverse literary cultures of ancient India and create awareness among them. 3. An appreciation of the Indian classical literature and to realize its value in practical aspects of life. 4. The values contained in Indian classical literature. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Discuss different genres of classical literature and their scope. 2. Illustrate the pluralistic and inclusive nature of Indian classical literature and its attributes. 3. Classify the virtue of sacrifice, passions, integrity, tolerance, and selflessness. 4. Formulate the various features of Indian Classical literature. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Bharata Muni, <i>Nāṭya Śāstra</i> , (Chapters 6-10) trans. Manmohan Gosh	07
	2	Sudraka, <i>Mrichhakatika</i>	07
	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	09
	4	Kalidasa, <i>Abhijnana Sakuntalam</i>	11
	5	Ilango Adigal, 'The Book of Vanci' (Book 3)	11
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Bharata. <i>Natyashastra</i>. Translated by Manomohan Ghosh, Granthalaya, 'Sentiments'. • 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. • Kalidasa. <i>Abhijnanashakuntalam</i>, trans. Vinay Dharwadker. Penguin 		

	<p>Random House.</p> <ul style="list-style-type: none"> Adigal, Ilango. <i>The Book of Vanci</i>, trans. B. Mangalam. Worldview Publications.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> 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.

Course: Literature, Signs and Representations			Semester: V
Course Code: LAE304E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Grasp the theories and basic concepts of Literature, Signs and Representations. 2. Form a clear understanding of major terms like structure, play, plot, dialogue, transitions, and descriptive details. 3. Utilize their theoretical and textual knowledge in practical situations. 4. Understand how signs and representations are used in literary, psychoanalytic, and cultural perspectives. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Memorize the fundamental theoretical framework of Literature, Signs and Representations. 2. Describe the key concepts like story, plot, character, structure, dialogue, transitions, and different types of narration. 3. Develop the literary techniques practically, for presenting a case study or personal analysis on signs and representations in real life scenario. 4. Categorize texts based on literary signs and representations and identify the critical nuances. 		
COURSE DETAILS TEXT BOOK	Module No	Topic	Hours
	1	Theoretical Foundation: Roland Barthes: <i>Introduction to the Structural Analysis of Narratives</i> .	09
	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	13
	3	Textual Analysis: <ul style="list-style-type: none"> • Vladimir Propp, <i>Morphology of the Folk Tale</i>. (Introduction/Chapter 1) Paul Ricoeur, <i>Time and Narrative (Temps et Récit)</i> , 3 vols. Trans. Kathleen McLaughlin and David Pellauer	13
	4	John Simons, <i>Animals, Literature, and the Politics of Representation</i> (Introduction and Chapter 1).	10
		Total Hours	45

	<ul style="list-style-type: none"> • Barthes, Roland and Lionel Duisit 'An Introduction to the Structural Analysis of Narratives', <i>New Literary History</i>. • Propp, Vladimir. <i>Morphology of the Folktale</i>. University of Texas Press. Austin. • Ricoeur, Paul. <i>Time and Narrative (Temps et Récit)</i>, Trans. Kathleen McLaughlin and David Pellauer. New York. • Simons, John. <i>Animals, Literature and the Politics of Representation</i>. Palgrave Macmillan London. 	
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Flaudernik, Monika. <i>An Introduction to Narratology</i>. Routledge. • Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. Routledge. 	

Course: ENGLISH LANGUAGE TEACHING			Semester: V
Course Code: LAE304E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Grasp the theories and basic concepts of Literature, Signs and Understand the nature of language acquisition and learning. 2. Develop an insight of approaches of teaching English. 3. Develop the skills of teaching language and literary discourses. 5. understand the importance and application of evaluation. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recall the basic idea in English Language Teaching 2. Describe ELT in terms of pronunciation, listening and speaking. 3. Interpret the English Language Teaching in terms of reading and writing. 5. Analyze and learn testing methods. 		
COURSE DETAILS TEXT BOOK	Module No	Topic	Hours
	1	<ul style="list-style-type: none"> English in the World Today English in the Classroom Language and Communication 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
		Total Hours	45
		<ul style="list-style-type: none"> Brumfit, Christopher, et al. Teaching English as a Foreign Language. N.P. Taylor & Francis. 	
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Harmer, Jeremy. The Practice of English Language Teaching. Kiribati, Pearson Longman. The Routledge International Handbook of English, Language and Literacy Teaching. Larsen, Freeman and Anderson, Techniques and Principles in Language Teaching. OUP Nunan, D., Practical of English language Teaching. New York. McGraw Hill. Journal: <i>ELT Journal</i> (https://academic.oup.com/eltj) 		

Course: War and Literature			Semester: VI
Course Code: LAE313E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. study various literature related to war. 2. reflect on and tell stories about war in the context of history and the evolving technology of conflict. 3. Identify and analyze specific narratives relating to war and how these narratives shaped culture and everyday life. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the functions of war literature by analyzing war poetry. 2. Restate the prose and novels related to war. 3. Interpret the condition of prisoners of War. 4. Examine the contemporary literatures about war 		
COURSE DETAILS	Module No	Topic	Hours
	1	Theoretical Introduction: Catharine Savage Brosman, "The Functions of War Literature" (Essay) War Poetry: <ul style="list-style-type: none"> • Mahmoud Darwish, "To Our Land" • Wilfred Owen, "Insensibility" • Shaker Aamer, "They Fight for Peace" 	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"> • <i>Ender's Game</i>, Directed by Gavin Hood • <i>Hacksaw Ridge</i>, Directed by Mel Gibson • <i>Dunkirk</i>, Directed by Christopher Nolan 	15
		Total Hours	45

TEXT BOOK	<ul style="list-style-type: none"> • Brosman, Catharine Savage. "The Functions of War Literature." <i>South Central Review</i>, JSTOR • The Oxford Handbook of British and Irish War Poetry (Oxford Handbooks of Literature). United Kingdom, OUP Oxford. • Hemingway, Ernest. <i>For Whom the Bell Tolls</i>. United Kingdom, Arrow. • Szpilman, Wladyslaw. <i>The Pianist</i>. United Kingdom, Orion.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • <i>The Cambridge Companion to War Writing</i>. United Kingdom, Cambridge University Press. • <i>The Cambridge Companion to the Literature of World War II</i>. United Kingdom, Cambridge University Press. • Card, Orson Scott. <i>Ender's Game</i>. United States, Tor Publishing Group. • Knight, Andrew and Schenkkan, Robert. <i>Hacksaw Ridge: An Original Screenplay</i>. United States. • Nolan, Christopher. <i>Dunkirk</i> (Screenplay). United Kingdom, Faber & Faber.

Course: Literature of the Indian Diaspora			Semester: VI
Course Code: LAE313E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to:		
	<ol style="list-style-type: none"> 1. gain preliminary knowledge on the intrinsic connection between literature and diaspora. 2. acquire a set of basic skills in literary communication narration and explication of diasporic practices and processes. 3. appreciate the global intersectionality stemming out of increased migration and cross-cultural living culminating in diasporic practices. 4. develop the skills of critical interpretation of the texts concerning the issues of diaspora, location, history, and memory in literature. 		
LEARNING OUTCOME	After completing this course, students will be able to:		
	<ol style="list-style-type: none"> 1. Underline and investigate the various issues of identity of Indians in the diaspora and how they negotiate their identity in their everyday life. 2. Explain the theoretical backgrounds of international migration, transnationalism, race and ethnicity. 3. Develop the conceptual understanding of diaspora, in terms of changing socio-cultural contexts, while reading the literary works of global diaspora and literature of the Indian diaspora. 4. Analyze and appreciate the sources of literature on the Indian diaspora, review them, understand how immigration, diaspora and transnationalism are interconnected and apply this understanding to their area of research and textual analysis. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Theoretical Background “Tracing an Indian Diaspora: Contexts, Memories, Representations.” Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.) (Theoretical Introduction Essay) <i>Negotiating Identities: Women in the Indian Diaspora</i> , Rayaprol, Aparna. (Essay) “The Internet and Postcolonial Development: India’s Transnational Reality” by Rohitashya Chattopadhyay. (Essay)	11
	2	Mulk Raj Anand: <i>Across the Black Waters</i> (Novel)	08
	3	Jhumpa Lahiri, <i>The Namesake</i> (Novel)	14
	4	Chitra Banerjee Divakaruni, <i>The Palace of Illusions</i> (Novel)	12

		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Anand, Mulk Raj. <i>Across the Black Waters</i>. Orient Paperbacks. • Lahiri, Jhumpa. <i>The Namesake</i>. New York: Mariner Books. • Divakaruni, Chitra Banerjee. <i>The Palace of Illusions: A Novel</i>. National Geographic Books. • Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha <i>Tracing an Indian Diaspora: Contexts, Memories, Representations</i>. New Delhi: Sage Publications. • Parekh. Bhikhu, Gurhpal Singh and Steven Vertovec, <i>Culture and Economy in the Indian Diaspora</i>. Parekh. London: Routledge. • Rayaprol, Aparna. <i>Negotiating Identities: Women in the Indian Diaspora</i>. New Delhi: Oxford. • Appadurai, Arjun, “Disjuncture and Difference in the Global Cultural Economy”. <i>Theory, Culture, Society</i>. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Braziel, Jana Evans. <i>Diaspora: An Introduction</i>. Malden, MA and Oxford: Blackwell. • Crane, Ralph J. and Radhika Mohan ran, eds. <i>Shifting Continents/Colliding Cultures: Diaspora Writing of the Indian Subcontinent</i>. Amsterdam: Rodopi. • Mishra, Vijay. <i>The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary</i>. London; New York, NY: Routledge. DOI: 10.4324/9780203932728 		

Course: Folk Literature			Semester: VI
Course Code: LAE313E3	LTP	3 0 0	Credits: 3

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

	4	Folktales from Southern India: <ul style="list-style-type: none"> • ‘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 & Pandit Natesa Sastri. • ‘The Brahmarâkshas and the Hair’* in the book <i>Tales of the Sun or Folklore of Southern India</i>. Mrs. Howard Kingscote & Pandit Natesa Sastri. 	12
		Total Hours	45
TEXT BOOK		<ul style="list-style-type: none"> • “The Fortune Teller: An Assamese Folktale.” Available on the website, <i>The Nezine</i> (www.nezine.com) • Kumar, Ramendra. <i>Folktales from Orissa</i>. S K Kataria and Sons. • Rangachari, Devika. <i>Stories from Rajatarangini: Tales of Kashmir</i>. Children’s Book Trust. • Nath, Pratibha. <i>Folktales from Himachal Pradesh</i>. Children’s Book Trust. • Shankar, Alaka. <i>Folktales of Gujarat</i>. SK Kataria and Sons. • “Folktales from Maharashtra: The Magic Ring.” Available on the website <i>roundglass sustain</i> (www.roundglasssustain.com) • 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>). 	
REFERENCE BOOK/ SUGGESTED READING		<ul style="list-style-type: none"> • <i>Folk and Fairy Tales: A Handbook</i> by D. L. Ashliman. Greenwood Press. • <i>An Introduction to Folklore</i> by Marian Roalfe Cox. LLC. 	

I.(A). Program Specific Objectives for BA in Liberal Arts (Psychology):

The function of Psychology is to develop a knowledge base of human behavior across the broad areas of the discipline. As a significant system of knowledge transmission and reception, it aims at equipping students with knowledge, skills and professional attitudes in the present-day competitive world and become aware of the applications of psychology.

The specific objectives of the BA program in Liberal Arts (Psychology) will be to facilitate students to:

- PSO1: Impart professional and ethical values to function as a psychologist.
- PSO2: To deliver skills of psychological analysis, counselling, and personality development.
- PSO3: To nurture theoretical, practical, and experiential knowledge in domain of psychology.
- PSO4: To approach psychology from multi-disciplinary perspective.
- PSO5: To enhance competence in professional and research Domain of Psychology

I.(B) Program Specific Learning Outcomes (PSLOs) for Psychology

Students will be able to:

- PSLO1: Demonstrate ethical values as a professional psychologist.
- PSLO2: Demonstrate the ability to efficiently utilize the theoretical as well as practical knowledge required for the skills to do psychological analysis, counselling, and personality development.
- PSLO3: Develop necessary skills like research competence in the discipline and sub-disciplines of psychology.
- PSLO4: Demonstrate subject specific as well as inter-disciplinary knowledge of psychology which can be effectively integrated in real life.
- PSLO5: Develop relevant competencies in the professional field of Psychology.

PSYCHOLOGY**Semester III**

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAY201	Psychology- II	4	0	0	4	Major (Core)
2	LAY202	Development of Psychological Theories	4	0	0	4	Major (Core)
3	LAY203	Theories of Personality	4	0	0	4	Major (Core)
4	LAY204	Positive Psychology	4	0	0	4	Minor
5	LAY205	Organizational Psychology	4	0	0	4	Minor
6	LAY206	Health Psychology	4	0	0	4	MDC
7	LAK207P	Computer Applications- Intermediate Level	0	0	4	2	SEC
8	LAA208E1	Modern European Language: French	3	0	2	4	AEC
	LAA208E2	Modern European Language: Spanish					
	LAA208E3	Hindi for Liberal Arts					
9	LAG209	Summer Internship Project	-	-	-	2	Internship
		Total Credit	27	0	6	32	
		Total Contact Hours	33				
	Guest Lecture (1), Library (1), Activities (1)		33+3=36				

Semester IV

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAY210	Developmental Psychology	4	0	0	4	Major (Core)
2	LAY211	Psychological Testing, Measurement & Research	4	0	0	4	Major (Core)
3	LAY212	Biopsychology	4	0	0	4	Major (Core)
4	LAY213	Cognitive Psychology	4	0	0	4	Major (Core)
5	LAY214	Stress Management	4	0	0	4	Minor
6	LAY215	Psychology and Media & Communication	3	0	0	3	MDC
7	LAK216P	Data Interpretation	0	0	4	2	SEC
8	LAA217P	Functional English	0	0	4	2	AEC
9	LAA218P	Current News Analysis	0	0	2	1	AEC
		Total Credits	23	0	10	28	
		Total Contact Hours	33				
		Lab (1), Activity (2)	33+3=36				

Semester V

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAY301	Social Psychology	4	0	0	4	Major (Core)
2	LAY302P	Practicum - I	0	0	8	4	Major (Core)
3	LAY303	Psychology of Crime	4	0	0	4	Major (Core)
4		Discipline Specific Elective 1	3	0	0	3	Major
5	LAY305	Consumer Psychology	4	0	0	4	Minor
6	LAY306	Research Methodology in Psychology	4	0	0	4	Minor
7	LAK307P	Computer Applications- Advanced Level	0	0	4	2	SEC
8	LAV308	Art & Aesthetics	1	0	2	2	VAC
9	LAY309	Summer Internship Project-II	-	-	-	2	Internship
		Total Credits	20	0	14	29	
		Total Contact Hours	34				
		Lab (1), Activity (1)	34+2=36				

Semester VI

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAY310	Counselling Skills & Psychotherapy	4	0	0	4	Major (Core)
2	LAY311P	Practicum - II	0	0	8	4	Major (Core)
3	LAY312	Clinical Psychology	4	0	0	4	Major (Core)
4		Discipline Specific Elective 2	3	0	0	3	Major
5	LAY314	Statistics for Psychology	3	0	0	3	Minor
6	LAD315P	Deep Immersion Project (with 1 week of field work)	2	0	0	3	Immersion
7	LASS316P	Data Analytics with R for Social-Sciences	0	0	4	2	SEC
8	LAA317P	Team Building and Leadership	0	0	6	3	AEC
9	LAK318	Career Skills	0	0	2	1	SEC
		Total Credits	16	0	20	27	
		Total Contact Hours	36				

Semester VII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAY401	Abnormal Psychology	4	0	0	4	Major (Core)
2	LAY402	Intelligence: Theories and Perspectives	4	0	0	4	Major (Core)
3	LAY403	Cultural Psychology	4	0	0	4	Major (Core)
4	LAY404	Educational Psychology	4	0	0	4	Major (Core)
5	LAY405	Fundamentals of Mental Health	4	0	0	4	Major (Core)
6	LAG406	Ethics: Principles and Practices	2	0	4	4	Minor
7	LAG407P	Dissertation Writing	0	0	6	3	Minor
		Total Credits	22	0	10	27	
		Total Contact Hours	32				
		Library (2), Placement (2)	32+4=36				

Semester VIII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAY409	Methods and Applications of Descriptive & Inferential Statistics	3	0	2	4	Major (Core)
2	LAY410P	Practicum-III Psychology	0	0	6	3	Major (Core)
3	LAG411	Research Publication and Ethics	2	0	4	4	Minor
4	LAG412P	Seminar	0	0	4	2	Seminar
5	LAK413	Written Analysis & Communication Skills	2	0	2	3	SEC
6	LAA414P	Mindfulness and Wellbeing	0	0	6	3	AEC
7	LAR415P	Industry Dissertation & Viva Voce	-	-	-	12	Dissertation
		Total Credits	7	0	24	31	
		Total Contact Hours	31				
		Co-curricular & Extra Curricular Activities IT Lab (2) + Field Visit / Data Collection (3)	31+5=36				

DISCIPLINE SPECIFIC ELECTIVES COURSES OF PSYCHOLOGY

1	LAY304E1	Psychology of Food Choice	3	0	0	3
	LAY304E2	Psychology of Everyday interaction				
	LAY304E3	Psychology of Emotions				
2	LAY313E1	Cyber Psychology	3	0	0	3
	LAY313E2	Psyche & Environment				
	LAY313E3	Sports Psychology				

Course: Psychology II			Semester: III
Course Code: LAY201	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to:		
	<ol style="list-style-type: none"> 1. Introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life. 2. Make familiar with the theories concerning human behavior in a social context. 3. This course offers a strong foundation for psychological principles, theories and methods covering the areas of sensation & Perception. 4. Develop the understanding of biological basis of behavior. 		
LEARNING OUTCOME	After completing this course, students will be able to:		
	<ol style="list-style-type: none"> 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. 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 behavioral effects of neurotransmitters. 3. Analyze the principles of thinking and its components, problem solving, structure and elements of Language. 4. Evaluate the effects of social influence, Attitude, and Impression formation on behavior. Explain the concepts of Prejudice, Stereotype and Discrimination. 		
COURSE DETAILS	Module No	Topic	Hours
	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: Social influence, Attitude and impression formation, Group think, Stereotypes, Prejudice, and discrimination	22
		Total Hours	60

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

Course: Development of Psychological Theories			Semester: III
Course Code: LAY202	LTP	4 0 0	Credits: 4

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

Course: Theories of Personality			Semester: III
Course Code: LAY203	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Define personality and understand its nature. 2. Understand the various perspectives of Personality. 3. Describe and distinguish among the major theoretical approaches to understand personality. 4. Demonstrate knowledge and understanding of the methods and scales used to assess personality. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. List and Recognize various assessment measures in research of the study of personality. 2. Compare and contrast major theoretical perspectives on personality through the application of theories to case studies or other examples. 3. Explain and relate to various types of theoretical approaches. 4. Explain and differentiate between Trait and type Approaches of Psychology. 		
COURSE DETAILS	Module No	Topic	Hours
	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-Learning & 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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Schultz, D., & Schultz, S. E., <i>Theories of personality</i>, CENGAGE Learning Custom Publishing. • Feist, J., <i>Theories of personality</i>, Harcourt Brace College Publishers. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Ciccarelli, S. K., & Meyer, G. E., <i>Psychology: South Asian Edition</i>. New Delhi: Pearson Education. • Journal of Personality (Journal) 		

Course: Positive Psychology			Semester: III
Course Code: LAY204	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. To develop an understanding of perspectives in positive psychology through western and eastern approaches. 2. To understand the various concepts of positive emotional and cognitive states and applications of positive psychology. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify and describe the concepts and differentiate between western and eastern perspectives in positive psychology. 2. Discuss the various positive emotional states. 3. Compare and contrast upon the concepts of optimism, self-efficacy, flow, and mindfulness. 4. Justify the use of positive psychology in various areas of life. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, PERMA model of Martin Seligman, Character, Strengths and Virtues.	12
	2	Positive Emotional States and Processes: Happiness and Wellbeing, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience	11
	3	Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness	11
	4	Applications: Work, education, ageing, health	11
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> ● Carr, A., Positive Psychology: The science of happiness and human strength.UK: Routledge. ● Baumgardner, S.R. Crothers M.K., Positive psychology. Upper Saddle River, N.J.: Prentice Hall. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> ● Snyder, C.R., & Lopez, S.J., Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage. ● The Journal of Positive Psychology (Journal) 		

Course: Organizational Psychology			Semester: III
Course Code: LAY205	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. To understand the meaning and theoretical foundations of Organizational Psychology. 2. To develop an understanding of how the various theories and methods of Organizational Psychology apply to real work settings. 3. To learn how the science of human behavior is used to select, develop, and manage employees. 4. To organizations can create a supportive work environment through leadership. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe different theories and models regarding conflicts and how to support individuals and groups and show ability to apply these in collaboration. 2. Discuss the theories and models applicable to organizational development. 3. Justify the use of communication on the management of human resources. 4. Summarize and explain range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others. 		
COURSE DETAILS	Module No	Topic	Hours
	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: Communication process, Purpose of communication, inorganizations, Barriers to effective communication Managing communication, Organizational behavioral skills	15
	4	Leadership: Early approaches to leadership, Contemporary approaches to leadership, Transformational & Transactional Leadership Leader member relations Grievances handling	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Chadha, N.K., <i>Organizational Behavior</i>. Galgotia Publishers: New Delhi. 		

	<ul style="list-style-type: none">• Greenberg, J.& Baron, R.A., <i>Behavior in Organizations</i>, India: Dorling Kindersley
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Griffin, R.W.& Moorhead., <i>Organizational Behavior: Managing People Organizations</i>. Biztantra publishers• Journal of occupational and organizational psychology (Journal)

Course: Health Psychology			Semester: III
Course Code: LAY206	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the relationship between psychological factors and physical health and learn how to enhance well-being. 2. Learn about behavioral aspects that influence health and illness outcomes. 3. Learn about the risk factors for health-compromising behaviors. 4. Get educated about inter-professional practice and collaboration in health psychology professions. 		
LEARNING OUTCOME	<ol style="list-style-type: none"> 1. Describe the key concepts, theories, and areas of health Psychology. 2. Identify understanding of health behavior, 3. Explain & Analyze the risk factors for health-compromising behaviors and strategies for their modification, across the lifespan. 4. summarize the concepts of health psychology in disease prevention and health promotion in society at large. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Nature & components of health psychology; mind-body relationship; Bio-psychosocial model of health; goals and need for health psychology.	14
	2	Behavior and Health: Characteristics of health behavior; Barriers to health behavior; Theories of health behavior and its efficacy	14
	3	Health Compromising Behaviors: Obesity; Eating disorder; Alcoholism; Substance Abuse and Smoking.	14
	4	Health Promoting Behaviors: Exercise, Accident prevention vaccination & Screening, diet & nutrition, sleep, hygiene, stress management; & Coping Intervention	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Taylor, S.E., Health psychology, New Delhi: McGraw Hill. • Sarafino, E.P., Health psychology: Bio psychosocial interactions, NY: Wiley 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Allen, F., Health psychology and behavior. McGraw Hill Edition • <i>Health Psychology (Journal)</i> 		

Semester – IV

Course: Developmental Psychology			Semester: IV
Course Code: LAY210	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the basic developmental patterns. 2. Understand and identify typical developmental milestones reached in infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood. 3. Describe major developmental theories. 4. Identify how these theories apply to everyday examples of human development. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the life-span human development. 2. Define and interpret a historical overview of developmental psychology. 3. Explain the students to learn the basic concepts and theories of developmental Psychology. 4. Compare the various theories of development across domains of development. 		
COURSE DETAILS	Module No	Topic	Hours
	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: Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development	14
	4	Socio-Cultural Contexts for Human Development: Family, Socialization within family, family lifestyle & traditions, vulnerable families.; Peers, Media and	18

		Schooling.	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Berk, L.E., <i>Child Development</i>, New Delhi: Prentice Hall. • Feldman, R.S., & Babu. N., <i>Discovering the Lifespan</i>. Pearson. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Santrock, J.W., <i>Life Span Development</i>, New Delhi: Mc Graw Hill. • Developmental Psychology (Journal) 		

Course: Psychological Testing, Measurement & Research			Semester: IV
Course Code: LAY211	LTP	4 0 0	Credits: 4

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

Course: Biopsychology			Semester: IV
Course Code: LAY212	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop a foundation for the understanding of biological sciences behind human psychology. 2. Understand the concepts and theories of biological bases of behavior. 3. Develop an appreciation of the neurobiological basis of psychological function and dysfunction. 4. Identify and describe the parts of the brain and its function. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Analyze the importance of the most essential fundamental biological processes underlying psychological events. 2. Discuss comprehensive exposure to nervous system and its governing factors with various behaviors. 3. Summarize the structure and function of brain cells, regions, systems, and their role in behavior. 4. Assess the neurotransmitter systems and drugs that affect each system. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology	11
	2	Cell & Nervous System: Cell structure: Neuron and Synapse; The Neurotransmitters; Neural conduction and synaptic transmission. Functional abnormalities of neurotransmitters	15
	3	Organization of Nervous System: The nervous system; Basic Subdivisions-Structure and functions; CNS; PNS; Cerebral hemispheric specialization (Right & Left hemisphere)	15
	4	Endocrine System: Structure, functions, and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Pinal, J. P. J., Biopsychology, 8th Edition. Pearson Education, New Delhi • Carlson, N. R., Foundations of Physiological Psychology, Pearson Education, New Delhi. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Rosenzweig, M. H., Physiological Psychology. New York: Random• Biological Psychology (Journal)
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Course: Cognitive Psychology			Semester: IV
Course Code: LAY213	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Describe major concepts in cognitive psychology. 2. Remember major concepts and theories of Sensation, Perception and Attention. 3. Understand the various models of Memory. 4. Develop the basic understanding of language formation and its structure. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the perspectives and historical developments of cognitive psychology. 2. Recognize various structures supporting the process of sensation, perception and attention. 3. Compare and contrast various theoretical approaches of memory encoding and storage. 4. Summarize and justify the approaches of language development. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Cognitive Psychology: Historical origin, Perspectives 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.	15
	4	Language, Concept Formation & Problem Solving: Introduction and structure of Language; Hypothesis testing Model of concept formation; Meaning, structure, types & Process of problem solving.	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Solso, R. L., MacLin, M. K., & MacLin, O. H., <i>Cognitive psychology</i>. Pearson Education: New Zealand. • Sternberg, R. J., <i>Cognitive psychology</i>. Harcourt Brace College Publishers. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Best, J. B., <i>Cognitive psychology</i>. West Publishing Co. • Rebecca Copenhaver, Christopher Shields., <i>The History of the Philosophy of Mind</i> (Six volume set). Routledge. • Applied Cognitive Psychology (Journal Name) 		

Course: Stress Management			Semester: IV
Course Code: LAY214	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand how stress works and develop sustainable behaviors. 2. Identify the causes of stress, the symptoms of stress, how to manage stressful situations. 3. To utilize effective relaxation and stress reduction techniques and develop a Personal Action Plan for Stress Management. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify and understand the signs and symptoms of stress. 2. Define and recognize the various coping strategies to deal with stress effectively. 3. Explain and develop methods to control and/or reduce stress in their daily life. 4. Design and evaluate stress management techniques. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Stress: Introduction, Nature of stress; Biological basis of stress, Symptoms of stress, Hans Seyle (GAS) model & Lazarus model of stress.	12
	2	Various Sources of Stress: Environmental Social, Physiological, Psychological	14
	3	Stress and Health: Effects of stress on health, Eustress & Distress	15
	4	Managing Stress: Methods - Yoga, Meditation, Relaxation Techniques, Problem focused approaches, Emotion focused approaches.	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Carr, A., Positive Psychology: The science of happiness and human strength. UK: Routledge. DiMatteo, M. R. & Martin, L. R., Health psychology. New Delhi: Pearson 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Neiten, W., & Lloyd, M.A., Psychology applied to Modern life. Thomson Detmar Learning. • Stress & Health (Journal) 		

Course: Psychology and Media Communication			Semester: IV
Course Code: LAY215	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms. 2. Describe the positive applications of media and technology, including individual creativity and identity. 3. Increase media literacy and greater access to social support, civic engagement and education, enhanced productivity. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Outline and describe how media can affect human behavior and thought processes. 2. Identify critical and reflective thinking abilities on the impact of media advertising on society. 3. Analyze the impact of media in everyday lives and in decision making process. 4. appraise the principles of psychology to critically evaluate media influences 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Dill, K.E., <i>How Fantasy becomes Reality Seeing Through Media Influence</i>. New York: Oxford University Press. • Giles, D., <i>Media Psychology</i>. New Jersey: Lawrence Erlbaum Associates Publishers. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Haugtvedt, C. P., Herr, P. M., & Kardes, F. R., <i>Handbook of Consumer Psychology</i>. New York: Psychology Press.• <i>Journal of Media Psychology</i> (Journal)
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Semester V

Course: Social Psychology			Semester: V
Course Code: LAY301	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop an understanding of the scope and methods in social psychology. 2. Enlighten on the concept of social cognition, perception, and attitude. 3. Learn the concepts of social influence and impression formation. 4. Develop an understanding of group structure and group functioning and about the concepts related to group dynamics. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize the nature and various research approaches in social psychology. 2. Identify and discuss the concepts of social cognition and understand attitude formation. 3. Illustrate understanding of stereotypes, prejudice and discrimination and social influence. 4. Compare and conclude the concepts of Group behavior. 		
COURSE DETAILS	Module No	Topic	Hours
	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).	12
	2	Understanding and Evaluating the Social World: Social cognition, social perception; Attitudes, Attitude-behavior link (cognitive dissonance), Attitude formation; Strategies for attitude change.	14
	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.	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Baron, R. A., & Branscombe, N. R., <i>Social psychology</i>. Pearson Education 		

	<p>India.</p> <ul style="list-style-type: none"> • Hogg, M. A., & Vaughan, G. M., <i>Social psychology: An introduction</i>. Harvester Wheatsheaf.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Aronson, E., Wilson, T. D., & Sommers, S. R., <i>Social psychology</i>. Pearson Education India. • Social Psychology (Journal)

Course: Practicum I			Semester: V
Course Code: LAY302P	LTP	0 0 8	Credits: 4

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

Course: Psychology of Crime			Semester: V
Course Code: LAY303	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop an understanding about the interplay of various psychological factors behind criminality. 2. Comprehensive insight into criminal behavior and the criminal mind. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the meaning and historical background of criminal psychology and modern trends. 2. Illustrate the crime related psychological issues and victim's perspectives. 3. Discover deep interest in the subject; develop broad, balanced knowledge and understanding of key criminological concepts, principles, and theories. 4. Evaluate and explain the effectiveness of intervention program. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Definition and Nature of criminal psychology. History of Criminal Psychology and Modern developments.	12
	2	Victims of Crime: Introduction; PTSD and victims; post-traumatic anger; and Victim decision making	14
	3	Theories of Crime: Neuropsychology of Crime; Psychoanalysis and Crime; Eysenck's biosocial theory of crime; Social learning theory; Intelligence and Crime.	15
	4	Effective Prison: Effectiveness of prison; cognitive skills programs; therapy in Prison; dimensions of psychology in prison.	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Howitt, D., <i>Introduction to forensic and criminal psychology</i>. Pearson Education. • Durrant, R., <i>An introduction to criminal psychology</i>. Routledge. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Pakes, F. J., & Pakes, S., <i>Criminal psychology</i>. Routledge. • The Journal of Criminal Psychology (Journal) 		

Course: Consumer Psychology			Semester: V
Course Code: LAY305	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To provide students with an understanding of the social, psychological, and cognitive processes underpinning the consumption of goods and services and their impact. 2. Address the psychology of consumption at different levels of analysis: individual, group and societal. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe Consumer Psychology and how its foundation is grounded in scientific methods. 2. Identify and Explain what motivates consumers to purchase products and services from a psychological perspective. 3. Apply psychological theories to improve marketing campaigns, public policies, and consumer decision-making. 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. 		
COURSE DETAILS	Module No	Topic	Hours
	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
	Total Hours		60
TEXT BOOK	<ul style="list-style-type: none"> • Jansson, C. V., <i>Consumer psychology</i>. Open University Press. • Norton, M. I., Rucker, D. D., & Lamberton, C., <i>The Cambridge Handbook of consumer psychology</i>. Cambridge University Press. • Melina Palmer, <i>What Your Customer Wants and Can't Tell You: Unlocking Consumer Decisions with the Science of Behavioral Economics</i>. Mango 		

	Media.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Foxall, G., <i>Consumer psychology from a behavioral perspective</i>. Beard Books.• Journal of Consumer Psychology (Journal)

Course: Research Methodology in Psychology			Semester: V
Course Code: LAY306	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the purpose of research in psychology. 2. Develop insight into procedural scientific steps of conducting research. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the concept of research and its types in psychology. 2. Recognize the understanding of hypothesis formation. 3. Differentiate between various types of variables and its purpose in research and reviewing the literature. 4. Compare and conclude various types of research design. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Research: Meaning, characteristics, approaches. Stages in research and types of research.	12
	2	Research Problem and Hypothesis: Meaning and characteristics; types of research problem; characteristics of hypothesis and formulation	15
	3	Reviewing of literature and Variables: Purpose and types of literature review & writing types of literature review. Types of variables, selection of variables and controlling extraneous variables.	18
	4	Research Design: Meaning, purpose and types of research design.	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Singh, A.K., <i>Tests, Measurement and Research Methods in Behavioral Sciences</i>. Bharti Bhawan publishers & distributors. • Bryman, A., <i>Quantity and Quality in Social Research</i>. Routledge. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Gregory, R.J., <i>Psychological Testing: History, Principles, and Applications</i>, New Delhi: Pearson Education • International Journal of Psychological Research. (Journal) 		

Course: Summer Internship Project II			Semester: V
Course Code: LAY309	LTP	0 0 0	Credits: 2

LEARNING OUTCOME	<p>After completing the internship, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the functioning of the organisation. 2. Assess interests and abilities in their field of study. 3. Develop work habits and attitudes necessary for job success. 4. Build a record of work experience and write a project report.
	<p style="text-align: center;">Topic</p> <p>An internship is a professional learning 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 foundation 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>Internship 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 credit score.</p> <p>Further internship to be successful depends on the support and contribution of:</p> <p>Agency/Organization:</p> <ul style="list-style-type: none"> • Having a good Internship Structure that provide sequel opportunity to the students to Learn, unleash their potential. • Provide them Challenging and very engaging Tasks. • Understanding and solving the queries of the student intern. • The overall responsibility of the agency is to provide acclimate in which the intern can move from observing and shadowing to participating in the actual work and responsibilities of a professional staff. • Review the student's coursework and discuss the knowledge and skills acquired in consideration of that required to perform the work duties within the agency.

	<ul style="list-style-type: none"> • Evaluate the Intern's Performance, Attendance etc. and share it along with the Participation Letter/certificate. <p>Faculty Supervisor:</p> <p>To provide a liaison between 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.</p> <ul style="list-style-type: none"> • To provide orientation to the Student Interns Regarding the Internship. • To facilitate the Pre- internship seminars, providing feedback to interns on presentations and papers. • To provide ongoing consultation with the emplacement agencies as needed. • To Share Necessary Information regarding the Internship with students and help in smooth Registration and Placement Process. • To coordinate with the Training and Placement Officer for better results. <p>Student Intern:</p> <p>The overall responsibility of the student is to devote himself/herself to the learning of helpful interaction with service users.</p> <ul style="list-style-type: none"> • To obtain 100% Attendance in the internship. • To follow agency policies about time schedules, regulations, and matters of dress. • To Work Diligently and be responsible for the Tasks assigned. • To leave word with the agency secretary and or supervisor as to where s/he is and when s/he will return. • To report absences and reasons for absences immediately to the External Guide/H.R. • To participate in her/his midterm and final evaluations with the Field Instructor. • To participate in an evaluation of the Social Work Department. • To write a Report and Maintain the Logbook of the internship attend of her/his internship and submit to the Faculty In-Charge. • To carry out an evaluation of the Field Instructor (Appendix J). • To complete assignments for the internship seminar. • To participate in an end of term discussion and complete the Skills and Services Feedback form provided by the Organization (If any). • To provide evidence of having completed at least 200 hours including attendance during the agency visits.
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*Assessment of the internship will be based on the rubrics for internship given under common courses.

Semester VI

Course: Counselling Skills & Psychotherapy			Semester: VI
Course Code: LAY310	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop an understanding of basic concepts, processes, and techniques of counseling. 2. Acquaint the learner with the challenges of counseling. 3. Learn various counselling and therapeutic techniques. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the nature of counselling, ethical considerations and qualities of a effective counselor. 2. Explain the basic framework of counselling sessions. 3. Categorize the various techniques used in counselling sessions in respect to various approaches in psychology. 4. Discriminate and select the application of counselling principles in various settings. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> ● Gladding, S. T., Counseling: A Comprehensive Profession, New Delhi: Pearson ● Corey, G., Counseling and Psychotherapy; Theory and Practice, New Delhi: Cengage Learning. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Gibson, R. L. & Mitchell, M. H., Introduction to Counseling and Guidance, New Delhi: Pearson. • The <i>Journal of Counseling Psychology</i>. (Journal)
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Course: Practicum II			Semester: VI
Course Code: LAY311P	LTP	0 0 8	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop a conceptual model of assessment that will guide them through the assessment process for initial client referral to final report writing. 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.
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify and recall the concepts of psychology through the mediums of experiments. 2. Discuss the skills of conducting and documenting experiments in the field of Psychology. 3. Infer scientific reasoning to interpret psychological phenomena. 4. Evaluate and justify the processes of psychological assessments and testing.
COURSE DETAILS	<p style="text-align: center;">Tests and Scales</p> <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"> • Mental Health Battery • Rotter's Locus of Control Scale. • Personal Value Questionnaire. • Social Relationship Scale. • P.G.I. Memory Scale. • Achievement Motivation Scale. • Psychological Wellbeing Scale
	Total Hours: 120

Course: Clinical Psychology			Semester: VI
Course Code: LAY312	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. To inculcate understanding, preventing, and relieving psychologically based distress or dysfunction and to promote subjective well-being and personal development. 2. To understand the scientific body of knowledge that serves as the foundation of clinical practice. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the meaning, Historical perspectives, and scopes of clinical psychology. 2. Indicate and Explain the causal factors that contribute to abnormality. 3. Apply evidence-based assessments, diagnostic methods, and interventions. 4. Choose and select clinical findings in professional evaluations, treatment plans, progress notes, and case presentations 		
COURSE DETAILS	Module No	Topic	Hours
	1	Meaning, Nature, Historical Perspective & Scope of Clinical Psychology	12
	2	Causal Factors of Abnormality & Viewpoints: Biological, Psychological, Sociocultural	14
	3	Clinical Assessment & Diagnosis: Basic elements, psychological assessment, Ethical Issues in Assessment.	15
	4	Clinical Interviews: Meaning, Goals, Types, Structure and Stages of Clinical interviews	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M., <i>Abnormal Psychology</i>. New Delhi: Pearson • Kramer, G. P., Bernstein, D. A., & Phares, V., <i>Introduction to clinical psychology</i>. Cambridge University Press. • Bryan Kolb., <i>Fundamentals of Human Neuropsychology</i>. Worth Publishers 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Shaffer, G. W., & Lazarus, R. S., <i>Fundamental concepts in clinical psychology</i>. • British Journal of Clinical Psychology (Journal) 		

Course: Statistics for Psychology			Semester: VI
Course Code: LAY314	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the basic concept of statistics in psychology. 2. Learn categorization and presentation of data; graphical representation used to communicate data. 3. Understand the concept of Correlational design. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the basic understanding for descriptive and inferential statistics in psychological research. 2. Demonstrate the graphical representation of data. 3. Examine the concept of Central tendencies, normal probability curve and skewness. 4. Evaluate the correlational design and various methods of correlation calculation. 		
COURSE DETAILS	Module No	Topic	Hours
	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: 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	10
	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	16

		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	
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Mangal, S.K., <i>Statistics in Psychology and Education</i>, New Delhi: PHI learning Pvt. Ltd. • Chadha, N.K., <i>Statistics for Behavioral and Social Sciences</i>. Reliance Pub. House: New Delhi 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • King, B.M. & Minium, E. W, <i>Statistical Reasoning in the Behavioral Sciences</i>, USA: John Wiley & Sons. • <i>British Journal of Mathematical and Statistical Psychology</i>. (Journal) 		

Semester VII

Course: Abnormal psychology			Semester: VII
Course Code: LAY401	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the concept of abnormality. 2. Remember symptoms and etiology of various psychological disorders. 3. Sensitize them in terms of information on psychopathology and dispel myths regarding it. 4. Manage the symptoms of psychological disorders. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define and recognize the nature of psychological disorders. 2. Distinguish between “normal” and “abnormal.” 3. Relate to bio-psycho-social perspectives of psychological disorders 4. Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M., Abnormal Psychology. New Delhi: Pearson. • David Barlow H., & Durand V. Mark, e-book, Abnormal Psychology: Cengage Learning India Edition 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Kearney, C. A., &Trull, T. J., Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning. • Journal of Psychopathology and clinical Science (Journal)
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Course: Intelligence: Theories and Perspectives			Semester: VII
Course Code: LAY402	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn about various theoretical perspectives of Intelligence. 2. Understand Creativity and its relationship with Intelligence. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define human intelligence. 2. Explain and summarize the Factor analytic theories of Intelligence. 3. Discuss the non-factor analytic theories of Intelligence. 4. Evaluate and interpret the concept of creativity and various test of measurement. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Human Intelligence: Meaning, Types & Neurocognition in Intelligence. Nature vs Nurture Controversy, Nutrition and intelligence Psychological nature of analysis logical operations, intelligence and perception, growth of thoughts, social function of intelligence.	11
	2	Factor Analytic Theories of Intelligence: Spearman, Cattell, Arthur Jensen, Thurston & Vernon.	15
	3	Non- Factor Analytic Theories of Intelligence: Sternberg, Gardner, and Thorndike.	15
	4	Measurement of Intelligence & Creativity: Binet, Wechsler & Culture fair test of Intelligence; Torrance test of creativity. Relationship between Intelligence & Creativity.	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Richard jr, Psychology of intelligence analysis, center for study of intelligence. • Solso, R. L., MacLin, M. K., & MacLin, O. H., <i>Cognitive psychology</i>. Pearson Education New Zealand. • Sternberg, R. J., <i>Cognitive psychology</i>. Harcourt Brace College Publishers. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Baron, R. & Mishra, G., Psychology. Pearson. • Journal of Cognition (Journal) 		

Course: Cultural Psychology			Semester: VII
Course Code: LAY403	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Introduce the main theories and research in cultural and cross-cultural psychology. 2. Understand the role of culture in understanding behavior and exploring psychological insights in the Indian thought traditions. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define theoretical and applied aspects of cross-cultural psychology. 2. Discuss and paraphrase the theoretical explanation of Globalization, Migration, Cultural diversity. 3. Evaluate the concept of self and personality in the context of culture. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to cultural psychology, Cultural & Human Nature, Nature Vs nurture, Cultural learning, cumulative cultural Evolution, parallel between biological and cultural Evolution. Difference between social & cultural psychology.	12
	2	Methodology in cultural psychology, comparative studies, cross cultural research survey, neuroscience methods situational sampling, cultural priming, Cultural level of measurement, cross – cultural Research with multicultural methods.	14
	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	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Steven.J Heine, <i>Cultural Psychology</i>. <u>W. W. Norton & Company, Inc</u> • Chiu, C., & Hong, Y., <i>Social Psychology of Culture</i>. New York: Psychology Press. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Smith, P.B., Bond, M.H., & Kagitcibasi, C., <i>Understanding Social Psychology across cultures: Living and working in a changing world</i>. London: Sage• Robert T. Carter, <i>Handbook of racial-cultural psychology and counseling: theory and research</i>. John Wiley & Sons, Inc.• Culture & Psychology (Journal)
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Course: Educational Psychology			Semester: VII
Course Code: LAY404	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the applications of psychology in education. 2. Know the most effective ways to design instruction to meet students' levels of development and learning needs. 3. Recognize the impact of a variety of instructional strategies on learning outcomes. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the nature, scope and theoretical perspectives of educational psychology. 2. Interpret the conceptualization and exceptionality in educational implication. 3. Apply the techniques and principles of effective teaching and classroom management. 4. Discuss and interpret the context of diversity in educational setting. 		
COURSE DETAILS	Module No	Topic	Hours
	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 & Learning Strategies, Readiness for Learning & Classroom Achievement, Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity.	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Lahey R.B. Graham J. E., <i>An Introduction to Educational Psychology</i>, McGraw Hill Publishers, New Delhi. • Santrock John W., <i>Educational Psychology</i>. Inwin Professional Publishers, Delhi. 		
REFERENC	<ul style="list-style-type: none"> • Slavin, R., <i>Educational psychology: Theory into practice</i>, (9th ed.). Boston: Allyn 		

E BOOK/ SUGGESTED READING	and Bacon. Journal of Educational Psychology. (Journal)
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Course: Fundamentals of Mental Health			Semester: VII
Course Code: LAY405	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the concepts of mental health and mental illness. 2. Develop an eye and ear for mental health problems and possible solutions. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the nature of mental health counselling. 2. Explain the various paradigms of mental health and illness. 3. Summarize the underlying stigma in mental health related cases. 4. Appraise and assess help-seeking and resilience-building. 		
COURSE DETAILS	Module No	Topic	Hours
	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; Individual Characteristics that Build Resilience; Learning to be Resilient; Fostering Resilience.	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Waughfield C. G. & Burckhalter T. S., <i>Mental health concepts</i>, Delmar/Thomson Learning. • Fracasso C. L. Krippner S. Friedman H. L. & Rockefeller K., <i>Holistic treatment in mental health: a handbook of practitioner's perspectives</i>. McFarland & Company Inc. 		
REFERENCE	<ul style="list-style-type: none"> • Okpaku S. O., <i>Innovations in global mental health</i>. Springer. 		

BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Canfield B. & Cunningham H. A., <i>Deconstructing stigma in mental health</i>. Medical Information Science Reference an imprint of IGI Global.
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Semester VIII

Course: Methods and Applications of Descriptive & Inferential Statistics			Semester: VIII
Course Code: LAY409	LTP	3 0 2	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn the methods of Inferential and Descriptive statistics. 2. Understand the application purpose of Parametric and Nonparametric tests. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Discuss upon the relevance of statistics and its types. 2. Apply the various measures of central tendencies in research. 3. Demonstrate the knowledge of Parametric and Non-Parametric statistics. 4. Apply the concepts of Regression in statistics. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	75
TEXT BOOK	<ul style="list-style-type: none"> • King, B.M. & Minimum, E. W, Statistical Reasoning in the Behavioral Sciences, USA: John Wiley & Sons. • Mangal, S.K., Statistics in Psychology and Education, New Delhi: PHI learning Pvt. Ltd. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Chadha, N.K., Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi• British Journal of Statistical Psychology (Journal)
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Course: Practicum III			Semester: VIII
Course Code: LAY410P	LTP	0 0 6	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 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. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Outline the concepts of psychology through the mediums of experiments. 2. Review and summarize the skills of conducting and documenting experiments in the field of Psychology. 3. Apply scientific reasoning to interpret psychological phenomena. 4. Evaluate the processes of psychological assessments and testing. 		
COURSE DETAILS	Tests and Scales		
	Every student is expected to perform and write any 5 practical's in each out of the following options: <ul style="list-style-type: none"> • Alexander Pass along Test of Intelligence • Suicidal Scale. • Personal Value Questionnaire. • Social skill problem Behavior (MATHUR & ARORA) • P.G.I. Memory Scale. • Differential attitude test battery. • Psychological Wellbeing Scale 		
		Total Hours	90

Course: Research Publication and Ethics			Semester: VIII
Course Code: LAG411	LTP	2 0 4	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the philosophy of science and ethics, research integrity and publication ethics. 2. Identify research misconduct and predatory publications. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the construct of ethics. 2. Recognize the distinction between theoretical approaches like utilitarianism (consequentialism) and deontological (non-consequential) 3. Summarize informed consent and describe its relevance and use in anthropological discourse. 4. Summarize and defend knowledge of ethical guidelines. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Publication Ethics: Definition, Introduction, Importance and types of research and publication ethics.	21
	2	Publication Misconduct: Concept, Types, Reasons and Consequence	21
	3	Ethical considerations: Introduction, principles and ethical standards by APA.	21
	4	Ethical Guidelines: Introduction and principles of guidelines.	27
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> • Singh, A. K., Tests, measurements, and research methods in behavioral sciences. New Delhi, India: Bharati Bhawan Publishers & Distributors. • Chadha, N.K., Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Coolican, H., Introduction to Research Methodology in Psychology. London: Hodder Arnold. • Psychological Research (Journal) 		

ELECTIVES COURSES

Course: Psychology of Food Choice			Semester: V
Course Code: LAY304E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> Students will learn the basic concepts of the psychology of food choice. Student will learn the link between nutrition and psychology. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> Define food psychology. Recognize life course patterns of food consumption psychology. Demonstrate interest in psychology of nutrition. Evaluate Psychology of food habits. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Models of Food Choice: Food Choice Process over life course- Biological, social and cultural influences of food choice- Social psychological models of food choice	11
	2	Biological and learning influences on food choice: Food neophobia- Mood emotions and food choice- Food cravings and addictions	11
	3	Societal Influence on Food Choice: Influence of market and media on food choice- culture and food	11
	4	Food choices across active life span: children and food, adolescence and food choice, psychology of veganism and vegetarianism, changes in dietary behavior, eating behavior and obesity, visual appeal of food	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> Shepherd, Richard and Monique Raats, <i>A Psychology of Food, Cooks, and Cooking</i>. London: CABI. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Livert, David, <i>A Psychology of Food, Cooks, and Cooking</i> Lexington Books 		

Course: Psychology of Everyday Interaction			Semester: V
Course Code: LAY304E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn to apply principles of psychology in everyday life. 2. Promote psychological skills which will enhance everyday interaction. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 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. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Nature and scope of psychology. Understanding one's and others emotion.	11
	2	Psychology of Communication: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication	11
	3	Enhancing individual's potential: Self-determination theory; Enhancing cognitive potential, Self-regulation, and self enhancement; Fostering creativity.	11
	4	Application of Psychology: Application of principles of psychology at workplace, Relationships; Conflict Management; Effective Leadership	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Liu, B., & Li, K., Book Review: Psychology and the Conduct of Everyday Life. • Højholt, C., & Schraube, E., Introduction: Toward the psychology of everyday living. In <i>Psychology and the conduct of everyday life</i>, Routledge. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Strongman, K. T., <i>Applying psychology to everyday life: A beginner's guide</i>. John Wiley & Sons. • Journal of Applied Psychology. (Journal) 		

Course: Psychology of Emotions			Semester: V
Course Code: LAY304E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the concept of emotions. 2. Learn the psychological and biological aspects of emotion. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the concept of emotions and the physiology behind it. 2. Differentiate between various theoretical approaches of emotions. 3. Apply various techniques to manage emotions. 4. Evaluate the concept and use of emotional intelligence and its application. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Emotion: Nature, characteristics & Components of emotions. Physiology of Emotion.	11
	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	11
	3	Managing Emotions: Emotional and psychological states; Emotional Competency; techniques of managing emotions	11
	4	Application of Emotional Intelligence: Significance of Emotional Intelligence and Application of Emotional Intelligence in Educational setting, workplace, Interpersonal relationship and Health & wellbeing.	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Ciccarelli, S. K., White, J. N., Fritzley, V. H., & Harrigan, T., <i>Psychology: an exploration</i> Upper Saddle River, NJ, USA: Pearson Prentice Hall. • Baron, R. & Misra. G., <i>Psychology</i>. New Delhi: Pearson 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Passer, M.W. & Smith, R.E., <i>Psychology: The science of mind and behavior</i>. New Delhi: Tata McGraw-Hill. • Emotion Review. (Journal) 		

Course: Cyber Psychology			Semester: VI
Course Code: LAY313E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Orient themselves to the relatively new branch of Cyber Psychology. 2. Help future students of clinical psychology to study and identify cyber psychology behaviors. 3. Address mental health issues that arise from cyber bullying, cybercrime, and online addiction. 4. Create awareness of appropriate online communication and computer mediated psychotherapies. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define cyber psychology as a subfield. 2. Demonstrate skills to work in the field of cyber and forensic psychology. 3. Evaluate the various online and cyber psychological issues. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	11
	2	The online Self & Personality: Concept of Online identity and Multiple selves; Cyberspace and Personality – Unique Components of Internet Environment- Anonymity, Control Over Physical Appearance General Control Over Interaction, The Black Hole of Cyberspace.	11
	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.	11
	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	12

		Ostracism, Negative Relationships, Fear of Missing Out (FOMO), Sleep Deprivation.	
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> Norman, K. L., <i>Cyberpsychology, An Introduction to Human-Computer Interaction</i>. College Park: University of Maryland. Monica T. Whitty and Garry Young., <i>Cyber Psychology: The study of individuals, society and Digital Technology</i>. BPS Blackwell. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> 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. 		

Course: Psyche and Environment			Semester: VI
Course Code: LAY313E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Introduce the origins, basic theories, methods, research, and applications in the field of environmental psychology. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Outline key concepts, theories, and methods in the field of environmental psychology. 2. Discover and reflect upon the research questions, designs, and methods in environmental psychology, and conduct their own basic research. 3. Analyze and appraise case studies and interventions in environmental psychology, by using relevant concepts, theories, and methods. 4. Justify the use of communicating research findings and applied analytical work in the field of environmental psychology. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> Clayton, S., <i>The Oxford handbook of environmental and conservation psychology</i>. New York: Oxford University Press. Linda Steg, Agnes E. van den Berg, Judith I. M. de Groot, <i>Environmental Psychology: An Introduction</i>. Wiley-Blackwell. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Bonnes, M., & Secchiarioli, G., <i>Environmental Psychology: A Psycho-social Introduction</i>. London: SAGE. Clayton, S., Devine-Wright, P., Stern, P. C., Whitmarsh, L., Carrico, A., Steg, L., Swim, J., & Bonnes, M., Psychological research and global climate change. <i>Nature Climate Change</i>, (Journal Article) 		

Course: Sports Psychology			Semester: VI
Course Code: LAY313E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop an understanding of how psychological factors influence involvement and performance in sport and physical activity settings. 2. Understand how participation in sport and physical activity may impact the psychological and outcomes of those who chose to participate. 3. Create the ability to think critically about issues in sport and physical activity. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the need, importance, and research methods in sports psychology. 2. Relate physical activity and Mental Health 3. Analyze the nature, measurement of attitude towards sports behavior. 4. Summarize the prevalence, etiology and intervention of alcohol and drug use among athletes. 		
COURSE DETAILS	Module No	Topic	Hours
	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 4C General mental health	11
	4	Rehabilitation of injured athletes and sports career termination of young and elite athletes. Exploring Career as sports psychology.	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Leif H smith, todd k; sports psychology for dummies. • Jarvis, Matt., <i>Sports Psychology –A student’s Handbook</i>. Routledge Publication. • Shaw, D.F., Gorely, T. & Corban, R.M., <i>Sports and Exercise Psychology</i>. BIOS Publisher. • S.K Mangal., Sports Psychology. Sage. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Tenenbaum, Gershon and Eklund, Robert C., <i>Handbook of Sports Psychology</i>, John Wiley & Sons, Inc.
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III.(A). PROGRAM SPECIFIC OBJECTIVES FOR BA(Hons.) History

History is the study of change over time. It covers all aspects of human society. History deals with all aspects of the human past e.g., political, social, economic, scientific, technological, medical, culture, intellectual, religious, military etc. History involves the analysis and interpretation of the human past thereby enabling us to study continuity and changes that are taking place over a time. Historical discourse gives an understanding of the past which enables us to appreciate our present and shape our future. Besides, history provides background information for other disciplines of social science and humanities.

History curriculum covers the study of human civilizations down the ages i.e., from the pre-historic to the present times. The Bachelor of liberal Arts program in History covers the study of major Historical events that took place both in India as well as across the World.

The specific objectives of the BA program in Liberal Arts (History) will be to facilitate students to:

- PSO1 Construct values like Historical sensitivity, critical approaches to evidence and building empathy by studying the lives and struggles of others.
- PSO2 Develop essential skills like research, analysis and decision making, contextualization, continuity, change over time, causation, synthesis, and argumentation.
- PSO3 Gain an in-depth theoretical, practical, and experimental knowledge by Presentation discussions, written assignments, classroom presentations, field-work projects, and by consolidating their ability to analyze, research and process information.
- PSO4 Appreciate our glorious past and the vast canvas of Indian History by providing the much-needed space at micro and macro levels. Our Presentation discussions, written assignments, classroom presentations, field-work projects, consolidate their ability to analyze, research and process information.
- PSO5 Achieve observable intellectual outcomes through its four-year duration.

III.(B). PROGRAM SPECIFIC LEARNING OUTCOMES(PSLOs) FOR HISTORY

Upon completion of the BA(HONS) History, the students shall:

- PSLO1: Demonstrate assimilation of values of History to become capable of understanding and constructing historical narratives.
- PSLO3: Develop skills like chronological thinking, historical comprehension, analysis, and interpretation of historical events. They will be equipped to engage in scholarly writings and presentations in the field of history.
- PSLO4: Demonstrate comprehensive knowledge of scholarly research and professional literature relating to the discipline. This will establish a platform from which the student can pursue higher studies in History.
- PSLO4: Be capable of formulating valid arguments based on their historiographical engagements.
- PSLO5: Be capable of starting to earn by using their skill in the field of historical and traditional knowledge system, Tourism, Archives and Museums.

HISTORY**Semester III**

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAH201	Ancient Indian History- Earliest times to 650 CE	4	0	0	4	Major (Core)
2	LAH202	Principles of History and Historiography	4	0	0	4	Major (Core)
3	LAH203	Archaeology	4	0	0	4	Major (Core)
4	LAH204	Ancient World Civilization	4	0	0	4	Minor
5	LAH205	Social and Economic History of India – Earliest time to 1200 CE	4	0	0	4	Minor
6	LAH206	History of Science and Technology in India	4	0	0	4	MDC
7	LAK207P	Computer Applications- Intermediate Level	0	0	4	2	SEC
8	LAA208E1	Modern European Language: French	3	0	2	4	AEC
	LAA208E2	Modern European Language: Spanish					
	LAA208E3	Hindi for Liberal Arts					
9	LAG209	Summer Internship Project	-	-	-	2	Internship
		Total Credit	27	0	6	32	
		Total Contact Hours	33				
		Guest Lecture (1), Library (1), Activities (1)	33+3=36				

Semester IV

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAH210	Medieval Indian History- 650 CE to 1757 CE	4	0	0	4	Major (Core)
2	LAH211	Rise of Modern West	4	0	0	4	Major (Core)
3	LAH212	History of South India up to the fall of Vijayanagar Empire	4	0	0	4	Major (Core)
4	LAH213	History of South Asia	4	0	0	4	Major (Core)
5	LAH214	Environmental History of India and the World	4	0	0	4	Minor
6	LAH215	Cultural Diversity in India	3	0	0	3	MDC
7	LAK216P	Data Interpretation	0	0	4	2	SEC
8	LAA217P	Functional English	0	0	4	2	AEC
9.	LAA218P	Current News Analysis	0	0	2	1	AEC
		Total Credits	23	0	10	28	
		Total Contact Hours	33				
		Lab (1), Activity (2)	33+3=36				

Semester V

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAH301	Modern Indian History-1757 CE to 1950 CE	4	0	0	4	Major (Core)
2.	LAH302	Archives and Museums	4	0	0	4	Major (Core)
3.	LAH303	Women in Indian History	4	0	0	4	Major (Core)
4.		Discipline Specific Elective 1	3	0	0	3	Major
5.	LAH305	Art and Architecture of India	4	0	0	4	Minor
6	LAH306	Research Methodology in History	2	0	4	4	Minor
7	LAK307P	Computer Applications- Advanced Level	0	0	4	2	SEC
8	LAV308	Art & Aesthetics	1	0	2	2	VAC
9	LAH309	Summer Internship Project-II	-	-	-	2	Internship
		Total Credits	22	0	10	29	
		Total Contact Hours	32				
		Library (2), Activities (2)	32+4=36				

Semester VI

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAH310	The Making of Contemporary India-1950 CE to 1990 CE	4	0	0	4	Major (Core)
2	LAH311	Historical Tourism and Heritage Management	4	0	0	4	Major (Core)
3	LAH312	Twentieth Century World	4	0	0	4	Major (Core)
4		Discipline Specific Elective 2	3	0	0	3	Major
5	LAH314	History of World Religions	3	0	0	3	Minor
6	LAD315P	Deep Immersion Project (with 1 week of field work)	2	0	0	3	Immersion
7	LAH316P	Data Analysis for History	0	0	4	2	SEC
8	LAA317P	Team Building and Leadership	0	0	6	3	AEC
9	LAK318P	Career Skills	0	0	2	1	SEC
		Total Credits	20	0	12	27	
		Total Contact Hours	32				
		Activities (2), Project (2)	32+4=36				

SEMESTER VII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAH401	History of Trade	4	0	0	4	Major (Core)
2	LAH402	Themes in Labor History of India	4	0	0	4	Major (Core)
3	LAH403	Intellectual History of India	4	0	0	4	Major (Core)
4	LAH404	History of Food in Indian Context	4	0	0	4	Major (Core)
5	LAH405	Partition of India in Print Media and Cinema	4	0	0	4	Major (Core)
6	LAG406	Ethics: Principles and Practice	2	0	4	4	Minor
7	LAG407P	Dissertation Writing	0	0	6	3	Minor
		Total Credits	22	0	10	27	
		Total Contact Hours	32				
		Library (2), Placement (2)	32+4=36				

Semester VIII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAH409	Orality and Oral Culture in History	4	0	0	4	Major (Core)
2	LAH410P	Practicum-History	0	0	6	3	Major (Core)
3	LAG411	Research Publication and Ethics	2	0	4	4	Minor
4	LAG412P	Seminar	0	0	6	3	Seminar
5	LAK413	Written Analysis & Communication Skills	2	0	2	3	SEC
6	LAA414P	Mindfulness and Wellbeing	0	0	6	3	AEC
7	LAR415P	Industry Dissertation & Viva Voce	-	-	-	12	Dissertation
		Total Credits	8	0	24	32	
		Total Contact Hours	32				
	Co-curricular & Extra Curricular Activities IT Lab (2) + Field Visit / Data Collection (2)		32+4=36				

DISCIPLINE SPECIFIC ELECTIVES COURSES OF HISTORY

1	LAH304E1	History and Culture of Uttarakhand	3	0	0	3
	LAH304E2	History of China (1840-1949)				
	LAH304E3	History of the USA (1765-1865)				
2	LAH313E1	Epigraphy and Numismatics	3	0	0	3
	LAH313E2	Documentation and Visual Culture				
	LAH313E3	History and Genealogy				

Course: Ancient Indian History - Earliest Times to 650 CE			Semester: III
Course Code: LAH201	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Provide not only an extensive survey of early Indian history but also familiarize them with the tools of studying ancient Indian history. 2. Provide inter-disciplinary approach. 3. Give deep understanding and knowledge about the glorious Ancient Indian Past. 4. Discuss transition in Indian culture from early historic times to 650 CE. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the importance and sequence of Ancient Indian History. 2. Discover and relate with India's past. 3. Analyze historical events and their modern continuity. 4. Evaluate the debatable issues of Ancient India. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Sources and Historiographical trends, Paleolithic, Mesolithic, Neolithic, Chalcolithic, Harappan Civilization.	12
	2	Vedic Age: Polity, society and Economy, Religion and Philosophy. Epics: Culture, Historicity.	11
	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.	13
	4	Post Mauryan polity, Society and Culture and trade. Sangam Age: Sangam Literature, Society, Culture.	13
	5	Gupta Empire: Polity and Administration, Art & Architecture, Literature, Science, and Technology, Vardhan Dynasty.	11
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Singh, U., A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson. • Sharma, R. S., India's Ancient Past. New Delhi: Oxford India Publication 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Sankalia, H. D., Prehistory and Protohistory of Indian and Pakistan. Poona: Pearson• Jain, V. K., Prehistory and Protohistory of India. New Delhi: D.K. Print Ltd.• Chattopadhyaya, D., Science and Society in Ancient India. Kolkata: K P Bagchi & Company.
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Course: Principles of History and Historiography			Semester: III
Course Code: LAH202	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn about the concepts of History and various problems in History writing. 2. Learn about the relationship between history and other disciplines. 3. Know about the successive stages of evolution in historical writing from ancient to modern times. 4. Discuss different narratives in Modern Indian Historiography. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define different historical traditions from ancient to modern. 2. Identify the important relationship between History and other disciplines. 3. Analyze various events and interpretation involved in History writing. 4. Examine and criticize the narratives and changes in modern historiography trends. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Meaning, scope and nature of History, Objectivity and subjectivity, Relativism, Causation, Generalization in History, Use and misuse of History.	12
	2	Ancillary Sciences: Archaeology, Palaeography, Epigraphy, Numismatics. Auxiliary Sciences: Linguistics, Anthropology, Sociology, Economics, Political Science, Geography, Philosophy.	11
	3	Greek and Latin Historiography; Chinese Historiography: Ssu-ma Chien. Church Historiography.	12
	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	12
	5	Modern Historiography; Empirical Tradition. Annals Tradition; Marxist; Nationalist; Subaltern; Orientalist; Historiography	13
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Ali, B. Shaikh, History: Its Theory and Methods. New York: MacMillan. • Sreedharan, E., A Textbook of Historiography. New Delhi: Orient 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Carr, E. H., What is History. London: Penguin.• Collingwood, R. G., The Idea of History. New Delhi: Aakar Publishers.• Jayapalan, N., Historiography. New Delhi: Atlantic Publishers.• Majumdar, R.C., Historiography in Modern India. Bombay: Asia publishing house.
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Course: Archaeology			Semester: III
Course Code: LAH203	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the scope and nature of archaeology. 2. Learn features of Archaeological data and methods of its collection, analysis, and interpretations. 3. Examine the evolution of human beings and their culture. 4. Study Art and Architectural Heritage and legislations relating to conservation. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Outline the basic concepts of archaeology. 2. Analyze archaeological methods and techniques. 3. Explain the historical background of cultural developments in prehistoric India. 4. Appraise the architectural heritage and their protection. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Definition; aims, scope of archaeology., History and growth of Archaeology., Relationship of archaeology with social and natural sciences., Nature of Archaeological record: Artifacts, Ecofacts, Assemblage, Industry, Cultural sites.	16
	2	Conservation and preservation of archaeological remains/sites: Aims and Methods., Methods of explorations and excavations., Chronology and Dating Methods;	16
	3	Prehistoric Beginning: Geological, biological, and cultural dimensions of humans; Human origin and Geological time scale;	13
	4	Value of Archaeology: Cultural Heritage, Monuments, and archaeological legislations., Public Archaeology., Visit any archaeological site and make a report.	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> ● Charkravarti, D. K., Theoretical perspective in Indian Archaeology. New Delhi: Munshiram Manoharlal. ● Agarwal, D. P., Archaeology in India. Copen Hagen: Copen Hagen Scandinavian Institute of Asian Studies. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Ghosh, A., Encyclopedia of Archaeology. New Delhi: Munshiram Manoharlal.• Renfrew, C., and P. Bahn, Archaeology: Theories and Methods and Practice. London: Thames and Hudson.• Sanlalia, H. D., Pre and Protohistory of Pakistan. Bombay: University of Bombay.
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Course: Ancient World Civilization			Semester: III
Course Code: LAH204	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. This course will explore the history of assorted early societies, including cultures, politics, and religions. 2. Understand the origins of humankind and the development of civilization. 3. Learn about non-Western civilizations. 4. Comprehend the development of religious traditions and philosophical systems in ancient Greek. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe Key Moments in Human evolution and the development of various subsistence patterns. 2. Discover about the early world civilizations. 3. Analyze the contribution of world civilizations in the field of science, art and architecture. 4. Assess the literary and philosophical achievements of the Greeks. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Environmental context of human evolution, biological evolution of hominins Paleolithic and Mesolithic Cultures, Understanding the Mesolithic.	10
	2	The Neolithic, Debating the origins of food production-climate change; population pressure; ecological choices, Features of the Neolithic based on sites from West Asia, Europe and East Asia: nature and size of settlements; tool-kits, artifacts and pottery; family and household.	12
	3	Bronze Age Civilisations, with reference to any one of the following: Egypt (Old Kingdom), Mesopotamia (up to the Akkadian Empire), China (Shang), Eastern Mediterranean (Minoan)—Economy, social stratification, state structure, religion. Concepts: 'Bronze Age', 'Urban Revolution', 'Civilization' and 'State', Ecological context of early civilizations, Forms of kingship, religion and state.	10
	4	Conceptualizing nomadic pastoralism, The emergence of specialised pastoral economy in West Asia and its relationship to sedentary farming, third and second millennium BCE, Socio- political interactions between nomadic pastoralists and urban- state societies in West	13

		Asia, third and second millennium BCE, The advent of iron -- its origins and implications.	
	5	Classical Greece, Emergence of the polis and changing political formations in ancient Greece: Athens and Sparta, Slavery in ancient Greece, Culture and religion in ancient Greece, Agrarian Economy, Urbanization and Trade,	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Farooqui, A. Early Social Formations. Delhi: Manak Publications. • Trigger, B.G., et.al., Ancient Egypt a Social History. Cambridge: Cambridge University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Bogucki, P., The Origins of Human Society. Massachusetts and Oxford: Blackwell Publishers. 		

Course: Social and Economic History of India-Earliest time to 1200CE			Semester: III
Course Code: LAH205	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Get knowledge about Ancient Social and Economic system. 2. Get knowledge about the early Medieval Indian Society and Economy. 3. Understand the ancient Indian Education System and Vedic Rituals. 4. Know transition in Indian Culture from early historic times to 1200 CE. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the relevance of social and economic aspects of history. 2. Relate some of the present-day institutions with the past. 3. Identify patterns of social and economic continuity and change. 4. Contrast the socio-economic narratives with the political narratives. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Aims and scope of Social and Economic History., Social And Economic Historiography and Historian. Sources of Social and economic history.	12
	2	Historical Evolution of Important Social Institutions: Origin of the Varna order in the Vedic and Later Vedic periods. Development of Varna and Caste in the post-Vedic period. Vedic Assemblies Brahmadeya and Agrahara system., Devadasi System.	11
	3	Vedic Ritual and Texts: Significance of Samskaras in Ancient India. Concept and place of Ashramas in ancient Indian society., Concept of Stridhan. Institution of marriage., Position of women in family and society: Custom of sati, Niyoga., Educational institutions in ancient India.	11
	4	Craft production and trade in Harappan civilization. Second urbanization: Trade and Technology., Trade during Mauryan and post Mauryan age., Shreni(Guild) system. Indo Roman and Indo-China Trade.	12
	5	Trade and Commerce in Early Medieval India: Inter-Regional trade, Maritime trade, Forms of exchange, Merchant guilds of south India.	14
		Total Hours	60

TEXT BOOK	<ul style="list-style-type: none"> • Sharma, R.S., India's Ancient Past. New Delhi: Oxford India Publication. • Singh, U., A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Altekar, A.S., Position of Women in Hindu Civilization. Delhi: Motilal Banarasidas. • Majumdar, R.C., Corporate Life in Ancient India. Calcutta: Calcutta University. • Bhattacharya, N.N., Ancient Indian Rituals and Their Social Contents. New Delhi: Manohar. • Journal: Indian Historical Review.

Course: History of Science and Technology in India			Semester: III
Course Code: LAH206	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand development of different sciences in Ancient India. 2. Learn about the environmental awareness and advent of agriculture in Indian subcontinent. 3. Understand the development of technologies in Ancient and Medieval India. 4. Analyze the evolution and growth of medicine in Ancient India & list the contributions of India to the world in the field of Mathematics and other Sciences. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Outline the origin and development of astronomy in ancient India; understand the origin and growth of mathematics in ancient India. 2. Explain the environmental & technological changes in ancient and medieval India. 3. Explore the importance of science and technology in shaping society. 4. Critically evaluate the evolution and growth of medicine in Ancient India & list the contributions of India to the world in the field of Mathematics and other Sciences. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Historiography of Science and Technology, Historiography of Technology, History of Science, Some aspects of science, Science, Technology and Society.	10
	2	The Environment; The Emergence and Early History of Agriculture and Animal Care, History of agriculture, Copper, Bronze, and Iron Technology in Ancient India, Origin and Dispersal of Iron, Early Iron Age in India.	15
	3	Mathematics and Astronomy from Aryabhata to Sawai Jai Singh, Mathematics in Ancient India, Aryabhata, Astronomy, Sawai Jai Singh, Medieval states and Agricultural Production; Science and Technology from the Sultanate to the Mughal period,	18
	4	Patients, Doctors, and Medicines: Ayurveda, Unani, Siddha and Folk Healing, Medicinal Plants	17
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Jaggi, O. P., History of Science and Technology in India: Science in modern India: University of Michigan • Jha, A. K. & Sahay, S., Aspects of Science and Technology in Ancient India: 		

	Routledge India.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Kumar, D., Science and Society in Modern India: Cambridge University Press.

Semester IV

Course: Medieval Indian History-650 CE to 1757CE			Semester: IV
Course Code: LAH210	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Find out the recurring themes in Medieval Indian History. 2. Infer the multiple approaches to the various issues of historical significance during this period. 3. Develop a deep understanding of the process of regional development. 4. Understand the different ways in which historian's approach, read and interpret sources. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. State the patterns of change and continuities in the economic, political, social, and cultural aspects of life during the 'Early medieval' period. 2. Discuss the major currents of development in the Cultural sphere. 3. Evaluate regional powers and the process of regionalization. 4. Assess the major debates among scholars about changes that took place with the onset of early medieval period in India. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	12
	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.	12
	4	The Mughal Period: Establishment Mughal Rule, Expansion and Consolidation under Mughal rulers. Religion, Economy, Society, and Culture, Art & Architecture.	11
	5	State Under Aurangzeb; War of Succession; Deccan kingdoms; Emergence of Marathas; Shivaji; Emergence of	17

		Successor States; Crafts and Technology, Indian Ocean Trade Network.	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Singh, U., A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. • Singh, U., Rethinking early Medieval India. New Delhi: Oxford University Press. Surjeet Publications. • Habib, I., The Economic History of Medieval India A Survey. New Delhi: Tulika Books. • Gordon, S., The Mughal Empire. Cambridge University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Raychaudhuri, S.C., History of Mughal India, a detailed Study of Political, Economic, Social and Culture aspects from 1526 To 1707 AD. Delhi: • Journal Name: Indian Historical Review. 		

Course: Rise of Modern West			Semester: IV
Course Code: LAH211	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to:		
	<ol style="list-style-type: none"> 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. 2. Understand the shifting dynamics of economic and political power within Europe, Europe's contact with the 'New World'. 3. Understand the development of modern political arrangements, new intellectual currents, and modern scientific views and theories shall be examined closely. 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 18th century. 		
LEARNING OUTCOME	After completing this course, students will be able to:		
	<ol style="list-style-type: none"> 1. Explain the process by which major transitions unfolded in Europe's economy, state forms, social structure, and cultural life. 2. Analyze the linkages between Europe's political economy and trading structure and those of the colonized world. 3. Demonstrate the elements of modernity developing in social, political and intellectual realms. 4. Discuss the features and causes of American and the emergence of capitalist industrialization. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Transition from feudalism to capitalism, Concept of Feudalism, Concept of Capitalism, Feudalism to Capitalism: problems and theories, factors behind the capitalism.	10
	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.	10
	3	Renaissance, In Italy: its social roots, Humanism and its spread in Europe, Art and Paintings, Literature and renaissance results, Reformation in the 16 th century, rise of modern science in relation to European society from the renaissance to the 17 th century.	13
	4	Economic Developments of the Sixteenth Century: Shift of economic balance from the Mediterranean to the	11

		Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.	
	5	Emergence of European State System, Spain; France; England; Russia Mercantilism and European economics: 17 th and 18 th centuries, Preludes to the Industrial revolution, American revolution.	16
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Meenaxi, P., Rise of the Modern West: Social and Economic History of Early Modern Europe. Macmillan Publishers India • Sinha, A., Europe in Transition: From feudalism to Industrialization: Manohar Publishers. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Carlo M. C., Before the Industrial Revolution, European Society & Economy. 1000–1700. Routledge 		

Course: History of South India Up to the Fall of Vijayanagar Empire			Semester: IV
Course Code: LAH212	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Study the history of a region that is often left out of, or given short shrift in, mainstream 'Indian History'. 2. Get vast knowledge about the political conflict in South Indian dynasties. 3. Give deep understanding and knowledge about the cultural aspect. 4. Give a brief knowledge of the society, economy, and religion in South India. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify geographical and pre-historical conditions in South India. 2. Contrast the different historical traditions of the Southern region with those of the north. 3. Analyze the different cultural process in south India. 4. Interpret and evaluate the non-political aspects of South-Indian history. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Defining South India: Geography, Ecology, Sources: Literary and Archaeological. Early Historic Cultures; Pre-Historic Culture; Neolithic; Megalithic Culture; Aryanization.	15
	2	The Age of Mauryan Empire: The Sarvanana's and Their Successors; The Sangam Age.	09
	3	Conflict between Chola, Chera and Pandya, Chalukya Dynasty, Pallavas, Rastrakutas, Hoysalas; The Cholas of Tanjore.	12
	4	The Vijayanagar Empire: Dynasties, Governance, Economy, Culture., Conflict with the Bahamanis.	10
	5	Society and Economy, Art and Architecture, Religion and Philosophy in medieval phase.	14
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Shastri, K.A.N, History of South India from Earliest Times to Fall of Vijayanagar Empire New Delhi: Oxford University Press. • Noboru, K., A Concise History of South India. New Delhi: Oxford University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Aiyangar, K., The Beginnings of South Indian History. London: Forgotten Books. • Anantharaman, A., Temples of South India. Chennai: East-West Books (Madras) Pvt. Ltd. 		

Course: History of South Asia			Semester: IV
Course Code: LAH213	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the South Asian subcontinent and the creation of political identities and the ideological discourses of political practice. 2. Understand the history, culture, and political economy of South Asia from the seventeenth century to the mid twentieth century. 3. Explaining the Society and Culture of South Asia are of vital significance to broadly understand and conceptualise the social problems. 4. Analyze the Foreign Policies of South Asian countries provides a comprehensive framework to understand the diplomatic relationship between South Asian countries. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define an overall understanding of historical trajectories of South Asia. 2. Interpret the society and state in South Asian before and after the British intervention. 3. Explain the social and cultural aspects of South Asia and transformations during the British period. 4. Appraise the role of history and historical memory in present-day debates. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Defining the region of South Asia- Geographical Features- South Asia, General Introduction: South Asia in Historical Perspectives, Historical Geography, Resources – South Asia civilization – Races – Ethnicity and Identity.	13
	2	Economic structures and specific political features of South Asian countries, Nature and content of economic policies pursued by South Asian countries, Cultural realm of South Asia – Various aspects of Cultural landscapes including religious diversities, linguistic mosaic. Social structure - caste system.	16
	3	South Asia: From Colonialism to Independence, Colonialism, Imperialism, Nationalism and Economic Nationalism – Idea of ‘Overseas Expansion’	13
	4	Introduction to Foreign Policy, South Asian Foreign Policy characteristics, Nonalignment, Panchsheel, SAARC, Commonwealth, post-cold war and recent trends.	18
		Total Hours	60

TEXT BOOK	<ul style="list-style-type: none"> • Mann, M., South Asia's Modern History (Thematic Perspectives). Routledge. London. • Ludden, D., India and South Asia: A Short History. One world Publication.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Pinney, C., Visual Histories of South Asia. Primus Books

Course: Environmental History of India and the World			Semester: IV
Course Code: LAH214	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn about the importance of ecology and environment in their life. 2. Learn about relationship between Human and Environment. 3. Know the environment awareness from ancient times to modern Period. 4. Discuss complex environmental issues from a problem-oriented, interdisciplinary perspective. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define the ethical, cross-cultural, and historical context of environmental Conservation. 2. Explain the importance of environment and forestry in their life. 3. Illustrate the transnational character of environmental problems and ways of addressing them, 4. Analyze local and global environmental issues and their possible solutions. 		
COURSE DETAILS	Module No	Topic	Hours
	1	The concept of Nature and conservation in Ancient Indian Culture. Indus Valley Civilization: Planned urbanization, drainage system. Forest and wildlife management in Maurya and Post-Maurya period.	14
	2	Exploration of natural resources for Economic development in Early Medieval India, Exploration of natural resources for Economic development, Over exploitation of Natural resources during Mughal Period. Water Management system.	14
	3	Green Imperialism, Colonial Forestry and the colonies, Colonial Forestry in British India, Environmentalism, and the Modern Environmental Historians.	14
	4	Environmental Movements around the World and in India., Global Environmental Institutions, Summits, and Their role in Climate Change Scenario.	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Fisher, M. H. (2018). An Environmental History of India. Cambridge: Cambridge University Press. • Habib, I. (2015). Man and Environment: The Ecological History of India. New Delhi: Tulka Books. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Bhattacharya, S., Forest, and Biodiversity conservation in Ancient Indian culture: A review based on old texts and archaeological evidence. International letters of social and humanistic science. • Guha. R., Environmentalism: A Global History. New Delhi: Penguin Random House India. • Arnold, David, Nature, Culture, and Imperialism, (ed.). New Delhi: Oxford University Press. • Grove, R., Ecology, Climate and Empire. New Delhi: Oxford University Press.
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Course: Cultural Diversity in India			Semester: IV
Course Code: LAH215	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To Understand the meaning and elements of culture with different culture related terms. 2. To explore various aspects of cultural heritage and cultural diversity. 3. To discuss about the fusion and traversing in Indian culture. 4. To discuss about the fusion and traversing in Indian culture. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize the cultural heritage and traditional practices in different states. 2. Examine the changing socio-cultural scenarios of India. 3. Interpret the diversity of Indian society and perceive changes. 4. Develop the values of tolerance, communal harmony, and peaceful co-existence. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Understanding Indian Culture: Introduction: Meaning and Elements; Cultural Diversity and Heritage. Transformation and Cultural Advancement; cultural Pluralism and Multi-culturalism; Cultural Sensitivity and Cultural competence.	12
	2	Fusion and Traversing in Indian Culture: Understanding Indian culture through history; Change and Continuity in cultural practices.	12
	3	Cultural Art Forms of India: Folk Art Forms., Classical Art Forms., Modern Indian Art Forms; Tradition and Modernity.	12
	4	Expansion of India Culture: Causes, significance and Modes of Cultural exchange Cultural Diaspora: Ethnicity and Diasporic Identity.	09
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Ghosal, U.N., Studies in Indian History and Culture. New Delhi: Orient Black swan. • Messy, R., India's dances: Theory, technique and Reportaire. New Delhi: Abhinav Publications. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Olivelle, P., Language, Texts, and Society. London: Anthem Press. • Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building. Jaipur: Rawat Publications. • Subrahmanian, L. "A Language for music: Revisiting the Tamil Isai Iyakkam.:" Indian Economic and Social History.
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Semester V

Course: Modern Indian History-1757 CE to 1950 CE			Semester: V
Course Code: LAH301	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Outline key developments of the 18th century and establishment of British rule. 2. With the broad socio-economic and political trends in colonial India from the latter half of the 19th century. 3. Critically analyses the various trends in the national liberation movement and other aspects of politics. 4. Discuss the Post-independence problems and political changes. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Outline the importance and Sequence of Modern India history. 2. Identify how different regional, religious, and linguistic identities developed in the late 19th and early 20th centuries. 3. Illustrate the social and economic facets of colonial India and their influence on different trends of politics. 4. Analyze the complex developments leading to communal violence and partition. 		
COURSE DETAILS	Module No	Topic	Hours
	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	10
	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.	13
	4	Political ideology and organizations, formation of INC; Moderates and extremists; Swadesh movement. Revolutionaries Mahatma Gandhi: his Perspectives and	13

		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	
	5	Independence and Partition: Negotiations for independence, and partition Popular movements Partition riots, Emergence of a New State: Making of the Constitution Integration of princely states Land reform and beginnings of planning.	14
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Grover, B.L. & Mehta, A., A New Look at Modern Indian History. S. Chand Publication. Chandra, B., India's Struggle for Independence. New Delhi: Penguin Random House India. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Bandyopadhyay, S., From Plassey to Partition. New Delhi: Orient Black Swan. 		

Course: Archives and Museums			Semester: V
Course Code: LAH302	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn about archival material and their preservation techniques. 2. Learn about museology and artifacts management. 3. Get Knowledge about the various aspects of documentation and visual culture. 4. Understand the importance of archives and museums in history. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the basics and importance of Archival studies. 2. Understand the art of document preservation, collection, and presentation. 3. Explore the basics of Museology and public display of artifacts. 4. Develop artistic sense and learn museum decoration and artifacts preservation. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Definition of Archives and allied terms: Manuscripts, Documents, Records, Library, Gallery. Physical forms of Archival Materials	09
	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.	11
	3	Definition of Museum., Aim, Function, History of Museum., History of Museum in India.	12
	4	Types of Museums and Emergence of New Museums and allied institutions. Understanding of Collection, Conservation, Preservation and their policies, ethics, and procedure.	11
	5	Museum, Archives and Society: Exhibitions, Public Relation., Visit and access to Museum and Archives and make a report.	17
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Sen, M., Introduction to Archives and Museums. Kolkata: Madurima Sen publications. • Guha, T., Monuments, Objects, Histories: Institution of Art in Colonial India, New York. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Jain S., Museum and Museology: Ek Parichaya (Hindi), Kanika Prakashan. • Sengupta, S., Experiencing History Through Archives, Delhi: Munshiram Manoharlal. • Saloni, M., India by Design: Colonial History and Cultural Display, University of California.
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Course: Women in Indian History			Semester: V
Course Code: LAH303	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the changes and Continuities in the lives of Women in India from a historical perspective. 2. How politics of race, class, caste, and religion affected and continue to impact women in India. 3. Discuss the role and contribution of women in different time periods. 4. Discuss women's life and their role in shaping society. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize the changes and continuities in the lives of women in India from a historical perspective. 2. Identify how politics of race, class, caste, and religion affected and continue to impact women in India. 3. Analyze the condition of women in different historical period. 4. Evaluate the role and contribution of women in contemporary societies. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Theories and Concepts: Women and Historiography: a tool of Historical Analysis, Understanding structures of Patriarchy.	10
	2	Women in Ancient India, Women in Political Spaces: From early-to-early Medieval times, Economic and social roles: Material production, property relations and patronage relations and patronage; varna, Jati, household, sexuality and marriage, women in cultural and religious frames: representations in art and literature; goddesses and saints.	16
	3	Women in Medieval India, Women, and power in the Delhi Sultanate: Razia Sultan, Women and Literature: Love and manliness in Hindawi romances, Representations of Women and men in Indo-Persian Sanskrit and Rajput Traditions, Harem, household and Family.	12
	4	Women In Modern India: The Women's Question, social reforms, and law, Gendering caste, class and religious identities, Emotional Histories: Household, family, marriage, and love., Women in Popular culture. Women and Partition: Women's movements and the state., Hindu Code Bill.	22

		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Kumar, R., The History of Doing. An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990, New Delhi: Zubaan publishing house. Roy, K., The Power of Gender and the Gender of Power, Exploitations in Early Indian History. New Delhi: Oxford University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Ali, A. 'Women in Delhi Sultanate'. In the Oxford Encyclopedia of Islam and women, New York: Oxford University Press. 		

Course: Art and Architecture of India			Semester: IV
Course Code: LAH305	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn about the art and architecture of India. 2. Learn about the development of ancient art and its modern continuity. 3. Get Knowledge about the various aspects of art and architecture during Medieval times. 4. Understand the change and continuity in art and architecture during modern times. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize the chronological History of Art and Architecture. 2. Identify about the various art forms. 3. Examine the artistic view of different architectural forms. 4. Develop artistic sense and learn the importance of preserving art and architecture. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Art and Architecture; Definition and types; Importance of Art and Architecture.	12
	2	Art and Architecture in Ancient India: Rock Painting, Emergence of Temple Architecture; Rock-cut Architecture, Stupa Architecture, Cave Paintings, Sculptural art.	10
	3	Sculptural Art and Paintings in Ancient India: Concept and Symbolism; Terracottas, Ivories and Bronze; Paintings; Stone sculptures-Gandhara, Mathura, Sarnath and Andhra schools of Art.	12
	4	Art and Architecture during Sultanate and Mughal Period; Art and Architecture in regional Kingdoms during Medieval Period.	12
	5	Introduction to Modern Art and Architecture: Colonial Painting; Modern Indian Painting; Modern Indian Monuments and Colonial Architecture, Modern Regional Art, and Architecture.	14
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Brown, P., Indian Architecture (Buddhist and Hindu Periods). Bombay: D. B. Taraporevala Sons and Co. • Jha, Alok S., Indian Culture Art and Heritage. New York: Lexis Nexis. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Chandra, P., Studies in Indian Temple Architecture. New Delhi: American Institute of Indian Studies. • Khandalwala, K., Golden Age: Gupta Art Empire, Province, and Influence. Bombay: Marg Publications. • Nagaraju, S., Buddhist Architecture of Western India. New Delhi: Agam Kala Prakashan. • Harle, J., The Art and Architecture of the Indian Subcontinent. Harmondsworth: Penguin.
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Course: Research Methodology in History			Semester: V
Course Code: LAH306	LTP	2 0 4	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the concepts of research methods and report writing. 2. Develop a proper understanding of the nature and character of the discipline, its development through stages and various thoughts. 3. Develop understanding on various kinds of research, objectives of doing research, research process, and research designs. 4. Get knowledge about the techniques of research and thesis writing. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the necessary insights into the theoretical and structural aspects of the discipline enabling the researcher to carry out research. 2. Identify the meaning, scope and relation with other disciplines. 3. Explain Research Methods of History. 4. Use the techniques of research and execution of research. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction, meaning of research, Historical Research: Meaning and Types, Objectives, Bias in historical research.	15
	2	Research design, Research proposal, Inter disciplinary approach with Political Science, Economics, Sociology, Anthropology and Archaeology.	25
	3	Different types of research methodology, Historical method, Scientific method, Deductive and inductive method, Case study method.	25
	4	Thesis writing - Choosing a topic, Statement review of literature, Different stages of research problems, Preliminary operation, Analytical operation, Synthetic operation, concluding operation, Documentation, footnotes.	25
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> • Clark, G. K., Guide for Research Students working on Historical Subject, Cambridge. • Sheik Ali, B., History, its Theory and Methods, Macmillan. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Collingwood, R.G., The Idea of History, London. 		

Course: Summer Internship Project II			Semester: V
Course Code: LAH309	LTP	0 0 0	Credits: 2

LEARNING OUTCOME	<p>After completing the internship, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the functioning of the organisation. 2. Assess interests and abilities in their field of study. 3. Develop work habits and attitudes necessary for job success. 4. Build a record of work experience and write a project report.
COURSE DETAILS	<p>An internship is a professional learning 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. 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 credit score.</p> <p>For an internship to be successful it depends on the support and contribution of –Agency/Organization:</p> <p>Having a good Internship Structure that provides a equal opportunity to the students to Learn, unleash their potential.</p> <p>Provide them Challenging and very engaging Tasks.</p> <p>Understanding and solving the queries of the student intern.</p> <p>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 professional staff</p> <p>Review the student's coursework and discuss the knowledge and skills acquired in consideration of that required to perform the work duties within the agency.</p> <p>Evaluate the Intern's Performance, Attendance etc. and share it along with the Participation Letter/certificate.</p>

	<p>Faculty Supervisor:</p> <ul style="list-style-type: none"> • To provide a liaison between 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. • To provide orientation to the Student Interns Regarding the Internship. • To facilitate the Pre-internship seminars, providing feedback to interns on presentations and papers. • To provide ongoing consultation with the placement agencies as needed. • To Share Necessary Information regarding the Internship with students and help in smooth Registration and Placement Process. • To coordinate with the Training and Placement Officer for better results. <p>Student Intern:</p> <p>The overall responsibility of the student is to devote himself/herself to the learning of helpful interaction with service users.</p> <ul style="list-style-type: none"> • To obtain 100 % Attendance in the internship. • To follow agency policies with regard to time schedules, regulations, and matters of dress. • To Work Diligently and Be responsible for the Tasks assigned. • To leave word with the agency secretary and or supervisor as to where s/he is and when s/he will return. • To report absences and reasons for absences immediately to the External Guide/H.R. • To participate in her/his midterm and final evaluations with the Field Instructor. • To participate in an evaluation of the Social Work Department. • To write a Report and Maintain the Logbook of the internship at the end of her/his internship and submit it to the Faculty In-Charge. • To carry out an evaluation of the Field Instructor (Appendix J). • To complete assignments for the internship seminar. • To participate in an end of term discussion and complete the Skills and Services Feedback form provided by the Organization (If any). • To provide evidence of having completed at least 200 hours including attendance during the agency visits.
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*Assessment of the internship will be based on the rubrics for internship given under common courses.

Semester VI

Course: The Making of Contemporary India- 1950 CE to 1990 CE			Semester: IV
Course Code: LAH310	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Cover a period of Indian history starting with rise of India's freedom struggle and culminating in our very recent past. 2. Cover nearly seven decades of events in the Indian and related world history. 3. Discuss about economic policies and progress of democracy in India. 4. Understand media and its role in nation building. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize the wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 2000s. 2. Identify the initial problems faced by India after independence. 3. Analyze the economic policies adopted by Indian government and impact in shaping modern India. 4. Explain the value of democracy and its pillars. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Laying the Foundation of Independent India: The Constitution: nationality and citizenship Linguistic re-organization. Foreign policy and the making of non-alignment	10
	2	Envisioning a New Economic Order: Agriculture and industry; Five Year Plans Education, science, and technology, Uneven development –Punjab, Bihar (case studies)	10
	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	14
	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.	14

	5	The Public Sphere: Print media, Institutions of art and culture, Visual Media: Cinema and Television	12
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Chakrabarty, D. et.al, From the Colonial to the Post- Colonial: India and Pakistan in Transition. New Delhi: OUP. Vinaik, A. & Bhargava, R., Understanding Contemporary India, Hyderabad: OrientBlack Swan. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Jaffrelot, C., The Hindu Nationalist Movement and Indian Politics 1925 to 1990s. New Delhi: Penguin. 		

Course: Historical Tourism and Heritage Management			Semester: VI
Course Code: LAH311	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the Idea of heritage, natural & culture, and major elements of the natural heritage of India and the world. 2. Know about the heritage sites of India and Uttarakhand. 3. Acknowledge heritage tourism management, conservation, strategies for managing visitors and residents, and heritage marketing. 4. Understand the role and regulations by world organizations for heritage management and conservation. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize major elements of cultural heritage, world heritage and natural heritage of India. 2. Interpret heritage monuments and zones, heritage zone, concept, world heritage sites of India and Uttarakhand. 3. Identify the importance of heritage conservation and management. 4. Analyze the role and works of heritage management organizations and legislations related to heritage. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Concepts, definitions, Types of Tourism. Concept of Heritage: Idea of Heritage: Natural and Cultural, Major Elements of the Cultural Heritage of India. Major Elements of World Cultural Heritage., Major Elements of the Natural Heritage of India	14
	2	Heritage- Art & Architecture in India Monuments & Heritage: Stupas, Temples, Forts, Religious places, Indo-Persian structure, Colonial Architecture, Heritage sites of Uttarakhand.	14
	3	Meaning and concept, Criteria for selection as heritage sites, monuments, and zone by UNESCO (WHC). Heritage Management, objectives and strategies, Protection, Conservation and Preservation, Case study of one destination, Heritage Marketing, Destination development for tourism.	14
	4	National and International Organizations engaged in Heritage Management (UNESCO, ICOMOS, ASI, INTACH, Aga Khan trust, and NGO's), International Conventions on Cultural Heritage., Legislation on	18

		Preservation of Natural Heritage., Field Trip: Visit any Nearby Heritage site and make a report.	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Mathur, A., Indian Culture and Heritage, California: CreateSpace Independent Publication. • McKercher, B. and Du Cros, H., Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management. New York: Haworth. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Working Group report on Improving Heritage Management in India, Niti Aayog, Govt. of India. • Greffe, X., Managing our Cultural Heritage. New Delhi: Aryan Books International. • Allchin, B., A et al., Conservation of Indian Heritage. New Delhi: Cosmo Published. 		

Course: Twentieth Century World			Semester: VI
Course Code: LAH312	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Make understand various developments which took place in the 20th Century after the Second World War. 2. Aware of the need to understand peace Treaties. 3. Understand in the wake of globalization and other issues involved with it. 4. Understand Geo-politics in the 20th Century. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Classify important changes occurred before 20th 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. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	12
	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.	14
	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.	15
	4	Second World War and New Political Order Origins, nature, and results of the War. Ideological and political basis of cold War; Pacts and Treaties, Apartheid and Feminism, Disintegration of Socialist block and end of the Cold War.	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Jain & Mathur, An Outline of Modern World History. Ahmedabad: Jain Prakashan Mandir. • Dev, A., History of the World. New Delhi: Orient Black Swan. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Lowe, N., Mastering Modern World History. London: Palgrave Macmillan. 		

Course: History of World Religions			Semester: VI
Course Code: LAH314	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Know about the history and origin of world religions. 2. Understand the belief and religious practices in various religions. 3. Know expansion of religions. 4. Examine the growth and changes in world religions from their foundation to today. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the basic history, beliefs, and practices of at least two religious' traditions. 2. Interpret how religious symbols and narratives are used, interpreted, and changed by individuals and communities over time and across different cultures. 3. Analyze the morals and ethics of different religious traditions. 4. Relate and contrast different religious traditions from around the world. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	45

TEXT BOOK	<ul style="list-style-type: none"> • Terhart, F. & Janina, S., World Religions. Bath: Parragon Inc. • Dowley, T., Introduction to World Religions. Minneapolis: 1517 Media publication.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Smith, O., World's Religions. California: HarperOne Publication. • Basham, A.L., The Origins and Development of Classical Hinduism. New York: OUP.

Course: Data Analysis for History			Semester: VI
Course Code: LAH316P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Provide Guidance on How to develop and refine Data from concerned area. 2. Differentiate between Qualitative, Quantitative, and theoretical Genre. 3. Give Practical Knowledge on How to Analyze Qualitative Data. 4. Provide guidance for how to Present Findings and develop a cohesive Narrative through Story lining of Data. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Outline how organizations use data and analytics to create value and improve performance. 2. Recognize and apply founding probability and statistical theory to data analysis. 3. Interpret key elements of the theory, technology and algorithms that underpin the tools used. 4. Analyze and apply information theory and Data mining theory to data classification and data clustering problems. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction of Data Analysis. Brief History, Data sets, data visualization, summary, statistics.	10
	2	Qualitative Data Analysis: Introduction learning to swim in the Data, Transcribing and coding, Other Strategies of Qualitative Data Analysis, Presenting your finding, Mapping Data: Its Story lining, summary.	20
	3	Quantitative Data Analysis: Getting Started: cleaning Data and establishing Procedures, Secondary Data Analysis, Types of Quantitative Data Analysis and Presentation Format.	15
	4	Descriptive Statistics, Inferential Statistics, Analysis of Variance (ANOVA), Correlations, Regression, Drawing Conclusion from Data.	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • J. Blitzstein and J. Hwang, Introduction to probability. • Laudat E. and Kosuke I., Data analysis for Social Sciences, A Friendly and Practical Introduction, Princeton University Press. 		
REFERENCE BOOK/ SUGGESTED	<ul style="list-style-type: none"> • Grimmer, J., E. R., Margaret, Robert E., A New Framework for Machine Learning and the Social Sciences. Princeton New Jersey: Princeton University Press. 		

READING	<ul style="list-style-type: none"> • Bors, D., Data Analysis for the Social Sciences integrating Theory and Practice. London: Sage Publications. • Springer. International Journal of Data Science and Analytics (Journal)
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Semester VII (Hons)

Course: History of Trade			Semester: VII(H)
Course Code: LAH401	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. With a broad-based knowledge of trade practices in India. 2. Discuss major theories regarding international trade of India. 3. Delineate the social impact of international trade which has developed a mixed culture in the coastal areas of India. 4. Trace the structure and nature of international trade in the Indian Ocean. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the Trade and Commerce and Monetary System of India in Historical perspective. 2. Interpret the Monetary System, Towns and Cities and Emergence of Regional States. 3. Examine cultural relations of different countries. 4. Analyze the economic growth and its global perspective. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	16
	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.	16
	3	Inter-regional trade, maritime trade, forms of exchange, Process of Urbanization in Medieval period. Advent of European Traders.	12
	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.	16
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Srivastava, B., Trade and commerce in Ancient India, Chawkhamba Publications. • Commander. S. K., A Maritime Trade of India. India: Publication division Ministry of Information & Broadcasting. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Chaudhuri, K.N., Trading World of Asia and the English East India Company. New York: Cambridge University Press. • 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. • Simon, D., The Maritime Trade of India-1200-1500, Cambridge University Press. • Chaudhuri, K. N. Foreign Trade and balance of payments (1757-1947), CEHI, (Journal)
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Course: Themes in Labor History of India			Semester: VII(H)
Course Code: LAH402	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the historical process that has shaped the world of Labor. 2. Know relationship of social Structure and identities. 3. Understand Historical aspects of Labor Movements in India. 4. Create Understanding of Labor market, wages, Employment in Historical Perspective. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize history of labor in India across different contexts and times. 2. Interpret the different approaches of the History of Labor. 3. Outline the concept of labor markets, wages, employment in Historical perspective. 4. Evaluate the changing world of Work in the long run understanding the origin and development of labor market. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	10
	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.	18
	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.	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Saran, K. M., Labor in Ancient India. Bombay: Vara and Company Pvt Ltd. • Joshi, C., Indian Labor and its Forgotten Histories. London: Anthem press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Northrup, D., Indentured labor in the age of imperialism 1834-1922. New York: Cambridge University Press. • Joshi, C., Lost words: India's Labour and its forgotten Histories. Hyderabad: Orient Blackswan. • Behal, Rana P., Van der,M., India's Labouring Poor-Historical Studies-1600c.-2000c.New Delhi: Cambridge University Press. 		

	<ul style="list-style-type: none"> • Caderlof, G., The Imperial Underbelly, Workers, Contractors and Entrepreneurs in Colonial India and Scandinavia. London and New York: Routledge. • Labor History review ISSN (Online): 1745-8188 (Journal)
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Course: Intellectual History of India			Semester: VII(H)
Course Code: LAH403	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the foundation of Intellectual History of India. 2. Explore intellectual thinkers from the Ancient to Modern Period. 3. Discuss intellectual thoughts and its impact in contemporary society. 4. Familiar with the life, career, ideals, and principal life of intellectuals. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the intellectual traditions in Ancient India. 2. Illustrate the influx of foreign elements and changing socio-economic scenarios. 3. Analyze the intellectual thoughts of colonial times. 4. Critically evaluate intellectual history of India. 		
COURSE DETAILS	Module No	Topic	Hours
	1	The Intellectual foundation of India: Vedas and Non-Vedic texts., Atheism and Materialism in Ancient India., Ancient Indian Sages and their contribution in science and technological inventions.	14
	2	Origin of Tantrism and its influence in various sects of Hinduism and Buddhism., The Mystical Tradition of Sufism., Bhakti Saints of India and their beliefs., Scientists in Medieval India.	16
	3	Orientalism and the Interpretation of Vedas., The Renaissance-Raja Ram Mohan Roy. Reformist and Revivalist: Swami Vivekananda and Vedanta Philosophy., Aurobindo's thought., Art and Intelligence of Rabindranath Tagore.	12
	4	Mahatma Gandhi and his Philosophy of Satyagraha Dr. B.R. Ambedkar- Intellectual colossus. E.V. Ramaswamy Periyar- A Universal Philosophy of Self Respect, Women Intellectual-Activists., Modern Indian Scientist and Their Contributions.	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Kapila, S., An Intellectual History of India. New Delhi: Cambridge University Press. • Venkata Ratnam. M., Ancient Sages of India. CreateSpace Independent Publishers. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Walker, B., Tantrism Its Secret Principles and Practices. Glasgow: HarperCollins Distributions Services. • Ernst, C. W., Sufism: An Introduction to the Mystical Tradition of Islam. Colorado: Shambhala Publishers. • Sanyal, I., Understanding Thoughts of Sri Aurobindo's. New Delhi: D.K. Print World Ltd. • Gandhi, M., The Story of My Experiments with Truth. New Delhi: Fingerprint Publishing.
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Course: History of Food in Indian Context			Semester: VII(H)
Course Code: LAH404	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Explore the role of food throughout human history. 2. Examine the central place of cuisine in Indian culture and society. 3. Examine the European food culture and its impact on Indian food habits. 4. Survey the history of food and eating chronologically, from Prehistoric times to the present. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Outline the history of food culture – from raw to cooked. 2. Infer the effect of conquest, culture and religion on food consumption. 3. Demonstrate the effect of maritime activities and the Age of Discovery on food. 4. Evaluate the importance of food, food production and import and export, famine and green revolution. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Determine what our ancestors ate, Dietary reconstruction and nutritional assessment of past people, historical evidence of malnutrition, animals used for food in the past, history diet and hunter gatherers, Neolithic revolution particularly focus on Agriculture, Food raised in the Indus valley Civilization.	10
	2	Culture and Food: Staple foods from ancient to modern, roots and tubers, cultivation and consumption of vegetables, history of stapled nuts, use of animal marine and vegetable oils, spices and flavourings Food and taboos about food, cultural diversity of food consumption in India Religion and food culture, regional differences in food culture, change of food preference over time from ancient to modern	16
	3	Food and drink around the world: Asia, Europe, America, Africa Culinary history of the world, food and medicine Global impact on Indian food since colonialism, Famine and food scarcity	14
	4	New Trends in Indian food, 1947-present, Agriculture revolutions: White revolution, green revolution, yellow revolution, and other revolution, Globalization and	20

		Fusion Cuisines, Indian diasporic food habits Indian Regional Cuisine at a glance: South India, North-east India, North India, Western India, Eastern India Trading in tastes, vegetarianism and veganism, diet food	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Achaya, K.T., Indian Food. Oxford University Press, New Delhi. Achaya, K.T., Historical Dictionary of Indian Food. Oxford University Press, New Delhi. Kiple, K. F., Ornelas K. C., Cambridge World history of Food, Cambridge University Press 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Pandey, A., History of Indian Food. Notion Press 		

Course: Partition of India in Print Media and Cinema			Semester: VII(H)
Course Code: LAH405	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the history of the partition of India from non-textual sources. 2. Explore new sources of oral and artistic modes of information dissemination. 3. Assess the role of survivor narratives in documenting history. 4. Explore the role of Indian film industry to bring partition stories into the mainstream. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the educational possibilities of popular cinema. 2. Analyze the role played by newspapers in documenting history. 3. Examine the disproportionate price women had to pay during partition. 4. Appraise the change in the narrative acts in partition stories of Indian cinema. 		
COURSE DETAILS	Module No	Topic	Hours
	1	History of Partition of India; History and Memory; Rural Imagination of Nation and National Events; Woman in the context of Partition; Accounts of the Survivors	14
	2	Home and Nostalgia; Refugees and Citizenship; Displacement and Rehabilitation; Narratives on Partition in mainstream Print Media; Representation of Partition in literature	14
	3	Mainstream Narratives on Partition in Cinema – Dharmputra; Pinjar; Train to Pakistan; Hey Ram; Midnight's Children	14
	4	Alternate Narratives on Partition in Cinema – Meghe Dhaka Tara; Garam Hawa; Tamas; 1947 Earth; Khamosh Pani; Manto.	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Raychaudhuri A., Narrating south Asian partition: oral history literature cinema. Oxford University Press. • Sarkar J. & Mukherjee R., Partition literature and cinema: a critical introduction. Routledge. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Misri D. & Caspi I., Beyond partition: gender violence and representation in postcolonial India. University of Illinois Press. • Roy A. G., Memories and post memories of the partition of India. Routledge. 		

Semester VIII (Hons.)

Course: Orality and Oral Culture in History			Semester: VIII(H)
Course Code: LAH409	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the various dimensions of orality and the relationship between Orality Memory and History. 2. Exposing participants to connections between orality, imagination, memory, and History. 3. Generate awareness of the relationship between narrative form, aesthetics, subjectivity, and memory in the shaping of historical perspectives. 4. Highlight ethical issues and democratic concerns, providing exposure to practical problems and possible solutions, through case studies and actual Histories. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe practical experience in oral History interviewing and related aspects of Oral History, recording Transcribing, editing, Publishing and preservation. 2. Identify and establish a fundamental knowledge in the technologies of recording preservation and publication of Oral History Interviews. 3. Analyze theoretical underpinnings of Oral History. 4. Develop overall understanding of Oral History as a process and an information package. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Defining Orality: (Concepts) Orality, Oral Tradition, oral Culture., Oral History, Distinction Between Oral tradition & Oral History, Oral History of our time, Memory and Oral History, Public history and Oral History, Orality and Literacy, from Memory to Written Records	14
	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	14
	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	14

	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	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Donald. A. R., Doing Oral History: A Practical Guide. USA: OUP • Abrams, Lym., Oral History Theory. London: Routledge. • Ong Walter, J., Orality and Literacy. London: Routledge. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Perks R., & Thomsen A., The Oral History Reader. London: Routledge Journal. • Foucault, M., Archeology of Knowledge. New York: Pantheon Books. 		

Course: Practicum- History			Semester: VIII(H)
Course Code: LAH410P	LTP	0 0 6	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Get practical knowledge of archaeology. 2. Develop ability to preserve, organize, and create access for the historic record. 3. Understand the importance of public history. 4. Work on history research project to critically analyse historical events. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain the basics of field archaeology and dating techniques. 2. Apply methods of document preservation techniques. 3. Identify the museums and its functioning. 4. Demonstrate practical experience of planning and completing a research project as a stepping-stone to the Dissertation. 		
COURSE DETAILS	Module No	Topic	Hours
	1	History: Writing, Research, & Analysis, Archaeological methods. Identification and study of tools., Identification and study of Pottery and sculptures., Use of Remote Sensing and GIS in Exploration., Radiocarbon dating.	25
	2	Introduction to Archival Material., Types and classification of Archival materials., Documentation of Archival materials., Methods of preservation and repair of archival material., Storage and digitization of Archival Materials.	25
	3	History and Development of Museum and Museology. Museum Display and Exhibition., Preservation of Natural History Specimens., Audio- Visual Techniques used in museums., Museum Documentation Technique and Environmental Monitoring.	25
	4	History Research Project: Identifying a topic, Forming your enquiry, Research tools for analysis, Doing History Presentation	15
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> • Atkinson, R. J. C., Field Archaeology. New Delhi: Routledge Publication. • Gupta, R.C., "A Review of work in conservation in the National Archives of India", Conservation of Cultural Property in India. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Ambrose, T. & Paine Crispin, Museums Basics. London: Routledge publication.• Reardon, D., Doing your Undergraduate Project. New York: SLE Pound.
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ELECTIVES COURSES OF HISTORY

Course: History and Culture of Uttarakhand			Semester: V
Course Code: LAH304E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn about the History of Uttarakhand from ancient times. 2. Learn about colonialism and its impact in various fields in Uttarakhand region. 3. About the social composition and economic sources of Uttarakhand. 4. Understand the value of Uttarakhand culture and traditions. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize chronological History of Uttarakhand dynasties. 2. Interpret and criticize colonialism and its impact on people's lives. 3. Illustrate the social composition and lifestyle of various tribes and social groups. 4. Evaluate the importance of regional culture and various aspects of traditions that shaped modernday society. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Early History of Uttarakhand: Literary Sources and Archaeological Sources, Outlines of the Uttarakhand from 600 BCE to Katyuri Dynasty.	07
	2	State Formation in Uttarakhand: Panwar Dynasty in Garhwal, Chand Dynasty in Kumaun	07
	3	Colonization and Political Awakening of Uttarakhand: Gorkha invasion., British expansion and administration in Uttarakhand. National Movement in Uttarakhand.	09
	4	Society and Economy of Uttarakhand: Tribes and Social Stratification., Trans-Himalayan Trade and Present Economic Resources.	09
	5	Culture of Uttarakhand: Religion., Pilgrimage Tradition in Uttarakhand, Oral Tradition, Art and Architecture.	13
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Sharma, D. D., Cultural History of Uttarakhand. New Delhi: D.K. Print world ltd. • Katauch, Y. S., Uttarakhand ka Naveen Itihas. Dehradun: Natraj Publishers. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Pande, B. D., Kumaun ka Itihas. Almora: Almora Book Depot.• Raturi, H., Garhwal ka Itihas. Dehradun: Samaya Sakshya Prakashan.• Rawat, A. S., Political History of Uttarakhand. Haldwani: Ankit Prakashan.• Nautiyal, K. P., Archaeology of Kumaun including Dehradun. Varanashi: Chaukhamba Publication.
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Course: History of China (1840-1949)			Semester: V
Course Code: LAH304E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Provides a broad framework of analysis of some of the major themes, issues, and events in the history of China since 1840 to 1949 rather than looking at chronologically. 2. Unfolding of various historical events and their impact on the Chinese society. 3. Understand the various sections of the Chinese society have responded to the event emanating from both internal and external developments. 4. Understand the rise of China in a world geopolitics. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize the traits of Chinese civilization and understand the reaction of Chinese towards the Europeans. 2. Identify the nature of the Chinese response to the Western presence in China in this period. 3. Explain historical events happened in the late 19th century Chinese History. 4. Evaluate the developments in China that ultimately led to the birth of the people's Republic in China. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Primary and Secondary Sources. Chinese Historiography Tradition: Ssu-ma Chien.	06
	2	Confucian value system; Sino centrism; the Canton commercial system., European contact with China, the opium wars, the unequal treaties, the scramble for concessions, the open door policy. Taiping Revolution, Boxer uprising and hundred days reforms, First Sino-Japan War and Treaty of Shimonoseki.	10
	3	Emergence of Nationalism in China: The revolution of 1911- causes course and significance, downfall of Manchu Dynasty. Sun Yat-sen and his contribution, the formation of the Republic and its crises and Warlordism., Yuan-Shi-Kai, new intellectual ideas and May Fourth movement-its nature and significance.	12
	4	Rise of Communism in China: Political crisis in the 1920s, KMT and the first united front, rise of Mao Tse Tung, making of the Red Army. The second united front, 1937-civil war, 1945-49 and establishment of people's Republic of China, Cultural revolution.	17

		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> Beckamann G. M., Modernization of China and Japan Harper & Row. Beasley, W. G. and Edwin G. Pulleyblank, Historians of China and Japan. London: OUP. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Fairbank J.K., The Cambridge History of China, Cambridge University Press. 		

Course: History of USA (1765-1865)			Semester: V
Course Code: LAH304E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. To create an understanding of the major forces that have shaped the History of the United States. 2. To Examine how Americans from different background have experienced that history. 3. To Understand how history continues to influence our current understanding of the nation. 4. To Discuss about the concept of capitalism and slavery in United states. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Enumerate and Enhance their knowledge of the history of America. 2. Identify, synthesize, and analyze the major themes and debates in the Historiography of America. 3. Examine the problems of slavery and issues during the Civil War. 4. Analyze the dominance of United states in World politics. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Formation of USA: Historical Background, Colonialism and Forms of Labour: Indigenous tribes, indentured labour. Revolution: sources, historiography	09
	2	The Federalist Constitution: an economic document., Westward expansion: Jefferson and Jackson, The Frontier: marginalization, displacement, and decimation of the indigenous tribes.	06
	3	Early Capitalism: Industrialization and inequality; changing composition of workers; gender, race, ethnicity., Immigrant labour: religious, racial, ethnic bias; Mexican, German, Latin American, Irish; case history of Irish Immigrants. Slavery: The economics of Slavery, Slave life and Culture.	09
	4	The U.S Quest for Dominance: Expansion and wars: War of 1812; Mexican War, Changing diplomacy: Monroe Doctrine, Manifest Destiny.	09
	5	The Civil War: Politics of Sectionalism., Lincoln, The War, and the Emancipation Proclamation.	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Baliyn, B., D. Wood, Thomas. J.L. et. Al, The Great Republic, A History of 		

	<p>the American People. Massachusetts: D.C. Heath & Company.</p> <ul style="list-style-type: none"> • Carnes, M.C. and Garraty, J.A., The American Nation, A History of the United States., Massachusetts: Houghton Mifflin Company.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Datar, K., America ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board, New York: Pearson Longman. • Faragher, J.M., M.J. Buhle et al., Out of Many: A History of the American People, New Jersey: Prentice Hall. • Grob, G.N. and Billias G.A., Interpretations of American History: Patterns and Perspectives, New York: The Free Press. • Zinn, H. (2003). A People's History of the United States, 1492-Present. New York: Harper Collins.

Course: Epigraphy and Numismatics			Semester: VI
Course Code: LAH313E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Establish the relevance and significance of Epigraphy & Numismatics studies. 2. Understand the different usages of language and interpret the inscription in its socio-politic religious and economical context. 3. Understand the importance and evolution of coins in India. 4. Learn legislation and preservation techniques in epigraphy and numismatics. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize epigraphy and numismatics as a source of Indian history. 2. Explain the important scripts and historical interpretations. 3. Identify and decipher the coins. 4. Interpret history based on Numismatic data. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Epigraphy & Numismatic Studies: Terminology, Scope, and Importance in the reconstruction of Political, Socio-Cultural, and economic History of India., Types of Inscriptions and coins, Eras used in Inscriptions and coins.	11
	2	The History of Epigraphic Studies (1781-1947 and after independence). Selected Indian Inscriptions for study: <ul style="list-style-type: none"> • Rummendei pillar Edict of Ashoka • Hathigumpa inscription of Kharavela. • Junagadh inscription of Rudradaman. • Allahabad Pillar inscription of Samudragupta. • Gwalior Prasasti of Bhoja. • Leiden grant of Rajendra Chola 	12
	3	Importance of the Study of Coins: Origin and Evolution of Coinage Early Indian Coins – Punch Marked Coins., Coins of -Maurya, Indo-Greeks, and the Kushans., Coins of the Gupta, Satavahana., Coins of Delhi Sultanate and Mughals., Coins and Currency system under British and Post Independence.	11
	4	Institutes of Inscriptional & Numismatics studies in India. Digitization of Epigraphical data., Coinage: Regulations and preservation.	11
		Total Hours	45

TEXT BOOK	<ul style="list-style-type: none"> • Sarcar, D. C., Indian Epigraphy. New Delhi: Motilal Banarsidass publication. • Kosambi, D. D., Indian Numismatics. Delhi: Orient Longman.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Chakraborty, S. K., Indian Numismatics. Delhi: Bhartiya Kala Prakshan. • Mahesh, k., & Pandit, S. A., Recent Researches in Epigraphy and Numismatics. New Delhi: Kaveri books. • Danish, M., Coins of the Delhi Sultanates. Nashik: IIRNS Publications. • Sircar, D.C., Introduction to Indian Epigraphy and Palaeography, Journal of Ancient Indian History.

Course: Documentation and Visual Culture			Semester: VI
Course Code: LAH313E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Describe the concepts and role of visual culture. 2. Discuss the relevance of video and earlier forms of technology to contemporary new media and visual culture. 3. Identify Indian art and visual culture. 4. Discuss the relevance of modern visual art forms. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the concepts and role of visual culture in life. 2. Recognize the technique and methods of documentation. 3. Outline the traditional visual culture of India. 4. Explore new forms of visual arts and their importance. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Visual Culture: Concepts and glossary of terms related to visual culture. Importance of documentation and visual culture in art history., Perspective, Visuality, and the way of 'Seeing'.	10
	2	Documentation Studies: A documentary approach to the study of art., Digital documentation and techniques for preserving cultural heritage., Documentation and Archiving.	10
	3	Indian History and Visual Culture: Sculptures: Harappan Civilization, Mauryan Period, Gupta Period. Paintings: Cave paintings, and the mural traditions, Miniature Paintings Modern Indian Painting. Architecture: Nagara, Dravida and Vesara styles.	13
	4	Cinema, Photography and, Comics., Visit to Art / Craft Museum / Art Galleries (report) or Visit / field trip to; national / historical monuments (Video/ photo coverage)	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Mirzoeff, N., An Introduction to Visual Culture. New York: Routledge. • Jenks, C., Visual Culture. New York: Routledge. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Berger, J., Ways of Seeing. London: British Broadcasting. • Singhanian, N., Indian Art and Culture. Noida: McGraw Hill. 		

Course: History and Genealogy			Semester: VI
Course Code: LAH313E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Describe the concepts and history and genealogy. 2. Discuss the relevance of genealogy as a method of critical historiography. 3. Compare and contrast history written from the perspective of genealogy with other approaches. 4. Introduce the works in history written from the perspective of genealogy. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Relate with the concept of genealogy and its use in history. 2. Identify the genealogical methods of critical historiography. 3. Differentiate genealogical methods of history writing from conventional historiography. 4. Appraise the history written with the genealogical approach. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Genealogy and history, Critical historiography, challenging monotonous finality in history writing, effective history	11
	2	Problematizing history, mapping the emergence, historical sense, history of the present, Herkunft (provenance), Abkunft (descent), Entstehung (emergence, where it emerges), Geburt (birth) and Erfindung (invention)	12
	3	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	11
	4	Archaeology of knowledge, power/knowledge, successive epistemes, discursive formation, individuated origin of ideas, Foucault's History of sexuality, Castes of Minds by Dricks	11
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Foucault, M., The archeology of knowledge and the discourse on language. Trans. AM Sheridan Smith. New York: Pantheon Books. • Koopman, C., Genealogy as Critique. Bloomington: Indiana University Press. 		
REFERENCE BOOK/ SUGGESTED	<ul style="list-style-type: none"> • Foucault, Michel., "Nietzsche, Genealogy, History." In Language, Counter-Memory, Practice: Selected Essays and Interviews, edited by D. F. Bouchard. Ithaca: Cornell University Press. 		

READING	<ul style="list-style-type: none"> • Foucault, M., The history of sexuality, Vol I, II and III. London: Penguin • Dirks, N. B., Castes of mind: Colonialism and the making of modern India. Princeton University Press.
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I.(A). PROGRAM SPECIFIC OBJECTIVES FOR BA(Hons.) in POLITICAL SCIENCE

Politics is the art of negotiating with institutions of power. Politics is, also, the science of making an objective allocation of resources and values among the public. Political Science aims to develop an understanding of the fundamental principles and theories of power to include foundations of political community, the structure and process of government, citizenship and forms of political participation, and the public policy process. It fosters an understanding and appreciation of current political issues and concerns and their impact upon the contemporary political environment. Furthermore, it helps in making sense of the decisions human beings make in various political settings, with respect to major ideologies, and political parties.

The Political Science curricula at the School of Liberal Arts takes into account recent developments in the discipline, both in the sphere of theory and policy. It lays emphasis on the delineation between normative and empirical theories, in explaining the role of political ideas, value conflicts, and ideology in human societies. It helps explain the structural context within which politics takes place, including the role of the economy, society, and culture, and conflicts over and within those domains. It enables the students to collect, describe, interpret, and critically analyze quantitative data.

The specific objectives of the BA program in Liberal Arts (Political Science) will be to facilitate students to:

- PSO 1: Gain knowledge of multiple perspectives through which significant developments in the politics of the Indian subcontinent can be viewed and critically evaluated.
- PSO 2: Become familiar with significant patterns of change and continuity in political developments in India and the world.
- PSO 3: Become adept at reading a complex political narrative, evaluate its deployment of theory, and understand its argument as well as assess its practicability.
- PSO 4: Develop greater respect for basic human values and ideals of equality, freedom, respect for diversity, alongside basic constitutional values.
- PSO 5: Learn the skill of picking up disparate sets of information from varied sources and to be able to weave them into a coherent argument with a view to reveal identifiable patterns of development.

I.(B). PROGRAM SPECIFIC LEARNING OUTCOMES (PSLOs) FOR BA(Hons.) in POL. SC.:

Upon completion of the BA (HONS) Political Science, the students shall:

- PSLO 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.
- PSLO 2: Be able to demonstrate the ability to distinguish between political processes of different forms of government in both the international and domestic realm.
- PSLO 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.
- PSLO 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.
- PSLO 5: Have the capability to assume leadership roles and develop critical analysis abilities in various other non-familiar contexts.

POLITICAL-SCIENCE**Semester III**

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAP201	Political Theory	4	0	0	4	Major (Core)
2	LAP202	Western Political Philosophy	4	0	0	4	Major (Core)
3	LAP203	Government and Politics in India	4	0	0	4	Major (Core)
4	LAP204	Politics of Citizenship: Theory and Practice	4	0	0	4	Minor
5	LAP205	Understanding Critical Issues Using the Political Lens	4	0	0	4	Minor
6	LAP206	Elections, Data, and Indian Politics	4	0	0	4	MDC
7	LAK207P	Computer Applications- Intermediate Level	0	0	4	2	SEC
8	LAA208E1	Modern European Language: French	3	0	2	4	AEC
	LAA208E2	Modern European Language: Spanish					
	LAA208E3	Hindi for Liberal Arts					
9	LAG209	Summer Internship Project	-	-	-	2	Internship
		Total Credit	27	0	6	32	
		Total Contact Hours	33				
		Guest Lecture (1), Library (1), Activities (1)	33+3=36				

Semester IV

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAP210	International Relations	4	0	0	4	Major (Core)
2	LAP211	Public Administration and Organizational Analysis: Theory and Practice	4	0	0	4	Major (Core)
3	LAP212	Indian Political Philosophy	4	0	0	4	Major (Core)
4	LAP213	State, Society and Politics: A Comparative Study	4	0	0	4	Major (Core)
5	LAP214	Nationalism in India	4	0	0	4	Minor
6	LAP215	Media and Politics	3	0	0	3	MDC
7	LAK216P	Data Interpretation	0	0	4	2	SEC
8	LAA217P	Functional English	0	0	4	2	AEC

9.	LAA218P	Current News Analysis	0	0	2	1	AEC
		Total Credits	23	0	10	28	
		Total Contact Hours	33				
		Lab (1), Activity (2)	33+3=36				

Semester V

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAP301	Politics of Class, Caste, Gender and Race	4	0	0	4	Major (Core)
2	LAP302	Comparative Political Analysis: Theories, Methods and Approaches	4	0	0	4	Major (Core)
3	LAP303	Diplomacy & Geopolitics	4	0	0	4	Major (Core)
4		Discipline Specific Elective 1	3	0	0	3	Major
5	LAP305	Public Policy and Governance	4	0	0	4	Minor
6	LAP306	Research Methodology in Political Science	2	0	4	4	Minor
7	LAK307P	Computer Applications- Advanced Level	0	0	4	2	SEC
8	LAV308	Art & Aesthetics	1	0	2	2	VAC
9	LAP309	Summer Internship Project-II	-	-	-	2	Internship
		Total Credits	22	0	10	29	
		Total Contact Hours	32				
		Library (2), Activities (2)	32+4=36				

Semester VI

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAP310	Indian Foreign Policy	4	0	0	4	Major (Core)
2	LAP311	Contemporary Politics: Thinkers, Theories and Practices	4	0	0	4	Major (Core)
3	LAP312	Environmental Politics and Governance: India and the Globe	4	0	0	4	Major (Core)
4		Discipline Specific Elective 2	3	0	0	3	Major
5	LAP314	NGOs and Think Tanks	3	0	0	3	Minor
6	LAD315P	Deep Immersion Project (with 1 week of field work)	2	0	0	3	Immersion

7	LASS316P	Data Analytics with R for Social-Sciences	0	0	4	2	SEC
8	LAA317P	Team Building and Leadership	0	0	6	3	AEC
9	LAK318P	Career Skills	0	0	2	1	SEC
		Total Credits	20	0	12	27	
		Total Contact Hours	32				
		Activities (2), Project (2)	32+4=36				

Semester VII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAP401	Indian Constitution: Genesis and Debates	4	0	0	4	Major (Core)
2	LAP402	Human Rights	4	0	0	4	Major (Core)
3	LAP403	Politics and Cinema	4	0	0	4	Major (Core)
4	LAP404	Global Governance and International Organizations	4	0	0	4	Major (Core)
5	LAP405	Interpreting International Data Sets for Political & Social Research	4	0	0	4	Major (Core)
6	LAG406	Ethics: Principles and Practice	2	0	4	4	Minor
7	LAG407P	Dissertation Writing	0	0	6	3	Minor
		Total Credits	22	0	10	27	
		Total Contact Hours	32				
		Library (2), Placement (2)	32+4=36				

Semester VIII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAP409	Marx, Gandhi and Ambedkar: A Comparative Study	4	0	0	4	Major (Core)
2	LAP410P	Practicum-Political Science	0	0	6	3	Major (Core)
3	LAG411	Research Publication and Ethics	2	0	4	4	Minor
4	LAG412P	Seminar	0	0	6	3	Seminar
5	LAK413	Written Analysis & Communication Skills	2	0	2	3	SEC
6	LAA414P	Mindfulness and Wellbeing	0	0	6	3	AEC

7	LAR415P	Industry Dissertation & Viva Voce	-	-	-	12	Dissertation
		Total Credits	8	0	24	32	
		Total Contact Hours	32				
	Co-curricular & Extra Curricular Activities IT Lab (2) + Field Visit / Data Collection (2)		32+4=36				

DISCIPLINE SPECIFIC ELECTIVES COURSES OF POLITICAL SCIENCE

LAP304E1	Political Practices in Contemporary India	3	0	0	3
LAP304E2	UN and Global Conflicts				
LAP304E3	Social Movements and Revolutions				
LAP313E1	State Politics in India	3	0	0	3
LAP313E2	Panchayati Raj Institutions & Urban Local Bodies				
LAP313E3	Peace, Conflict and War				

Course: Political Theory			Semester: III
Course Code: LAP201	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Introduce key concepts required for understanding politics. 2. Develop theoretical knowledge to engage in debates on political issues. 3. Exhibit the importance of politics as a quintessential activity. 4. Familiarize students with the length and breadth of popular political notions. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain the basic concepts of political theory. 2. Understand values and concepts that enrich the discourses of political life. 3. Interpret politics based on political theory. 4. Evaluate the existing political system and its real role in a citizen's life. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Power and Authority: The socio-psychological origin of power, meaning, Steve Lukes' view on power, the difference between power and authority State and Sovereignty: Nature and origin of state, its nature and various dimensions; sovereignty and its juridical origin, state and sovereignty: interrelationship, sovereignty in the era of globalization.	14
	2	Equality: Equality of opportunity and Equality of Outcome, 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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Kapur, A. C., <i>Principles of political science</i>. S. Chand Publishing. Heywood, A., <i>Political Theory: An Introduction</i>. New York: St. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Bhargava, R. and Acharya, A., <i>Political Theory: An Introduction</i>. New Delhi: Pearson Longman, Downs, Anthony, <i>An Economic Theory of Democracy</i>. Harper and Row. Dryzek, John S., Honig, Bonnie and Phillips, Anne, <i>The Oxford Handbook of Political Theory</i>. Oxford Handbooks of Political Science. Oxford University Press, Oxford 		

Course: Western Political Philosophy			Semester: III
Course Code: LAP202	LTP	4 0 0	Credits: 4

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

Course: Government and Politics in India			Semester: III
Course Code: LAP203	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Enable students to gain knowledge about constitutional design as well as the empirical practice of state structures and institutions. 2. Help trace the various ideals enshrined in the Constitution in the discussions of the Constituent Assembly. 3. Explain mutual interaction of various organs of the state to produce a coherent governance framework. 4. Narrate the progress of party politics from a one-party system to a multi-party system. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Assess the debates around the origin and evolution of the Indian constitution. 2. Understand the way in which government functions through its various organs. 3. Explore the division of power between various organs of the government at different levels. 4. Evaluate the working of party politics and its impact on the democratic functioning of the nation. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Durga Das Basu, Introduction to the Constitution of India, Lexi S. Nexis. • S. Kashyap, Our Constitution: An Introduction to India's Constitution and Constitutional Law, New Delhi: National Book Trust. • K. Mathur, Panchayati Raj, Oxford India Short Introductions, New Delhi, Oxford University Press • P. Mehta and N. Jayal, The Oxford Companion to Politics in India, New Delhi: Oxford University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • R. Bhargava, Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, • R. Kothari, 'The Congress System', in Z. Hasan, Parties and Party Politics in India, New Delhi: Oxford University Press • 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. 		

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

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Recollect fundamentals of state, government, and society. 2. Understand the role of citizens in a globalized world. 3. Assess citizens' obligation and social responsibility. 4. Acknowledge trends of citizen and state co-relation. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Comprehend the relationship of state, government, and citizens. 2. Describe the emerging role of citizens and state. 3. Assess citizen and state relations in light of global trends. 4. Critically evaluate the role of citizens as global individuals. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Turner, B. S., Outline of a Theory of Citizenship. <i>Sociology</i>. • Acharya, Ashok., Citizenship in a Globalising World. New Delhi: Pearson. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Beiner, R., Theorising Citizenship. Albany: State University of New York Press. • Kymlicka, Will, "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon, <i>Democracy's Edges</i> (Cambridge, UK: Cambridge University Press). • Oliver, D. and D. Heater, <i>The Foundations of Citizenship</i>. London, Harvester Wheatsheaf. 		

Course: Understanding Critical Issues Using the Political Lens			Semester: III
Course Code: LAP205	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Introduce general outlines of the legal system of India to acquaint students with the legal system's general structure and manner of functioning. 2. Develop an understanding of enforcement of the law through legal awareness. 3. Identify the relationship between government and people in India. 4. Understand the enforcement of rights, the role of other organizations and challenges to empower the people. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Develop awareness of various political lenses. 2. Interpret politics from various spectacles. 3. Exploring political reality through ideological lenses. 4. Evaluate political challenges and opportunities beyond the spectacles. 		
COURSE DETAILS	Module No	Topic	Hours
	1	The State Lens: Security, Conflict, War and Peace, Law and Order, Territory, International Order, and The Politics of Symbolism.	15
	2	The Constitutional and Legal Lens: The Rights Doctrine, constitutional values and Jurisprudence, centralised and decentralised powers, citizenship rights.	15
	3	The Ideological Lens: Meta politics: Hegelian, Marxian, Fabian ideologies; Conservatism, Liberalism, Feminism- Caste, Race, Class, Identity Discourses.	15
	4	The People Lens: Social and political movements, Popular dissent, Micro politics, Politics of local issue, Ethics and Public Morality.	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • P. Mehta and N. Jayal, The Oxford Companion to Politics in India, New Delhi • Mitra, S., <i>Politics in India: structure, process and policy</i>. Routledge. 		
REFERENCE BOOK/ SUGGESTED	<ul style="list-style-type: none"> • Skocpol, Theda, States and Social Revolutions: Comparative Analysis of France, Russia and China, CUP, New York, Oxford University Press. • Dryzek, John S., Honig, Bonnie and Phillips, Anne, The Oxford Handbook 		

READING	<p>of Political Theory.Oxford Handbooks of Political Science. Oxford University Press, Oxford.</p> <ul style="list-style-type: none">• Stephen McGovern J. (John), Urban Politics: A Reader Sage Publication.
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Course: Elections, Data, and Indian Politics			Semester: III
Course Code: LAP206	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Introduce students to the nature of Indian democracy and the main features of the Electoral System in India. 2. Help them to understand the role in elections of India. 3. Introduce students to the various platforms and institutions dealing with voter registration, voting percentage, and strengthening democracy. 4. Explore the role of statistics and data in Indian elections. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand various theories of representation. 2. Recognize electoral politics and voting patterns. 3. Evaluate role and state of the multiple stakeholders. 4. Critically assess the position of different social classes in politics. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Proportional Representation, FPTP and Mixed Systems, Concentration and Distribution of votes, Census and Elections.	15
	2	Exit Polls, Opinion Polls, Relationship between Votes and Seats, Analysis of election data from the world.	15
	3	History of Elections in India, Party System in India, Electoral Procedures, Relationship between Elections and Democracy.	15
	4	Analysis of election data from the Lok Sabha and State Legislature elections in India.	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Banerjee, M., Why India Votes? United Kingdom: Taylor & Francis. • Norris, P., Why Electoral Integrity Matters. United Kingdom: Cambridge University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Alam, Sanjeer and K.C. Sivarama krishnan, Fixing Electoral Boundaries in India: Laws, Processes, Outcomes, and Implications for Political Representation, OUP, Delhi. • Birnir, Johanna Kristin, Ethnicity and Electoral Politics, Cambridge University Press, Cambridge. • Chawla, N., Every Vote Counts: The Story of India's Elections. <i>Journal of APF Command and Staff College</i>. 		

Course: International Relations			Semester: IV
Course Code: LAP210	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Equip students with the basic intellectual tools for understanding International Relations. 2. Introduce students to some of IR's most important theoretical approaches. 3. Provide an overview of the major political events of the 20th Century. 4. Examine the inherent Eurocentrism in theories and approaches to IR. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand both historical processes and contemporary practices in International Relations. 2. Describe the significance and rigor of the study of international relations. 3. Examine international relations and reflect on the global South perspectives. 4. Critically evaluate key milestones in international relations. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Kumar, M., Theoretical aspects of international politics. (<i>No Title</i>). • Baylis and Smith, Globalization of World Politics. An Introduction to International Relations. Oxford: Oxford University Press. 		

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

Course: Public Administration and Organizational Analysis: Theory and Practice			Semester: IV
Course Code: LAP 211	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Introduce the discipline of public administration in its historical context 2. Understand the various classical & contemporary administrative theories. 3. Explore recent trends like feminism, ecology, and greater democratization in public administration 4. Provide a comprehensive understanding of contemporary administrative development. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Relate the basic concepts associated with public administration and organizational analysis. 2. Compare and interpret the various theories of Public Administration and apply them in real life. 3. Evaluate ecology of administration, new administration and decentralization of administration 4. Demonstrate critical skills towards interpreting public administration. 		
COURSE DETAILS	Module No	Topic	Hours
	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	12
	2	Neo-classical Theories: Human relations theory, Rational decision-making; Contemporary Theories: Ecological approach; Innovation and Entrepreneurship; incremental approach.	12
	3	The Problem of Understanding Organizations; Structure and Theory; Organizations as Interests, Conflict, and Power; Organizations as Socially Constructed Realities – the negatives.	18
	4	Approaches in Public Administration: New Public Administration, New Public Management, New Public Service Approach, Good Governance and Feminist Perspectives.	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Bhattacharya, M., <i>New horizons of public administration</i>. Jawahar Publishers & Distributors. 		

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

Course: Indian Political Philosophy			Semester: IV
Course Code: LAP212	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Study important Indian Political thinkers and their views. 2. Appreciate the richness and diversity within Indian Political Thought. 3. Extrapolate the impact of these thinkers on the political life of a nation. 4. Examine the role of ideologies and their practitioners across the nation. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize the various strands of political philosophies existing in India. 2. Understand the various philosophical contexts spread across millennia. 3. Develop toleration and respect for diverse opinion and appreciate the plurality of Indian intellectual traditions. 4. Assess the diversity of political narratives from Indian tradition. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Ancient Indian Thought: Vedic and Upanishadic Thought, DharmaSastras, 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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Mehta, V. R., Foundation of Indian Political Thought. Delhi: Manohar. • Radhakrishnan, Sarvepalli and Charles A. Moore, A Source Book in Indian Philosophy. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Singh, Aakash, and Silika Mohapatra, Indian Political Thought: A Reader. Abingdon:Routledge. • Johnson Tan, Paige, Routledge Handbook of Asian Political Thought. Routledge.
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Course: State Society and Politics: A Comparative Study			Semester: IV
Course Code: LAP213	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop a critical consciousness about South Asian history and politics. 2. Understand the processes that enabled the administrative consolidation of South Asia. 3. Analyze the effects of neo-liberal policies on Indian sovereignty. 4. Assess the key challenges that afflict Indian society in contemporary times. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand Indian history and politics as a part of the larger South Asian history. 2. Analyze the role played by Capital in molding State and society in India. 3. Assemble solutions to various social and political problems that afflict India 4. Critically re-assess the effects of colonialism and imperialism on Indian polity. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Khilnani S., <i>The idea of india</i> (Twentieth Anniversary edition. Revised American paperback). Farrar Straus Giroux. • Mehta, P. B., <i>The burden of democracy</i>. Penguin Random House India Private Limited. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Bose S. & Jalal A., <i>Modern south asia: history culture political economy</i> (Fifth). Routledge Taylor & Francis Group. • Murty M. M., <i>Stories that bind: political economy and culture in new india</i>. Rutgers University Press. • Savyasaachi S., <i>Intractable conflicts in contemporary india: narratives and social movements</i> (First). Taylor and Francis. 		

Course: Nationalism in India			Semester: IV
Course Code: LAP214	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Understand India's struggle against colonialism by looking at different theoretical perspectives that highlight its different dimensions. 2. Highlight its various conflicts and contradictions by focusing on its dimensions: communalism, class struggle, caste and gender questions. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the different theoretical perspectives on the emergence and development of nationalism in India. 2. Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases 3. Evaluate the contribution of various social movements in the anti-colonial struggle. 4. Demonstrate awareness of the history of partition and the moment of independence that followed. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Approaches to the Study of Nationalism in India Nationalist, Imperialist, Marxist, and Subaltern Interpretations	15
	2	Nationalist Politics and Phases of Nationalist Movement: Liberal, Swadeshi and the Radicals, Gandhi and Mass Mobilisation	15
	3	Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement, Socialist Alternatives: Congress Socialists, Communists Movements	15
	4	The Caste Movement, Anti-Brahminical Politics, Peasant, Tribals and Workers Movements, Communalism in Indian Politics, Two-Nation Theory & Partition	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Tagore, R., Nationalism in India. <i>The English Writings of Rabindranath Tagore.</i> 		

	<ul style="list-style-type: none"> Deol, H., <i>Religion and nationalism in India: the case of the Punjab</i>. Routledge.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Banerjee, S., <i>Make me a man!: Masculinity, Hinduism, and nationalism in India</i>. State University of New York Press. Anand, D., <i>Hindu nationalism in India and the politics of fear</i>. Springer.

Course: Media and Politics			Semester: IV
Course Code: LAP215	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Assess the role played by my media in altering the political consciousness of citizens. 2. Analyze the relationship the State has with both public and privately owned media. 3. Understand the propaganda that is disseminated through mass media. 4. Question the relationship between modern political economy and news consumption. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Differentiate between news as it exists as facts and that which exists as opinions. 2. Question the various forms of political propaganda as ordinary citizens. 3. Construct ways in which citizen journalism can challenge fake news. 4. Appreciate how media as the fourth pillar deepens democracy. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Iyengar S., <i>Media politics: a citizen's guide</i> (Fourth). W. W. Norton & Company • Ravi B. K., <i>Modern media elections and democracy</i>. SAGE Publications India Pvt. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Street J., <i>Media politics and democracy</i> (Third). Red Globe Press Macmillan Education. • Uscinski J. E., <i>The people's news: media politics and the demands of capitalism</i>. NYU Press. 		

Semester V

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

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop an understanding of social class in both Marxist and non-Marxist contexts. 2. Grow consciousness on issues of gender and sexuality. 3. Understand the relevance of anti-caste politics in contemporary India. 4. View the history of the West from the lens of African Americans. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Underline the intricacies of social and economic classes. 2. Understand the feminist perspectives on matters concerning rights and representation. 3. Debate the stigma around caste and appreciate the democratic potential of anti-caste politics. 4. Discuss American and European politics critically using the Black lens. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Muzergues T., <i>The great class shift: how new social class structures are redefining western politics</i>. Routledge. • Goertz G. & Mazur A., <i>Politics gender and concepts: theory and</i> 		

	<i>methodology</i> . Cambridge University Press.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Michelutti L., <i>The vernacularisation of democracy: politics caste and religion in india</i>. Routledge. • West C., <i>Race matters</i>. Beacon Press.

Course: Comparative Political Analysis: Theories, Methods and Approaches			Semester: V
Course Code: LAP302	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Familiarize students with basic concepts, and methods of comparative politics. 2. Provide a deeper understanding of structures & functions from a comparative perspective. 3. Give the historical context of political ideas such as federalism, socialism, capitalism, etc. 4. Understand comparative method of analysis of various political systems. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Enable students to understand the legacy and utility of the discipline. 2. Recognize political systems from different continents across the world will introduce students to a range of political regimes, cultures, and political institutions. 3. Evaluate various constitutional provisions, electoral systems, and political parties working in the world. 4. Design a comparative study of the different political systems. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Johari, J. C., Comparative Politics. India: Sterling Publishers. • Caramani, D., Comparative Politics. Oxford: Oxford University Press 		

	<ul style="list-style-type: none"> Landman, Todd., Issues and Methods in Comparative Politics (An Introduction). New York: Routledge
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> M. Mohanty, 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics, Kesselman, J. Krieger and William, Introduction to Comparative Politics: Political Challenges and Changing Agendas, UK: Wadsworth. Martin Harrop & Rod Hague, Comparative Government and Politics, Palgrave Macmillan. Dr. Kumar Chanchal, Comparative Government and Politics, New Century Publications

Course: Diplomacy & Geopolitics			Semester: V
Course Code: LAP303	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Know the evolution of diplomacy, analyse the role of diplomacy in preventing war, conflict and disputes. 2. Understand contemporary Indian diplomacy and meaning and nature of geopolitics. 3. Analyze the evolution of geopolitics as an academic discipline. 4. Discuss the contemporary geopolitical contribution of great happenings in the world and the contours of geopolitics both at the regional and global levels. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the importance of diplomacy and the skill of negotiations. 2. Debate the knowledge of geopolitics and prospects of conflict and cooperation. 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. 4. Formulate critical questions and global problems. 		
COURSE DETAILS	Module No	Topic	Hours
	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 Contours of Geopolitics Post Cold War Geopolitics, Meta-Geopolitics: Geopolitics in the Digital Age, Space Weaponisation, Cyber Security, Climate Change	12
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Kissinger, H., Diplomacy. United Kingdom: Simon & Schuster UK. 		

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

Course: Public Policy and Governance			Semester: V
Course Code: LAP305	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Introduce the interphase between public policy and administration in India. 2. Understand issues of decentralization financial management and social welfare from a non-western perspective. 3. Identify the utility and significance of decentralization with special reference to India. 4. Explain tools for citizens' empowerment and transparent government. 5. Comprehend the social welfare schemes of the government of India. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the theoretical perspectives on public policy, a major sub-discipline of public administration. 2. Combine the details of public policy adopted in India. 3. Recognize the significance of local governance – both rural and urban. 4. Interpret the politics of budgetary procedures and practices, as part of the budget cycle in India & analyse the advantages and limitations of public welfare policies. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Public Policy: Definition, characteristics, and Model, Public Policy Process in India	12
	2	Decentralization: Meaning, significance and approaches and type, Local Self Governance: Rural and Urban	12
	3	Budget: Concept and Significance of Budget, Various Approaches and Budget Cycle in India, Types of Budgeting	12
	4	Citizen and Administration Interface: Public Service Delivery, Redressal of Public Grievances, RTI, Lokpal, Citizens' Charter and E-Governance.	12
	5	Social Welfare Administration: Concept and Approaches of Social Welfare, Right to Education, Health: National Health Mission, Right to Food Employment: MNREGA.	12
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Rose, R., <i>Learning from comparative public policy: A practical guide.</i> Routledge. 		

	<ul style="list-style-type: none"> Mathur, K., Public Policy and Politics in India: How Institutions Matter. India: Oxford University Press.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Ng, A. Y., & Gujar, G. C., Government policies, efficiency and competitiveness: The case of dry ports in India. <i>Transport Policy</i>. Maheshwari, S. R., & Maheswari, S. R., Public policy making in India. <i>The Indian Journal of Political Science</i>. Agarwal, O. P., & Somanathan, T. V., Public policy making in India: Issues and remedies. <i>New Delhi, India. Centre for policy research occasional paper</i>.

Course: Research Methodology in Political Science			Semester: V
Course Code: LAP306	LTP	2 0 4	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Explain research foundations of political science and different approaches. 2. Understand quantitative research approaches and methods 3. Build the skill of analyzing qualitative and quantitative research in political science. 4. Describe political dynamics and power structures, which empower people to participate in the politics of your local community. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify theories, hypotheses, and methods used in empirical political science research. 2. Apply different methods to political science research questions. 3. Analyze data to measure concepts, make comparisons, and draw inferences. 4. Evaluate causation and the multiple ways of reaching causal inferences. 		
COURSE DETAILS	Module No	Topic	Hours
	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	18
	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,	18
	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,	18
	4	The Interpretive Approach I: Grounded Theory Methods, The Interpretive Approach II: Ethnographic Research Methods, analyzing Methods for Qualitative Data	18
	5	Preparing and Presenting Research Findings: Organising Information in tables, charts, and Graphs,	18

		Organizing and writing a Research Report, Introduction to Statistical Software,	
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> • McNabb, D. E., <i>Research methods for political science: Quantitative and qualitative methods</i>. Routledge. • Box-Steffensmeier, J. M., Brady, H. E., & Collier, D., Political science methodology. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • McDermott, R., Experimental methodology in political science. <i>Political Analysis</i>, 10(4), 325-342. 		

Course: Summer Internship Project II			Semester: V
Course Code: LAP309	LTP	0 0 0	Credits: 2

LEARNING OUTCOME	After completing the internship, students will be able to: <ol style="list-style-type: none"> 1. Understand the functioning of the organisation. 2. Assess interests and abilities in their field of study. 3. Develop work habits and attitudes necessary for job success. 4. Build a record of work experience and write a project report.
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COURSE DETAILS	<p style="text-align: center;">Topic</p> <p>An internship is a professional learning 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. 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 credit score.</p> <p>For an internship to be successful it depends on the support and contribution of –Agency/Organization:</p> <ul style="list-style-type: none"> • Having a good Internship Structure that provides a equal opportunity to the students to Learn, unleash their potential. • Provide them Challenging and very engaging Tasks. • Understanding and solving the queries of the student intern. • 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 professional staff. • Review the student's coursework and discuss the knowledge and skills acquired in consideration of that required to perform the work duties within the agency.
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	<ul style="list-style-type: none"> Evaluate the Intern's Performance, Attendance etc. and share it along with the Participation Letter/certificate. <p>Faculty Supervisor:</p> <ul style="list-style-type: none"> To provide a liaison between 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. To provide orientation to the Student Interns Regarding the Internship. To facilitate the Pre-internship seminars, providing feedback to interns on presentations and papers. To provide ongoing consultation with the placement agencies as needed. To Share Necessary Information regarding the Internship with students and help in smooth Registration and Placement Process. To coordinate with the Training and Placement Officer for better results. <p>Student Intern:</p> <p>The overall responsibility of the student is to devote himself/herself to the learning of helpful interaction with service users.</p> <ul style="list-style-type: none"> To obtain 100 % Attendance in the internship. To follow agency policies with regard to time schedules, regulations, and matters of dress. To Work Diligently and Be responsible for the Tasks assigned. To leave word with the agency secretary and or supervisor as to where s/he is and when s/he will return. To report absences and reasons for absences immediately to the External Guide/H.R. To participate in her/his midterm and final evaluations with the Field Instructor. To participate in an evaluation of the Social Work Department. To write a Report and Maintain the Logbook of the internship at the end of her/his internship and submit it to the Faculty In-Charge. To carry out an evaluation of the Field Instructor (Appendix J). To complete assignments for the internship seminar. To participate in an end of term discussion and complete the Skills and Services Feedback form provided by the Organization (If any). To provide evidence of having completed at least 200 hours including attendance during the agency visits.
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*Assessment of the internship will be based on the rubrics for internship given under common courses.

Semester VI

Course: Indian Foreign Policy			Semester: VI
Course Code: LAP310	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Teach students the domestic sources and the structural constraint relating to India's Foreign Policy. 2. Highlight integral linkages between domestic and international aspects of India's Foreign Policy. 3. Study India's evolving relations with the superpower since the cold war. 4. Understand India's strategic relations in creating a multi-polar world. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand India's diplomatic manoeuvres in an essential interest and power-seeking global hierarchical relationship. 2. Analyse the challenges India faces in securing its interests as a postcolonial state. 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. 4. Illustrate India's negotiation strategy in dealing with global trade, environment, and security regime. 		
COURSE DETAILS	Module No	Topic	Hours
	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,	18
	2	India and its Neighbourhood Policy: Historical background, Cultural similarities, Geopolitical challenges, Contemporary trends, The position of India in South Asia; India and SAARC.	18
	3	Indian Diplomacy: Trade, Environment and Security Regimes, bargaining power, the role of trade, Environmental issues in Indian foreign policy.	12
	4	India in the Contemporary Global Order: Multipolar World, India and the Globalizing World, India and the Bipolar World, India and transition from the uni-	12

	polarity to multi-polarity.	
	Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Ganguly, S., Indian Foreign Policy. India: Oxford University Press. Malone, D., Does the Elephant Dance? Contemporary Indian Foreign Policy. United Kingdom: OUP Oxford. 	
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> H. Pant, 'India's Relations with China', in D. Scott, Handbook of India's International Relations, London: Routledge. S. Muni, 'Problem Areas in India's Neighborhood Policy', in South Asian Survey. Narlikar, 'All that Glitters is not Gold: India's Rise to Power', in Third World Quarterly. 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 	

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

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Familiarize themselves with the cannon of contemporary western political thought. 2. Understand the various ideological shifts over the past hundred years. 3. Familiarize themselves with the various directions into which Marxism has branched out. 4. Understand post-structuralism in its early and later forms. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 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. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Ball T. & Bellamy R., <i>Cambridge history of twentieth-century political thought</i>. Cambridge University Press. • Rosenberg A. & Westfall J., <i>Foucault and Nietzsche: a critical encounter</i>. Bloomsbury. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Claeys G., <i>Marx and Marxism</i>, Nation Books. • Gordon P. E. Hammer E. & Honneth A., <i>The routledge companion to the frankfurt school</i>. Routledge.
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Course: Environmental Politics and Governance: India and the Globe			
Course Code: LAP312	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Make students understand environmental issues from a political perspective. 2. Appreciate environmental issues in light of globalization 3. Explore governmental and NGO, based governance of environmental issues. 4. Understand environmental policy to meet emerging challenges. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the meaning, nature, significance, and contemporary debates about global environmental issues. 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. 3. Evaluate the contemporary international issues like civil society, social movements, and human migration in the context of globalization 4. Critically examine the government of India's environment policy. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Doyle, Timothy, Environment & Politics, London, Routledge. • Garner, Robert, Environmental Politics, London Macmillan, • Baker, Susan, Sustainable Development, London, Routledge. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Brown, Janet Welsh, Global Environmental Politics, Fourth, Edition, West View Press. • Brynt, Raymond, Third World Political Ecology, London, Routledge, Deluca, Kevin Micheal, Image Politics: The New Rhetoric of Environmental Activism, London, Routledge. • Orr, David W. Patriotism, Politics and the Environment in an Age of Terror, Island Press, Washington. • Smith, Zachary, Environmental Politics and Policy in the West, University Press of Colorado.
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Course: NGOs and Think Tanks			Semester: VI
Course Code: LAP314	LTP	3 0 0	Credits: 3

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

Course: Indian Constitution: Genesis and Debates			Semester: VI
Course Code: LAP401	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the history of the process of constitution making in India. 2. Investigate the role played by various constituent assembly members between. 3. Appreciate the arguments of Dr. Ambedkar in his role as Chairman, Drafting Committee 4. Analyze the various social, economic, political issues India faced at the time of independence. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Discuss constitution-making in the context of various historical events. 2. Illustrate the art of legal argumentation. 3. Analyze the perspectives that leaders from different social backgrounds brought to the table. 4. Evaluate the constitution as a dynamic, living text. 		
COURSE DETAILS	Module No	Topic	Hours
	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	Criticism of Constituent Assembly Members; Criticism of Indian Constitution; Amendments and important Committees since 1950; Comparison of Indian Constitution with other similar nations	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Bhatia U., <i>The indian constituent assembly: deliberations on democracy</i>. Routledge. • Kashyap S. C., <i>Indian constitution: conflicts and controversies</i>. Vitasta Pub 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Sharma A. B., <i>Voices in the wilderness: critiquing indian constituent assembly debates</i>. Bloomsbury Publishing India Pvt.. • Das N., <i>Ambedkar and making of indian constitution</i>. Centrum Press. 		

Semester VII (Hons.)

Course: Human Rights			Semester: VII(H)
Course Code: LAP402	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Create an understanding of the necessity of human rights among students. 2. Explain the historical development of human rights in India & the globe. 3. Spread awareness among the students of the illegal ways in which an unchecked 'state' coerces its citizens into submission. 4. Impart necessary conceptual and legal education on human rights. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain the meaning of human rights and examine human rights issues in different social, political, and cultural contexts. 2. Recognize the human rights abuses occurring around them in the public sphere. 3. Discuss the importance of human rights among the citizens. 4. Critically examine issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counterterrorism operations. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Understanding the Concept of Rights, Meaning, definition, Classification of Rights, Aspects of Human Rights Social, Economic and Political.	12
	2	Universality v. Cultural Relativism, Public v. Private, Relativity of Rights, Liberal Origins, Individual v. Community Rights, Civil v. Human rights	15
	3	Theories of Rights: Natural Rights Theory, Legal/Positivist Theory, Liberal Theory, Marxist Theory, Cultural Theory and Sociological Theory	15
	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.	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Donnelly, Jack, <i>Universal Human Rights in Theory and Practice</i>, Ithaca: Cornell University Press. • Goodale, Mark, "Introduction." In <i>The Practice of Human Rights</i>. Edited by Mark Goodale and Sally Engle Merry. Cambridge University Press 		

	<ul style="list-style-type: none"> J. Hoffman and P. Graham, 'Human Rights', Introduction to Political Theory, Delhi, Pearson
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> SAHRDC, 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press. The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights. The Constitution of India, Chapter 3: Fundamental Rights.

Course: Politics and Cinema			Semester: VII(H)
Course Code: LAP403	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Appreciate the difference between commercial and alternate cinema. 2. Understand the social and political relevance of World Cinema. 3. Analyze the world around them through the eyes of screenwriters and filmmakers. 4. Become more conscious of the politics around them. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 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. 		
COURSE DETAILS	Module No	Topic	Hours
	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)	15
	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);	15
	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);	15
	4	Understanding Caste Through Cinema – Bandit Queen (1994); Samar (1999); India Untouched (2007); Fandry (2013); Asuran (2019); Palasa 1978 (2020)	15
	Total Hours		60
TEXT BOOK	<ul style="list-style-type: none"> • Rushton R., <i>The politics of hollywood cinema: popular film and contemporary political theory</i>. Palgrave Macmillan. • Léger Marc James, <i>Drive in cinema: essays on film theory and politics</i>. Intellect. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Kazmi F., <i>The politics of india's conventional cinema: imaging a universe subverting a multiverse</i>. Sage Publications. • Mehta R. B., <i>Unruly cinema: history politics and bollywood</i>. University of Illinois Press 		
Course: Global Governance and International Organizations			Semester: VII(H)

Course Code: LAP404	LTP	4 0 0	Credits: 4
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OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 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. 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. 3. Offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, and international terrorism, 4. Evaluate human security aspects with a debate on the phenomenon of global governance. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the concept of good governance and various aspects. 2. Understand the significance of global governance and international organizations. 3. Discuss contemporary global issues related to different international challenges. 4. Critically evaluate international problems and the role of international organizations. 		
COURSE DETAILS	Module No	Topic	Hours
	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

		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • McGrew, A., & Held, D., <i>Governing globalization: power, authority and global governance</i>. Polity Press. • Heywood, Global Politics, New York: Palgrave • M. Strager, Globalization: A Very Short Introduction, London: Oxford University Press 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Weiss, T. G., <i>Global governance: Why? what? whither?</i>, John Wiley & Sons. • G. Ritzer, Globalization: A Basic Text, Sussex: Wiley-Blackwell 		

Course: Interpretating International Data Sets for Political & Social Research			Semester: VII(H)
Course Code: LAP405	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the practical relevance of data in the realm of politics. 2. Learn new metrics and matrices of development and other indicators. 3. Read official government statistics as an instrument of policy making. 4. Integrate their theoretical learnings with empirical reality. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the importance of ethical practices in data mining. 2. Appreciate the use of development indicators in policy action. 3. Read government data and extract knowledge from the information. 4. Critically interpret the international data sets. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Prutsch M. J., <i>Science numbers and politics</i>. Palgrave Macmillan. • Allin P., <i>From gdp to sustainable wellbeing: changing statistics or changing lives?</i> Palgrave Macmillan. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Fioramonti L., <i>How numbers rule the world: the use and abuse of statistics in global politics</i>. Zed Books. • 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. 		

Semester VIII (Hons.)

Course: Marx, Gandhi, and Ambedkar: A Comparative Study			Semester: VIII(H)
Course Code: LAP409	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Be able to place Marx, Gandhi, and Ambedkar in their historical contexts. 2. Make a comparative account of the ideologies of these three thinkers. 3. Trace the shifts and transformations in the ideologies of these three thinkers. 4. Understand the contemporary relevance of the three thinkers. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand Marx, Gandhi, and Ambedkar both in isolation and in comparison, with each other. 2. Assess their views on the most important socio-political issues of their times. 3. Demonstrate their contributions in the intellectual history of the world. 4. Evaluate the progress of the ideologies that derive their names from these three thinkers. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Guha, R., <i>Makers of modern India</i>. Harvard University Press. • Kshirsagar R. K., <i>Karl marx and babasaheb ambedkar: a comparative study</i>. Kalpaz Publications. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Alam J. & Bilgrami A., <i>Marx gandhi and modernity: essays presented to javeed alam</i> (First). Tulika Books. • Kumar A., <i>Radical equality: ambedkar gandhi and the risk of democracy</i>. Stanford University Press. • Krishnan P. S., Synthesising the gandhi–ambedkar–narayanaguru–marx visions for dalit liberation*. <i>Social Change</i>.
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Course: Practicum-Political Science			Semester: VIII(H)
Course Code: LAP410P	LTP	0 0 6	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Experience how legislative assemblies carry out their responsibilities. 2. Reproduce the experience of Indian Parliament and state assemblies. 3. Understand the formal and informal processes at the different organs of UN. 4. Assess how democracy works at the grassroots. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify first-hand experience of the duties and powers of Indian legislators. 2. Assess the possibilities of debates and discussions in Parliament and state assemblies. 3. Examine events and sessions that are based on the functioning of UN General Assembly 4. Evaluate democratic processes that play out in the third tier of Indian democracy. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> • Krein A.-T. & Rönker Josephin Paula., <i>Model united nations: a practical guide</i>. Springer 		

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

ELECTIVE COURSES

Course: Political Practices in Contemporary India			Semester: V
Course Code: LAP304E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the political causes of communalism in India. 2. Locate contemporary caste-based politics in its historical context. 3. Analyze the political economy of contemporary India. 4. Examine the loss of democratic values in institutions of importance. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Distinguish religion as faith from how it exists in the political sphere. 2. Understand affirmative action and its social and economic impacts. 3. Evaluate the patterns of development under neoliberalisation. 4. Investigate the democratic character of important institutions. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Religion: Communalization of Political Sphere – Hindutva and its multiple dimensions; Uniform Civil Code; Citizenship; Election campaigns; Hate Speeches and Mob Violence	11
	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 st century.	11
	3	Market: Flow of capital into politics – money power in elections; Influence of corporate media on politics; the ever-increasing State-Corporate nexus	11
	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	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Kaviraj S., <i>Politics in India</i>. Oxford University Press. • Rajani, K., <i>Caste in Indian Politics</i>. 		
REFERENCE	<ul style="list-style-type: none"> • Ray A. & Banerjee-Dube I., <i>Nation nationalism and the public sphere</i>: 		

BOOK/ SUGGESTED READING	<p><i>religious politics in India</i>. SAGE Publications India Pvt Ltd</p> <ul style="list-style-type: none"> • Jodhka S. S., Caste in contemporary India (Second). Routledge Taylor & Francis Group. • Das R. J., The political economy of new India: critical essays, Routledge.
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Course: UN and Global Conflicts			Semester: V
Course Code: LAP304E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Identify United Nations as an international organization, its principles and institutional structure 2. Understand the United Nations' role in peacekeeping and peace-building since the Second World War. 3. Describe United Nations' contributions and shortcomings in maintaining international peace and security 4. United Nations role in creating an equitable social economic world order. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the role of the United Nations in maintaining peace and order. 2. Discuss the role of the UN agencies in international responsibilities. 3. Evaluate global politics in conflict resolutions. 4. Critically evaluate the United Nations' democratic functions and possibility of democratization of world order. 		
COURSE DETAILS	Module No	Topic	Hours
	1	The United Nations: Historical Overview; Principles and Objectives; Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice,	11
	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],	12
	3	UN Women, United Nations High Commissioner for Refugees [UNHCR]), Critical Assessment of Secretary General, Peace Keeping, Millennium Development Goals	11
	4	Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms	11
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Malone, D. M., Mohan, C. R., & Raghavan, S., <i>The Oxford handbook of Indian foreign policy</i>. OUP Oxford. 		

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

Course: Social Movements and Revolutions			Semester: V
Course Code: LAP304E3	LTP	3 0 0	Credits: 3

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

	<ul style="list-style-type: none"> • Bagguley, Paul and Yasmin Hussain, <i>Riotous Citizens: Ethnic Conflict in Multicultural Britain</i>, Ashgate, London. • Hellman, Judith Adler, <i>Social Movements: Revolution, Reform and Reaction</i>, NACLA, Anniversary Essay/ Social Movements.
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Course: State Politics in India			Semester: VI
Course Code: LAP313E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the federal scheme of Indian constitution. 2. Analyze how new states and formed. 3. Critically evaluate the areas in which Centre and states have divergent interests. 4. Explore the reasons for regionalism and secessionism in India. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the diverse political realities of different Indian states. 2. Interpret the role of democracy in the development of states. 3. Examine the social and economic inequalities that exist within and between states. 4. Evaluate the role of movements and revolutions in deepening of democracy. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Development of State Politics in India; Framework for Analysis; Nature of Indian Diversities and Nationalist Responses;	11
	2	Development of State System; Elections and Electoral Politics; Political Parties and Political Systems	11
	3	Patterns of Dissent and Protest Movements in Indian States, Developmental Issues and Regional Disparities; Agrarian Issues, Land Reforms; Industry and Labour	11
	4	Implications for State Politics; Inter-State Disputes: Water and Territorial Boundaries; Linguistic and Ethnic Minorities in State Politics; State Autonomy Movements in India	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Wiener, M., <i>State politics in India</i>, Princeton University Press. • Kohli, A., <i>The state and poverty in India: the politics of reform</i>. Cambridge Univ. Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Tillin L. & Oxford University Press, <i>Indian federalism</i>, Oxford University Press. • Kumar A., <i>Rethinking state politics in india: regions within regions</i>, Routledge. • Hasan Z., <i>Politics and the state in india</i>. SAGE Publications. 		

Course: Panchayati Raj Institutions & Urban Local Bodies			Semester: VI
Course Code: LAP313E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. Understand the evolutionary trend of Panchayati Raj. 2. Depict the contribution of different Committees and Commissions in the growth of Panchayati Raj 3. Evaluate the Constitutional Status and growth of Panchayati Raj Institution in Haryana. 4. Examine the structural and functional aspects Panchayati Raj Institutions and explain how control is exercised over the PRIs. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify changes in urban governance. 2. Discuss the role of state finance commission and financial inclusion. 3. Assess people's participation in urban local self-government. 4. Critically evaluate urban planning and efficacy of schemes of urban development. 		
COURSE DETAILS	Module No	Topic	Hours
	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 th 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
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Maheshwari, S.R., Local Government in India, New Delhi: Origin Longman 		

	<ul style="list-style-type: none"> • Desai, Vasant, Fundamentals of Rural Development; A Systems Approach, New Delhi: Himalayia Publication • Goel, S.L & Shalini Rajneesh, Panchayati Raj in India, New Delhi: Deep & Deep Publications Pvt. Ltd.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Stephen McGovern J. (John), Urban Politics: A Reader Sage Publication. • Aslam, M., Panchayati Raj in India, New Delhi: NBT • Mahipal, Gram Niyojan, New Delhi: NBT • Mishra, S.N, New Horizons in Rural Development Administration, New Delhi: Mittal

Course: Peace, Conflict and War			Semester: VI
Course Code: LAP313E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Identify theoretical constructs of conflict across the globe. 2. Understand processes of conflict management and the role of government and civil societies. 3. Narrate the role of international institution peacebuilding. 4. Describe the importance of rehabilitation and post-conflict measures. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the construct of conflict in different societies. 2. Discuss the role of government and other institutions in conflict resolution. 3. Assess the peace process and steps of reconciliation. 4. Critically analyse aspects of peace conflict and war. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Conflict: Theoretical Constructs: Meaning and Concept of Conflict, Sources of Conflict, Types and Levels of Conflict, Theories of Conflict	09
	2	Conflict Management: Methods of Conflict Resolution, Role of Government and Civil Society,	09
	3	Role of International and Trans-National Institutions Peace Building: Meaning and Significance, Approaches,	09
	4	Post-Conflict Construction and Rehabilitation (Case Studies – Local, Sub-National and International)	09
	5	Contemporary Peace Initiatives; Inter-Faith Dialogue, Peace Initiative Models (King, Mandela, Sharp, Bhavé and JP)	09
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Fry, D. P., <i>War, peace, and human nature: The convergence of evolutionary and cultural views</i>. Oxford University Press. • Karlsrud, J., <i>The UN at war: Peace operations in a new era</i>. Basingstoke: Palgrave Macmillan. 		
REFERENCE BOOK/ SUGGESTED	<ul style="list-style-type: none"> • Lemke, D., & Allee, T. L., <i>Regions of war and peace</i>, Cambridge: Cambridge University Press. 		

READING	<ul style="list-style-type: none">• Jeong, H. W., <i>Peace and conflict studies: An introduction</i>. Taylor & Francis.
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2I.(A). PROGRAM SPECIFIC OBJECTIVES FOR BA IN LIBERAL ARTS (ECONOMICS):

By studying both microeconomics (the behaviour of consumers and companies) and macroeconomics (large-scale economic factors, such as national production, employment, inflation and interest rates), one learns to think like an economist and understand how a modern market economy function. One also learns about the factors that determine long-run growth and short-term fluctuations so to better understand how economics applies to our everyday life.

The program has been designed to offer the eligible candidates a comprehensive course which delves into the nuances of the Indian as well as the other economics around the world. B.A. honours in Economics studies the definitions, scope, limitations, markets, consumers, producers, and distribution of goods and services within an economy. Along with macro, the micro aspects of an economy are also taken into consideration. Apart from microeconomics and macroeconomics, one also gets the understating of other sub disciplines of economics which is more practical based papers like development economics, environmental economics, international, behaviour economics, gender economics and so on.

The students develop analytical and problem-solving skills. As a result, it prepares them for different commerce and banking-related jobs. They may also become entrepreneurs running their business with the knowledge of production, consumption, and distribution in the economy.

The attributes expected from the graduates of B.A. Economics Program are:

- PSO 1: Ethical and Social Implications: Explore the ethical dimensions of economic decision-making, understand the social impact of economic policies, and consider the role of economics in addressing social justice and sustainable development, and to lead them to understand the world around them.
- PSO 2: will promote Analytical Skills: Acquire the ability to analyze economic data and apply quantitative and qualitative methods to evaluate economic phenomena and make informed decisions.
- PSO 3: Economic Policy Analysis: Develop skills to evaluate the impact of economic policies on various stakeholders, assess the efficiency and equity of policy measures, and propose alternative policy options.
- PSO 4: Communication and Presentation Skills: Develop effective written and oral communication skills to convey economic concepts, analysis, and policy recommendations to both technical and non-technical audiences.
- PSO 5: Facilitating the development of in-depth theoretical, practical, and experimental knowledge by Presentation discussions, written assignments, classroom presentations, field-work projects, and by consolidating their ability to analyze, research and process information.

I.(B). PROGRAM SPECIFIC LEARNING OUTCOMES (PSLOs) FOR ECONOMICS:

Upon completion of the BA (HONS) Economics, the students shall:

- PSLO 1: Application of Economics to Real-World Issues: Apply economic principles and analytical tools to analyze and solve real-world economic problems, such as poverty, inequality, environmental sustainability, and economic development.
- PSLO 2: Analytical Skills: Apply economic theories and quantitative methods to analyze and interpret economic data, evaluate economic problems, and propose effective solutions.
- PSLO 3: Professional Skills: Develop skills necessary for a successful career in economics, including teamwork, time management, problem-solving, and the ability to adapt to changing economic conditions and research methodologies.
- PSLO 4: Critical Thinking: Apply critical thinking skills to assess economic theories and arguments, identify assumptions and biases, and evaluate the strengths and weaknesses of different economic models and policy approaches.
- PSLO 5: Economic Knowledge: Demonstrate a comprehensive understanding of economic concepts, theories, and models across various subfields of economics, including microeconomics, macroeconomics, international economics, and applied economics.

ECONOMICS**SEMESTER III:**

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAN201	Indian Economy	4	0	0	4	Major (Core)
2	LAN202	Basic Microeconomics	4	0	0	4	Major (Core)
3	LAN203	Basic Macroeconomics	4	0	0	4	Major (Core)
4	LAN204	Industry, Innovation and Strategy	4	0	0	4	Minor
5	LAN205	Political Economy	4	0	0	4	Minor
6	LAN206	Money and Banking	4	0	0	4	MDC
7	LAK207P	Computer Applications- Intermediate Level	0	0	4	2	SEC
8	LAA208E1	Modern European Language: French	3	0	2	4	AEC
	LAA208E2	Modern European Language: Spanish					
	LAA208E3	Hindi for Liberal Arts					
9	LAG209	Summer Internship Project I	-	-	-	2	Internship
		Total Credit	27	0	6	32	
		Total Contact Hours	33				
		Guest Lecture (1), Library (1), Activities (1)	33+3=36				

Semester IV

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAN210	Public Economics	4	0	0	4	Major (Core)
2	LAN211	Intermediate Microeconomics	4	0	0	4	Major (Core)
3	LAN212	Intermediate Macroeconomics	4	0	0	4	Major (Core)
4	LAN213	Environmental Economics	4	0	0	4	Major (Core)
5	LAN214	Mathematical Methods for Economics	4	0	0	4	Minor
6	LAN215	Economics of Health and Education	3	0	0	3	MDC
7	LAK216P	Data Interpretation	0	0	4	2	SEC
8	LAA217P	Functional English	0	0	4	2	AEC
9	LAA218P	Current News Analysis	0	0	2	1	AEC
		Total Credits	23	0	10	28	
		Total Contact Hours	33				
		Lab (1), Activity (2)	33+3=36				

Semester V

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAN301	Indian Public Finance	4	0	0	4	Major (Core)
2	LAN302	Development Economics	4	0	0	4	Major (Core)
3	LAN303	Economic Growth and Development	4	0	0	4	Major (Core)
4		Discipline Specific Elective 1	3	0	0	3	Major
5	LAN305	Basic Statistics for Economics	4	0	0	4	Minor
6	LAN306	Research Methodology in Economics	2	0	4	4	Minor
7	LAK307P	Computer Applications- Advanced Level	0	0	4	2	SEC
8	LAV308	Art & Aesthetics	1	0	2	2	VAC
9	LAN309	Summer Internship Project-II	-	-	-	2	Internship
		Total Credits	22	0	10	29	
		Total Contact Hours	32				
		Library (2), Activities (2)	32+4=36				

Semester VI

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAN310	Contemporary Economic Issues	4	0	0	4	Major (Core)
2	LAN311	Basic Econometrics	4	0	0	4	Major (Core)
3	LAN312	Economic Forecasting and Analysis	4	0	0	4	Major (Core)
4		Discipline Specific Elective 2	3	0	0	3	Major
5	LAN314	Advanced Statistics for Economics	3	0	0	3	Minor
6	LAD315P	Deep Immersion Project (with 1 week of field work)	2	0	0	3	Immersion
7	LASS316P	Data Analytics with R for Social-Sciences	0	0	4	2	SEC
8	LAA317P	Team Building and Leadership	0	0	6	3	AEC
9	LAK318P	Career Skills	0	0	2	1	SEC
		Total Credits	20	0	12	27	
		Total Contact Hours	32				
		Activities (2), Project (2)	32+4=36				

Semester VII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAN401	Advanced Microeconomics	4	0	0	4	Major (Core)
2	LAN402	Advanced Macroeconomics	4	0	0	4	Major (Core)
3	LAN403	Advanced Econometrics	4	0	0	4	Major (Core)
4	LAN404	Labour Economics	4	0	0	4	Major (Core)
5	LAN405	Agriculture Economics	4	0	0	4	Major (Core)
6	LAG406	Ethics: Principles and Practice	2	0	4	4	Minor
7	LAG407P	Dissertation Writing	0	0	6	3	Minor
		Total Credits	22	0	10	27	
		Total Contact Hours	32				
		Library (2), Placement (2)	32+4=36				

Semester VIII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAN409	Quantitative Macro Finance	4	0	0	4	Major (Core)
2	LAN410P	Practicum-Economics	0	0	6	3	Major (Core)
3	LAG411	Research Publication and Ethics	2	0	4	4	Minor
4	LAG412P	Seminar	0	0	6	3	Seminar
5	LAK413	Written Analysis & Communication Skills	2	0	2	3	SEC
6	LAA414P	Mindfulness and Wellbeing	0	0	6	3	AEC
7	LAR415P	Industry Dissertation & Viva Voce	-	-	-	12	Dissertation
		Total Credits	8	0	24	32	
		Total Contact Hours	32				
	Co-curricular & Extra Curricular Activities IT Lab (2) + Field Visit / Data Collection (2)		32+4=36				

DISCIPLINE SPECIFIC ELECTIVES COURSES OF ECONOMICS

1	LAN304E1	Gender and Economics	3	0	0	3
	LAN304E2	Public Policy Analysis				
	LAN304E3	History of Economic Thought				
2	LAN313E1	Behavioral Economics	3	0	0	3
	LAN313E2	Game Theory				
	LAN313E3	International Economics				

Course: Indian Economy			Semester: III
Course Code: LAN201	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Familiarize the students with the main features of the Indian Economy and how it is influencing the business environment. 2. Identify the features of the Agriculture in Indian economy. 3. Familiarize the students with the main features of the Indian economy and the business environment. 4. Understand the economic and social issues of the Industrial sector and Service sector. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand Indian Economy and classify them by sectors. 2. Analyze economic policies of Indian government in shaping and improving economic performance. 3. Evaluate the success and failure of economic policies of government of India. 4. Suggest alternative policies for Indian economy. 		
COURSE DETAILS	Module No	Topic	Hours
	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; Foreign Direct Investment (FDI) in India's industrial sector.	12
	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	12

		India's services sector; recent policies in service sector in India; Multinational Corporation (MNC) in Service Sector	
	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
		Total Hours	60
TEXTBOOK	<ul style="list-style-type: none"> Datt, G., & Mahajan, A., <i>Indian Economy</i>, New Delhi: S. Chand & Company. Mishra, S. K. & Puri, V. K., <i>Indian Economy</i>, Himalaya Publishing House. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Dhingra, I. C., <i>The Indian Economy: Environment and Policy</i>. Sultan Chand & Sons Kapila, U. <i>Indian Economy: Performance and Policies</i>; Academic Foundation. <p>Government Reports/Documents</p> <ul style="list-style-type: none"> Annual Economic Survey, Government of India Annual Reports of NITI Aayog <p>Journals</p> <ul style="list-style-type: none"> Economic and Political Weekly Yojana Kurukshetra 		

Course: Basic Microeconomics			Semester: III
Course Code: LAN202	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Expose the students to the basic principles of microeconomic theory. 2. Give students insight into the dynamics of a market-based economy. 3. prepare students to be successful in economics courses. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the scope and method of microeconomics. 2. Explore and analyse supply and demand. 3. Evaluate consumer behavior. 4. Critically assess cost and revenue aspect of microeconomics. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	
		Total Hours	60
TEXTBOOK	<ul style="list-style-type: none"> Ahuja, H. L., <i>Modern Economics an Analytical Study</i>. S. Chand Publishing. Case, K. E., & fair, R. C., <i>Principles of Economics</i>, Pearson Education, Inc. Varian, H. R., & Varian, H. R. <i>Microeconomic analysis</i>, New York: Norton. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Samuelson, P. A., & Nordhaus, W. D. <i>Economics</i>, The McGraw—Hill Companies. Koutsoyiannis, A., <i>Modern Microeconomics</i>, Bloomsbury Academic India. 		

Course: Basic Macroeconomics			Semester: III
Course Code: LAN203	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 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. 2. Understand accounting of national income aggregates and its varied components. 3. Understand the role of Government expenditure in the economy. 4. Know the role of money in the modern economy and causes of inflation; investigate the ways to control it. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the flow of money and goods and services in the economy. 2. Describe the roles of money and the financial system in the macro economy. 3. Evaluate current events and evaluate specify policy so that reach the conclusions to specific economic policy or problem. 4. Apply economics analysis to everyday problems in real world situations. 		
COURSE DETAILS	Module No	Topic	Hours
	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:	09

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

Course: Industry, Innovation and Strategy			Semester: III
Course Code: LAN204	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Industrialize economics and realize its application in real life scenarios. 2. Understand aggregate models of industrial experience. 3. Understand market structure and concentration. 4. Learn about different theories of industrial localization. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand existing issues in industry innovation strategy. 2. Analyze the necessity for innovation and strategy. 3. Create innovative strategies for industrial development. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60

TEXTBOOK	<ul style="list-style-type: none"> Barthwal, R. R., <i>Industrial Economics: an introductory textbook</i>. New Age International.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Martin, S., <i>Industrial economics: economic analysis and public policy</i>. Prentice Hall. Ferguson, G. J., <i>Industrial economics: issues and perspectives</i>. Bloomsbury Publishing. <p>Journals</p> <ul style="list-style-type: none"> <i>The Journal of Industrial Economics: Wiley Online Library</i> <i>Journal of Scientific & Industrial Research: Springer</i>

Course: Political Economy			Semester: III
Course Code: LAN205	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Explore changes in the organization of production, labor markets and corporate structure. 2. Assess the relationship between political economy and social deprivation. 3. Explore the development of structures and institutions of capitalist economies. 4. Assess the consequences of globalization, especially of financial flows and the role of State 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate an ability to explain and compare different political and economic systems. 2. Recognize the mutual interdependence of the State and the economy. 3. Use critical thinking in understanding issues and problems of international political economy. 4. Develop critical perspectives on the various facts of capitalism. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Analysing Change in Historical Perspective – the method of Historical Materialism, Dialectical Method, Transition from Feudalism to Capitalism; Modernity and its various facets	15
	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	15
	3	State in the Era of Globalisation; State Capitalism; Imperialism; Deregulation; Neo liberalization; Erosion of State Autonomy; Concept of Welfare State	15
	4	The Social Dimension: Capitalism and uneven Development; Modernization Theory; Core-Periphery Theory; Exclusion and Marginalization; Gender in 21 st Century Economy; Ecological Crisis and Sustainable Development – a critical overview	15
		Total Hours	60
TEXTBOOK	• Beaud, M., <i>A history of capitalism, 1500-2000</i> . Aakar Books.		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Habib, I., Capitalism in history. <i>Social Scientist</i>.• Harvey, D., <i>A brief history of neoliberalism</i>. Oxford University Press, USA.• Lange, O., <i>Political Economy</i>.
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Course: Money and Banking			Semester: III
Course Code: LAN206	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. To know the concept and functions of money 2. To know all about the financial institution and different market instruments for controlling money supply 3. To know about the interest rate and its determinants. 4. To know about the Indian banking system and its changing role in the era of globalization. 5. To know how to prepare the balance sheet and manage portfolio. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand basic concept of money and banking. 2. Interpret working and functions of money and banking system. 3. Explore the operation of monetary policy. 4. Critically evaluate financial institution and their instruments 		
COURSE DETAILS	Module No	Topic	Hours
	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.	15
	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.	15
	3	Interest Rates: Determination; Sources of Interest Rate differentials; Theories of Term structure of Interest Rates; Interest Rates in India.	13
	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.	17
		Total Hours	60

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

Course: Public Economics			Semester: IV
Course Code: LAN210	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand and analyze the impact of public policy on the allocation of resources and the distribution of income in the economy. 2. Analyze the public expenditures, taxation, budgetary procedures, stabilization instruments, debt issues. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the scope and significance of public policy, describe the different types of public policy. 2. Examine the contributions of various stakeholders in policy making public goods. 3. Explore the nature of government intervention and its implications for allocation, distribution, and stabilization. 4. Discuss the economic effects of taxation. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXTBOOK	<ul style="list-style-type: none"> • Hindriks, J., & Myles, G. D., <i>Intermediate Public Economics</i>. MIT press. 		

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

Course: Intermediate Microeconomics			Semester: III
Course Code: LAN211	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Expose the students to the basic principles of microeconomic theory. 2. Introduce theory of production and cost 3. Explore market firms and concepts of revenue in market. 4. To solve problems through adjustments with time. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge in theory of Production and Cost 2. Analyze Market morphology and Concepts of Revenue in Market 3. Understand the behavior of the consumer and the producer and covers the behavior of a competitive firm. 4. Examine Income Distribution and Factor Pricing. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXTBOOK	<ul style="list-style-type: none"> Ahuja, H. L., <i>Modern Economics an Analytical Study</i>. S. Chand Publishing. Bernheim, B. D., & Whinston, M. D., <i>Microeconomics</i>, Tata McGraw-Hill. Case, K. E., & fair, R. C., <i>Principles of Economics</i>, Pearson Education, Inc., 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Samuelson, P. A., & Nordhaus, W. D., <i>Economics</i>, McGraw Hill Companies. Koutsoyiannis, A., <i>Modern Microeconomics</i>, Bloomsbury Academic India. Varian, H. R., & Varian, H. R., <i>Microeconomic analysis</i>, New York: Norton. 		

Course: Intermediate Macroeconomics			Semester: III
Course Code: LAN212	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Describe the equilibrium in the goods market and money market. 2. Examine the impact of aggregate demand and aggregate supply on determining income output and employment. 3. Explain the concept and determinates of inflation and types of unemployment. 4. Analyze the relationship between inflation and unemployment. 5. Critically analyze balance of payments and international financial markets. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate Understanding of macro-economic instrument at intermediate level. 2. Analyze the relationship between inflation, unemployment, and expectation. 3. Explain the working of multiplier. 4. Critically evaluate various macroeconomic policies in terms of a coherent logical structure. 		
COURSE DETAILS	Module No	Topic	Hours
	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: <ol style="list-style-type: none"> 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:	18

		Determinants of business fixed investment, residential investment and Inventory Investment	
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Blanchard O., <i>Macroeconomics</i> 7th ed, Pearson Education, Inc. • Froyen R. T., <i>Macroeconomics: Theories and Policies</i>, Pearson Education Asia, • D'Souza E., <i>Macroeconomics</i>, Pearson Education. • Dornbusch, R., Fischer, S. and Startz, R., <i>Macroeconomics</i>, McGraw Hill. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Friedman, M., A Theory of the Consumption Function. Princeton University Press. Journal Article <ul style="list-style-type: none"> • 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>. • Hicks, J. R., Mr. Keynes and the "Classics"; A Suggested Interpretation. <i>Econometrica</i>, https://doi.org/10.2307/1907242 Journal <ul style="list-style-type: none"> • <i>Economica</i>, the London School of Economics and Political Science • <i>Econometrica</i>, Econometric Society 		

Semester IV

Course: Environmental Economics			Semester: IV
Course Code: LAN213	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Familiarize students with the main issues in environmental valuation and with the basic features of the environmental policy tools. 2. The economic causes behind environmental problems. 3. To learn economic implications of environmental policy as well as valuation of environmental quality. 4. Economic implications of quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. 5. Selected topics on international environmental problems are also discussed. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate familiarity with the main issues in environmental valuation and with the basic features of the environmental policy tools. 2. Measure the Benefits of Environmental Improvements 3. International Environmental Problems. 4. Critically evaluate the design and implementation of environmental policy. 		
COURSE DETAILS	Module No	Topic	Hours
	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	15
	2	Measuring the Benefits of Environmental Improvements: Non-Market values and Measurement Methods; Risk Assessment and Perception, Sustainable Development.	15
	3	International Environmental Problems: Trans-boundary Environmental Problems; Economics of Climate Change; Trade and Environment. Property Rights and the Coase Theorem.	15

	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.	15
		Total Hours	60
TEXTBOOK	<ul style="list-style-type: none"> Kolstad, C., <i>Intermediate Environmental Economics</i>, Oxford University Press. Stavins, R.N., <i>Economics of the Environment: Selected Readings</i>, W.W. Norton. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Perman, R., Ma, Y., McGilvray, J., & Common, M., <i>Natural resource and environmental economics</i>. Pearson Education. Cropper, M. L., & Oates, W. E., <i>Environmental economics: a survey</i>. Journal of economic literature. 		

Course: Mathematical Methods for Economics			Semester: IV
Course Code: LAN214	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. In learning preliminary mathematical concepts specially related to real valued, concave, quasi concave, and continuous functions. 2. Basic concepts of set theories especially convex, hyper planes, half spaces, separating and supporting hyper planes. 3. Static optimization and its related concepts. 4. How micro economic theories can be portrayed in to set theoretic approach. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand mathematical Methods for Economics 2. Apply the methods of linear algebra, differential and Integral calculus, concepts of maxima and minima. 3. Solve economic problems using mathematical concepts. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXTBOOK	<ul style="list-style-type: none"> Chiang, A. C., <i>Fundamental Methods of Mathematical Economics</i>, McGraw Hill 		

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

Course: Economics of Health and Education			Semester: IV
Course Code: LAN215	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To learn about a macroeconomic framework to analyze health and education policies. 2. To comprehend individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. 3. Receive an overview of health and education in India. 4. To discuss on selected topics on health and societal problems. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Gain knowledge of the key analytical reasoning and tools of health economics and their normative foundations and ethical implications. 2. Develop microeconomic foundations on health economics. 3. Analyze health and education program in India. 4. Evaluate health and education programs. 		
COURSE DETAILS	Module No	Topic	Hours
	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 dise 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,	10

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

Semester V

Course: Indian Public Finance			Semester: V
Course Code: LAN301	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand and analyze the impact of public finance on the allocation of resources and the distribution of income in India. 2. Analyze the public expenditures, taxation, budgetary procedures, stabilization instruments, debt issues in India. 3. Understand the needs of public borrowing from all possible sources to meet necessary public investment/expenditures in India. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Enable the students to understand the scope and significance of public finance of India. 2. Understand the budgetary system in India and States of India. 3. Equip students with the nature of government intervention and its implications for allocation, distribution, and stabilization. 4. Understand a formal analysis of government taxation and expenditures of India. 		
COURSE DETAILS	Module No	Topic	Hours
	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 th 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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Musgrave, R. A., & Musgrave, P. B. Public Finance in Theory and Practice McGraw Hill Book Company. <i>New York</i>. Rosen, H. S., <i>Public Finance</i>, M. International Edition. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Atkinson, A. B., & Stiglitz, J. E., <i>Lectures on public economics: Updated edition</i>. Princeton University Press. Purohit, M. C., <i>Value Added Tax: Experiences of India and Other Countries</i>. Gayatri Publications. <p>Government Reports</p> <ul style="list-style-type: none"> Economic Survey, Government of India (Latest). Reserve Bank of India. State Finances: A study of Budgets “2020–21”. 		

Course: Development Economics			Semester: V
Course Code: LAN302	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand discussion of alternative conceptions of development and their justification. 2. Understand aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. 3. Develop measures of inequality and connections between growth and inequality. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain the basics of development economics, the concepts of development, and growth. 2. Identify Key issues of economic development. 3. Analyze the economics of Land Labor and credit market. 4. Link the connections between Poverty, inequality, and sustainable development. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Ray, D., <i>Development economics</i>. Princeton University Press • Todaro, M., Smith, S., <i>Economic Development</i>. Pearson. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Banerjee, A., Benabou, R., Mookerjee, D., <i>Understanding poverty</i>. Oxford University Press. • Basu, K., <i>The Oxford companion to economics in India</i>. Oxford University Press. • Dasgupta, P., <i>Economics: A very short introduction</i>. Oxford University Press. • Sen, A., <i>Development as freedom</i>. Oxford University Press. <p>Government Reports</p> <ul style="list-style-type: none"> • SDG reports, NITI Aayog 		

Course: Economic Growth and Development			Semester: V
Course Code: LAN303	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand discussion of alternative conceptions of economic growth and their justification. 2. Understand aggregate models of growth and development to know cross-national growth experience. 3. Learn about different measures of demographic indicators and its relationship with development. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge in the basics of economic growth and development, with in-depth discussions of the concepts of development, and growth. 2. Evaluate the different growth and development models. 3. Plan for economic growth and development in accordance with demographic patterns. 4. Conceptualize projects of economics of development and growth. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	21
	2	Development Models Rostow stages of Economic Growth, Big push model, Critical minimum effort thesis, Lewis low level equilibrium trap.	21
	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.	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Ray, D., <i>Development economics</i>. Princeton University Press • Todaro, M., Smith, S., <i>Economic Development</i>. Pearson. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Banerjee, A., Benabou, R., Mookerjee, D., <i>Understanding poverty</i>. Oxford University Press.• Basu, K., <i>The Oxford companion to economics in India</i>. Oxford University Press.• Sen, A., <i>Development as freedom</i>. Oxford University Press.• Jhingan, M.L., <i>The Economics Of Development and Planning</i>, Vrinda Publications. Government Reports <ul style="list-style-type: none">• SDG reports, NITI Aayog
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Course: Basic Statistics for Economics			Semester: V
Course Code: LAN305	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand some basic concepts and terminology that are fundamental to statistical analysis and inference. 2. Develop notion of probability, followed by probability distributions of discrete and continuous random variables. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the basic concepts of statistics in economics. 2. Explain measure of central tendency and dispersion and their relevance. 3. Apply principles of probability. 4. Use probability in real life situations. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction and Overview Classification of Data, Graphical Representation, Measurements of Central Tendency (Mean, mode, median), 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.	15
	2	Measure of Central Tendency Median, Arithmetic Mean, Mode, Geometric Mean, Harmonic Mean, Uses and Limitations of these measures	16
	3	Measures of Dispersion Range, Quartile Deviation, Interquartile Range, Mean deviation or Average Deviation, Standard Deviation, Variance and Coefficient of Variance, Skewness and Kurtosis.	16
	4	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	13
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Gupta, S. C., Fundamentals of Statistics, Himalayan Publishing House. • Siegel, Andrew F, <i>Practical Business Statistics</i>; McGraw Hill. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Jay L. Devore, <i>Probability and Statistics for Engineers</i>, Cengage Learning.• John E. Freund, <i>Mathematical Statistics</i>, Prentice Hall.• Richard J. Larsen and Morris L. Marx, <i>An Introduction to Mathematical Statistics and its Applications</i>, Prentice Hall.
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Course: Research Methodology in Economics			Semester: V
Course Code: LAN306	LTP	2 0 4	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the importance of research for academia and the society. 2. Explain the fundamentals of research methodology. 3. Plan the research projects. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the importance of research 2. Formulate appropriate research questions 3. Test hypothesis with appropriate statistical methods. 4. Report research findings. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Fundamentals of Research: Purpose of research, Types of Research: Exploratory research, action research, Survey Research, Historical research, Applied Research, Experimental research	20
	2	Research Process: Research Design, Research Plan, Writing Research Methodology, Theoretical Framework, Hypothesis Formulation, Scale-Nominal and Ordinal, Variables	25
	3	Data collection Methods: Various types of Data collection methods, Qualitative and Quantitative Methods, Sample Size, Pilot Survey, Types of Sampling,	20
	4	Report Writing and Ethics: Literature Review, Research Design, References styles, Research Gap, Report Writing and Research Publication Ethics	25
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> • Kurien C.T., A guide to research in Economics, <i>Institute of Development Studies</i>. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Best, J. W., Research in Education. <i>PHI Learning Private Ltd.</i> • Kothari, C. R., Research Methodology: Methods and Techniques, <i>New age International Publisher</i>. • Kumar, R., Research Methodology: A step by step guide for Beginners, <i>SAGE Publications Ltd.</i> 		

Course: Summer Internship Project II			Semester: V
Course Code: LAN309	LTP	0 0 0	Credits: 2

COURSE DETAILS	Topic
	<p>An internship is a professional learning 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 credit score.</p> <p>For an internship to be successful it depends on the support and contribution of –</p> <p>Agency/Organization:</p> <p>Having a good Internship Structure that provides a equal opportunity to the students to Learn, unleash their potential.</p> <ul style="list-style-type: none"> • Provide them Challenging and very engaging Tasks. • Understanding and solving the queries of the student intern. • 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 professional staff. • Review the student's coursework and discuss the knowledge and skills acquired in consideration of that required to perform the work duties within the agency. • Evaluate the Intern's Performance, Attendance etc. and share it along with the Participation Letter/certificate. <p>Faculty Supervisor:</p> <ul style="list-style-type: none"> • To provide a liaison between 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

	<p>faculty Supervisor will facilitate discussion and final evaluations.</p> <ul style="list-style-type: none"> • To provide orientation to the Student Interns Regarding the Internship. • To facilitate the Pre- internship seminars, providing feedback to interns on presentations and papers. • To provide ongoing consultation with the placement agencies as needed. • To Share Necessary Information regarding the Internship with students and help in smooth Registration and Placement Process. • To coordinate with the Training and Placement Officer for better results. <p>Student Intern:</p> <p>The overall responsibility of the student is to devote himself/herself to the learning of helpful interaction with service users.</p> <ul style="list-style-type: none"> • To obtain 100 % Attendance in the internship. • To follow agency policies with regard to time schedules, regulations, and matters of dress. • To Work Diligently and Be responsible for the Tasks assigned. • To leave word with the agency secretary and or supervisor as to where s/he is and when s/he will return. • To report absences and reasons for absences immediately to the External Guide/H.R. • To participate in her/his midterm and final evaluations with the Field Instructor. • To participate in an evaluation of the Social Work Department. • To write a Report and Maintain the Logbook of the internship at the end of her/his internship and submit it to the Faculty In-Charge. • To carry out an evaluation of the Field Instructor (Appendix J). • To complete assignments for the internship seminar. • To participate in an end of term discussion and complete the Skills and Services Feedback form provided by the Organization (If any). • To provide evidence of having completed at least 200 hours including attendance during the agency visits.
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*Assessment of the internship will be based on the rubrics for internship given under common courses.

Semester VI

Course: Contemporary Economic issues			Semester: VI
Course Code: LAN310	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Familiarize students with basic concepts related to the Economic Survey and Union Budget. 2. Have sufficient knowledge and skills to analyze these documents. 3. Comprehend the needs of public borrowing from all possible sources to meet necessary public investment/expenditures in India. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define various components of budget. 2. Analyze economic survey of the given financial year. 3. Critically assess the importance and different aspects of the union budget. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	21
	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.	12
	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	15

		Budgeting, Fiscal Devolution and Centre-state Financial Relations.	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Musgrave, R. A., & Musgrave, P. B., Public Finance in Theory and Practice McGraw Hill Book Company. <i>New York</i>. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Chakraborty, P., Intergovernmental fiscal transfers in India: Emerging trends and realities. In P.Patnaik (ed.): <i>Macroeconomics</i>. Oxford University Press. Kapila, U., <i>Fiscal and budgetary developments in Indian economy since independence</i>. AcademicFoundation. Mukherjee, P., Budget making. In K. Basu, A. Maertens: <i>The new Oxford companion to economics in India</i>. Oxford University Press. 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>. <p>Journal Article</p> <ul style="list-style-type: none"> Reddy, Y., Continuity changes and the way forward: The fourteenth finance commission. <i>Economic and Political Weekly</i>. <p>Government Reports</p> <ul style="list-style-type: none"> Economic Survey, Ministry of Finance Union Budgets, Government of India 		

Course: Basic Econometrics			Semester: VI
Course Code: LAN311	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand stages of empirical research. basic econometric concepts and techniques. 2. Develop basic econometric models. 3. Explain the consequences of and tests for misspecification of regression models. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain the nature and scope of econometrics in empirical research. 2. Apply linear regression model in economics. 3. Test the consequence of violations of classical assumptions. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Gujarati, D. N., & Porter, D. C., <i>Essentials of Econometrics</i>, McGraw Hill, International Edition. • Madnani, G. M. K., & Madnani, G. M. K., <i>Introduction to Econometrics: Principles and Applications</i>. Oxford and IBH Publishing. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Kmenta, J., & Klein, L. R., <i>Elements of Econometrics</i>, New York: Macmillan. • Wooldridge, J., <i>Introduction to econometrics: A modern approach</i>, 5th ed. Cengage Learning. • Dougherty, C., <i>Introduction to econometrics</i>, Oxford University Press.
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Course: Economic Forecasting and Analysis			Semester: VI
Course Code: LAN312	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop understanding over different types of data and variables used in economics. 2. Constructing forecasts and forecast confidence intervals for the various components using a variety of econometric models. 3. Use big data analytics. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain different types of data set used and variables. 2. Explore the time series issues involved with forecasting economic variables. 3. Handle high dimensional data sets for forecasting. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	• Hyndman, R.J. and Athanasopoulos, G., <i>Forecasting: Principles and</i>		

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

Course: Advanced Statistics for Economics			Semester: VI
Course Code: LAN314	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand formulation of index numbers. 2. Understand sampling distribution and some important theoretical distributions. 3. Equip them with technique of hypothesis to be used in research purpose. 4. Apply statistical tools in economic problems. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Build new indexes and test consistency. 2. Develop competency in creating sample designs in economic research. 3. Deal in approximation and future prediction. 4. Relate variables and ascertain the cause-and-effect relationship for economic modelling. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Gupta, S.C., Fundamentals of Statistics, Himalayan Publishing House. • Siegel, Andrew F., <i>Practical Business Statistics</i>; McGraw Hill. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Jay L. Devore, <i>Probability and Statistics for Engineers</i>, Cengage Learning. • John E. Freund, <i>Mathematical Statistics</i>, Prentice Hall. • Richard J. Larsen and Morris L. Marx, <i>An Introduction to Mathematical Statistics and its Applications</i>, Prentice Hall. 		

Semester VII

Course: Advanced Microeconomics			Semester: VII
Course Code: LAN401	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the market morphology. 2. Look at price and output under different markets. 3. Learn about profit under different markets. 4. Different market modeling. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of price and output determination under perfect competition, monopoly, oligopoly, and monopolistic competition. 2. Analyze the revenue and cost curve of firm and industry in different market structures. 3. Evaluate the profit and loss condition for each market structure. 4. Solve the price and output determination, profit, and loss condition under different forms of market structure. 		
COURSE DETAILS	Module No	Topic	Hours
	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	15

		an introduction to Game Theory, The Kinked-Demand Model, Price Leadership Model.	
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Nicholson, W & Snyder, C., Microeconomic Theory: Basic Principles and Extensions. Cengage Publisher. Varian, H. R., & Varian, H. R., <i>Microeconomic analysis</i>, New York: Norton. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Samuelson, P. A., & Nordhaus, W. D., <i>Economics</i>, The McGraw Hill Companies. Koutsoyiannis, A., <i>Modern Microeconomics</i>, Bloomsbury Academic India. Ahuja, H. L., <i>Modern Economics an Analytical Study</i>. S. Chand Publishing. 		

Course: Advanced Macroeconomics			Semester: VII
Course Code: LAN402	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Describe the equilibrium in the goods market and money market. 2. Examine the impact of aggregate demand and aggregate supply on determining income output and employment. 3. Explain the concept and determinates of inflation and types of unemployment. 4. Analyze the relationship between inflation and unemployment. 5. Identify balance of payments and international financial markets. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of theories of business cycle and various phases of business cycles. 2. Analyze the implication of fiscal and monetary policy in various phases of business cycles. 3. Explain different types of exchange rates. 4. Solve the problem of BOP adjustment in open economy model. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXTBOOK	<ul style="list-style-type: none"> • Blanchard O., <i>Macroeconomics</i> 7th ed, Pearson Education, Inc. 		

	<ul style="list-style-type: none"> • Froyen R. T., <i>Macroeconomics: Theories and Policies</i>, Pearson Education Asia, • D’Souza E., <i>Macroeconomics</i>, Pearson Education. • Dornbusch, R., Fischer, S. and Startz, R., <i>Macroeconomics</i>, McGraw Hill.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Friedman, M., A Theory of the Consumption Function. Princeton University Press. <p>Journals</p> <ul style="list-style-type: none"> • Economica, the London School of Economics and Political Science • Econometrica, Econometric Society

Course: Advanced Econometrics			Semester: VII
Course Code: LAN403	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Gain basic knowledge of statistics, mathematics as well as econometric theory. 2. Enable estimation of models with limited dependent variables and the use of instrumental variables to estimate models with endogenous regressors. 3. Learn the consequences of and tests for misspecification of regression models. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand theoretical basis for econometric techniques widely used in empirical research. 2. Explain the importance of instrumental variables, problem of misspecification and pooled regression in econometrics. 3. Choose an appropriate regression model concerning the problem and data. 4. Estimate the parameters of the regression models. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Gujarati, D. N., & Porter, D. C., <i>Essentials of Econometrics</i>, McGraw Hill, International Edition. • Madnani, G. M. K., & Madnani, G. M. K., <i>Introduction to Econometrics: Principles and Applications</i>. Oxford and IBH Publishing. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Kmenta, J., & Klein, L. R., <i>Elements of Econometrics</i>, New York: Macmillan. • Wooldridge, J., <i>Introduction to econometrics: A modern approach, 5th ed.</i> Cengage Learning. • Hsiao, C., <i>Analysis of panel data</i> (No. 64). Cambridge University Press. 		

Course: Labor Economics			Semester: VII
Course Code: LAN404	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. The Labor Factor in the Development of Economic Thought Topics. 2. Individual and Aggregate Labor Supply and Labor Demand, Labor Force Participation, and Hours of Work Topics. 3. Wage Determination, Wage Structure and Wage Differentials, Executive and Alternative Pay Trends, Wages & Productivity Topics. 4. Benefits, Labor Mobility & Migration, Labor Market Discrimination & Poverty Topics. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Comprehend classical and neoclassical labor Economics. 2. Analyze the concepts of individual and aggregate labor supply and labor demand. 3. Explain theories of wage determination. 4. Critically examine the issues on labor mobility, migration, and labor market discrimination & poverty. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	15
	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.	15
	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.	15
	4	Labor Mobility & Migration, Labor Market Discrimination & Poverty:	15

		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.	
		Total Hours	60
TEXTBOOK	<ul style="list-style-type: none"> • Brown, C., Minimum wages, employment, and the distribution of income. <i>Handbook of labor economics</i>. • Smith, S. W., <i>Labour economics</i>. Routledge. • Layard, P. R. G., <i>Handbook of labor economics</i> (Vol. 3). North-Holland. • Killingsworth, M. R., <i>Labor supply</i>, Cambridge: Cambridge university press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Heckman, J., Shadow prices, market wages, and labor supply. <i>Econometrica: journal of the econometric society</i>. • Lucas Jr, R. E., & Rapping, L. A., Real wages, employment, and inflation. <i>Journal of political economy</i>. • Hamermesh, D. S., The demand for labor in the long run. <i>Handbook of labor economics</i>. • McConnell, C. R., Brue, S. L., & Macpherson, D. A., <i>Contemporary labor economics</i>, New York: McGraw-Hill. (Main text) • McNulty, P. J., The origins and development of labor economics. <i>MIT Press</i> 		

Course: Agriculture Economics			Semester: VII
Course Code: LAN405	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. The importance of the agriculture sector, and the critical issues, policies. 2. Programs in this sector with particular emphasis on Indian agriculture. 3. Main features of the Indian economy and the agricultural sector. 4. The economic and social issues of the agricultural sector. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of the importance of agriculture on economic development. 2. Identify the linkages and terms of trade between agriculture and industry. 3. Analyze the trends in agriculture growth, productivity, and marketing in India. 4. Critically examine the impact of green revolution and involvement of WTO in Indian agriculture. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	15
	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),	15
	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.	15
	4	Green revolution: Impact on production, income distribution and labor absorption, Emerging trends in agricultural technology, Dry land farming and use of biotechnology techniques, Climate change and agriculture, WTO, and Indian	15

		Agriculture.	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Mishra, S. K. & Puri, V. K., <i>Indian Economy</i>, Himalaya Publishing House • Kapila, Uma; <i>Indian Economy: Performance and Policies</i>; Academic Foundation • Singh, A., & Sadhu, A., <i>Agricultural problems in India: development politics & prospects</i>. • Soni, R. N., <i>Leading Issues in Agricultural Economics</i>. Vishal Publication Co. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Datt, G., & Mahajan, A., <i>Indian Economy</i>, New Delhi: S. Chand & Company. • Bahaduri, A., <i>The Economic Structure of Backward Agriculture</i>; Academic Press • Bilgrami, S. A. R., <i>An introduction to agricultural economics</i>. Rawat Publications. 		

Semester VIII

Course: Quantitative Macro Finance			Semester: VIII
Course Code: LAN409	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand and analyze the relationship between financial variables and macroeconomic indicators. 2. Apply macroeconomic concepts and theories to analyze financial markets and institutions. 3. Apply econometric techniques to estimate and interpret quantitative models in macro finance. 4. Critically evaluate and interpret research papers in the field of quantitative macro finance. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate the understanding of the key macroeconomic variables relevant to financial markets. 2. Examine the impact of monetary policy on financial markets and the macroeconomy. 3. Evaluate the macroeconomic consequences of financial crises. 4. Estimate and interpret asset pricing models using regression analysis. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Quantitative Macro Finance: Overview of the course objectives, expectations, and assessment criteria; Introduction to the field of macrofinance and its relevance to economics, Discussion of key financial variables and their macroeconomic implications.	15
	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.	15
	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.	15

	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.	15
		Total Hours	60
TEXTBOOK	<ul style="list-style-type: none"> Campbell, J. Y., Lo, A. W., & MacKinlay, A. C., <i>The Econometrics of Financial Markets</i>. Princeton University Press. Sarno, L., & Taylor, M. P., <i>The Economics of Exchange Rates</i>. Cambridge University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Cochrane, J. H., <i>Asset Pricing</i>: Revised Edition. Princeton University Press. Gourieroux, C., & Jasiak, J., <i>Financial Econometrics: Problems, Models, and Methods</i>. Princeton University Press. He, Z., & Krishnamurthy, A., <i>Understanding the Risk of Rare Events in Macroeconomics</i>. Annual Review of Economics. Sarno, L., & Taylor, M. P., <i>The Economics of Exchange Rates</i>. Cambridge University Press. 		

Course: Practicum-Economics			Semester: VIII
Course Code: LAN410P	LTP	0 0 6	Credits: 3

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

ELECTIVE COURSES

Course: Gender and Economics			Semester: V
Course Code: LAN304E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Examine in detail the issues of gender in the field of production of both formal and informal work. 2. Understand gender as a social category and its relevance to the study of the economy. 3. Develop an understanding of new conceptualizations that gender analyses give shape to definition of work. 4. Create an understanding of some of the ways in which the economy is gendered. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate gender perspective of economy. 2. Analyze the relationship between gender and development. 3. Measure gender inequality in an economy. 		
COURSE DETAILS	Module No	Topic	Hours
	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	15
	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.	15
	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.	15
		Total Hours	45
TEXTBOOK	<ul style="list-style-type: none"> • Visvanathan, N., Duggan, L., Nisonoff, L., & Wiegersma, N., The Women, Gender, and Development Reader. New Africa Books. • Goodman, J., <i>Global perspectives on gender and work: Readings and interpretations</i>. Rowman & Littlefield Publishers. 		

<p>REFERENCE BOOK/ SUGGESTED READING</p>	<ul style="list-style-type: none"> Engels, F., & Morgan, L. H., <i>The origin of the family, private property and the state</i>. Moscow: Foreign Languages Publishing House. Boserup, E., <i>Women's role in development</i>. London: Earthscan. Benería, L., Berik, G., & Floro, M., <i>Gender, development and globalization: Economics as if all people mattered</i>. Routledge. Ghosh, J., <i>Never Done & Poorly Paid: Women's Work in Globalising India</i>. Women Unlimited. New Delhi, India. <p>Journal Articles</p> <ul style="list-style-type: none"> XaXa V., 'Women & Gender in the Study of Tribes in India'. <i>Indian Journal of Gender Studies</i>. Loutfi, M. F., <i>Women, Gender and Work: What is Equality and How Do We Get There?</i> International Labour Office, Washington, DC
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Course: Public Policy Analysis			Semester: V
Course Code: LAN304E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. To introduce the interphase between public policy and administration in India. 2. To understand issues of decentralization financial management and social welfare from a non- western perspective. 3. To identify the utility and significance of decentralization with special reference to India. 4. To comprehend the social welfare schemes of the Government of India. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the public policy process in India. 2. Analyze the significance of local governance – both rural and urban. 3. Evaluate a range of budgetary procedures and practices, as part of the budget cycle in India. 4. Explain the citizen and administration interface. 5. Elaborate the advantages and limitations of public welfare policies. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Public Policy: Definition, characteristics, and model, Public Policy Process in India	09
	2	Decentralization: Meaning, significance and approaches and type, Local Self Governance: Rural and Urban	09
	3	Budget: Concept and Significance of Budget, Various Approaches and Budget Cycle in India, Types of Budgeting	09
	4	Citizen and Administration Interface: Public Service Delivery, Redressal of Public Grievances, RTI, Lokpal, Citizens' Charter and E-Governance.	09
	5	Social Welfare Administration: Concept and Approaches of Social Welfare, Social Welfare Policies: Education: Right to Education, Health: National Health Mission, Food: Right to Food Security, Employment: MNREGA.	09
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Basu, R., <i>Public administration: Concepts and theories</i>. Sterling publishers pvt. Ltd. 		

	<ul style="list-style-type: none"> • Liggett, B. S., Public administration: Social change and adaptive management.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Chakravart, B., & Mohit B., <i>Governance: A Reader</i>. Oxford University Press, USA. • Dubashi, P. R., <i>Recent Trends in Public Administration</i>, Delhi: Kaveri Books. • Goel, S. L., <i>Advanced Public Administration</i>, New Delhi: Sterling Publishers Pvt. Ltd. • Eva P., & Mona P., <i>Contesting 'Good' Governance: Cross-cultural Perspectives on Representation</i>, Routledge. <p>Journals:</p> <ul style="list-style-type: none"> • Economic and Political weekly • Yojana and Kururkshetra

Course: History of Economic Thought			Semester: V
Course Code: LAN304E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand key aspects of pre-classical schools of economics thought. 2. Investigates the classical schools of economics thought. 3. Understand socioeconomic conceptions. 4. Understand marginalists and Cambridge school of thoughts. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Compare the pre-classical, classical, German historical, marginalists & Cambridge school of thought. 2. Explain the assumptions and theories of classical school of economics. 3. Assess the German Historical School of thought. 4. Examine the Marginalists & Cambridge school of thought. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Pre-Classical Schools of Economics: Mercantilism-main characteristics: Thomas Mun, Physiocracy: Natural Order, Primacy of Agriculture, Social Classes, Tableau Economique, Taxation.	11
	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	12
	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.	11
	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.	11
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Hajela, T. N., <i>History of Economic Thought</i>, Ane Books Pvt Ltd. 		

	<ul style="list-style-type: none"> • Schumpeter, J. A., <i>History of economic analysis</i>. Psychology Press. • Schumpeter, J. A., <i>Ten great economists</i>. Routledge.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Blaug, M., <i>Economic Theory in retrospect</i>. Cambridge University Press, Cambridge • Gide, C. and Rist, <i>A History of Economic Doctrines</i> • Sandelin, B., & Trautwein, H. M., <i>A short history of economic thought</i>. Routledge. • Gray, A., <i>The development of economic doctrine: an introductory survey</i>. Ludwig von Mises Institute. <p>Journal Article</p> <ul style="list-style-type: none"> • Sharma, N. K., Revision of Marxist Thought in Global Socialist Perspectives. <i>Tribhuvan University Journal</i>.

Course: Behavioral Economics			Semester: VI
Course Code: LAN313E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the fundamental principles and concepts of behavioral economics. 2. Identify and analyze behavioral biases and heuristics in economic decision-making. 3. Apply behavioral economics theories to explain real-world economic phenomena. 4. Evaluate the implications of behavioral economics for individual and market outcomes. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the impact of psychology on economic decisions. 2. Identify the social and cognitive Influences on decision-making. 3. Examine the application of behavioral economics principles to various domains. 4. Design and carry out their own experiments while critically discussing existing behavioral economics research. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Behavioral Economics: Overview of the course objectives, expectations and assessment criteria, Introduction to the foundations of behavioral economics and its relevance to economics, Comparison of behavioral economics with traditional neoclassical economics.	11
	2	Social and Cognitive Influences on Decision-Making: Social norms and conformity in economic behavior, framing effects and their impact on decision-making, Time inconsistency and present bias Behavioral approaches to studying strategic interactions.	11
	3	Applications of Behavioral Economics: 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.	12
	4	Critique and Future Directions in Behavioral Economics:	11

		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.	
		Total Hours	45
TEXTBOOK	<ul style="list-style-type: none"> Ariely, D., <i>Predictably Irrational: The Hidden Forces That Shape Our Decisions</i>. Harper Collins. Kahneman, D., <i>Thinking, Fast and Slow</i>. Farrar, Straus, and Giroux. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Mullainathan, S., & Shafir, E., <i>Scarcity: Why Having Too Little Means So Much</i>. Macmillan. Thaler, R. H., & Sunstein, C. R., <i>Nudge: Improving Decisions About Health, Wealth, and Happiness</i>. Penguin Books. <p>Journal Article</p> <ul style="list-style-type: none"> Rabin, M., <i>Psychology and Economics</i>. Journal of Economic Literature. 		

Course: Game Theory			Semester: VI
Course Code: LAN313E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Optimal decision making in interactive settings. 2. The solution concepts for normal form and extensive form games, along with a variety of applications. 3. The ideas related to asymmetric information among the interacting agents. 4. The application of game theory to analyze moral hazard, adverse selection and signaling problems. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Illustrate strategies adopted in different forms of game. 2. Solve simple games using various techniques. 3. Analyze economic situations using game theoretic techniques. Recommend and prescribe which strategies to implement. 4. Model any strategic interaction as a game and critically analyze the potential outcomes 		
COURSE DETAILS	Module No	Topic	Hours
	1	Normal Form Games: The normal form; Dominant and Dominated Strategies; Dominance Solvability; Mixed Strategies; Nash Equilibrium; Symmetric single population games; Applications.	11
	2	Extensive Form Games with Perfect Information: The Game Tree; Strategies; Subgame perfection; Backward induction in finite games; commitment; bargaining; other applications.	12
	3	Simultaneous Move Games with Imperfect Information: Strategies; Bayesian Nash equilibrium; applications	11
	4	Extensive Form Games with Imperfect Information: Strategies; Beliefs and Sequential; Equilibrium applications	11
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Osborne, M. (2004). <i>An introduction to game theory</i>. Oxford University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • J Neumann, J. V. and Morgenstern, O. (1944). <i>Theory of games and Economic Behavior</i>. Princeton Press. 		

Course: International Economics			Semester: VI
Course Code: LAN313E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. The composition, direction, and consequences of international trade, and the determinants and effects of trade policy. 2. The models of open economy macroeconomics national policies as well as international monetary systems. 3. An analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. 5. On abstract theoretical models, students will also be exposed to real-world examples and case studies. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of the theoretical aspects, foundations, and principles of International Economics. 2. Explain models of supply and demand within the context of international trade theory analysis 3. Examine the broad pattern of changes in the arena of International Economic Policy and the evolving Global Economic environment. 5. Discuss the international macroeconomic policies and role, structure and functioning of international institutions/organization. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	08
	2	Theories of International Trade: Theory of Absolute Advantage, Comparative advantage theory, Heckscher Ohlin theory of Factor Endowment, Factor price equalization by Samuelson. Factor Intensity Theorems-Stopler-Samuelson and Rybczynski.	15
	3	Trade Policy: Instruments of trade policy; Political Economy of Trade Policy; Terms of Trade, Gains from Trade, Controversies in Trade Policy.	11
	4	International Macroeconomic Policy: Fixed versus flexible Exchange Rates; International Monetary Systems- history, structure and working of IMF, WB, GATT, WTO.	11

		Total Hours	45
TEXTBOOK	<ul style="list-style-type: none"> Salvatore, D., <i>International Economics: Trade and Finance</i>, John Wiley International. Jhingan, M.L., <i>International Trade</i>, Vrinda Publication. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Krugman P.R., Obstfeld M. and Melitz M., <i>International Economics</i>, Pearson Education Asia. Mannur, H.G., <i>International Economics</i>, Vikas Publishing. 		

I. (A). PROGRAM SPECIFIC OBJECTIVES for BA in Liberal Arts (Sociology):

Sociology is the most contemporary and versatile of the Social Sciences. Sociology is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination, and statistical rigor. Sociology is ever so subtle about the conceptual distinctions it draws and zealous about its disciplinary boundaries and identity. At the same time, sociology is the most open and interdisciplinary of social sciences. Sociology is a deeply self-reflexive discipline with an inter-disciplinary orientation.

The specific objectives of the BA program in Liberal Arts (Sociology) will be to:

- PSO1 Impart knowledge about the institutions, folkways, mores, culture, social control, social inequality, social movements etc. All this knowledge will develop a sense of ethical and social responsibility among students.
- PSO2 Enhance the ability of students to formulate effective and convincing written and oral argument.
- PSO3 Develop the qualitative and quantitative analytical skills of the students, based on field survey and preparation of projects and case studies.
- PSO4 Analyze and comprehend the real-world situations using various sociological concepts and theories learnt during the course.
- PSO5 Broaden the knowledge base of the students based on an interdisciplinary understanding, critical analysis and application of the relation of Sociology with other disciplines.

I. (B). PROGRAM SPECIFIC LEARNING OUTCOMES (PSLOs) for BA in Liberal Arts (Sociology):

Upon completion of the BA(Hons.) Sociology, the students shall:

- PSLO1: Demonstrate the knowledge about various institutions, folkways, mores, cultures, social inequality etc.
- PSLO2: Utilize critical thinking skills to analyze, evaluate and make decisions regarding current national and global issues. Express one's understanding of current social issues in oral and written forms.
- PSLO3: Demonstrate knowledge of the principles of research and the ethical considerations involved in conducting research.
- PSLO4: Think critically by exercising sociological imagination. S/He/They will question common wisdom and raise important question.
- PSLO5: Demonstrate the capability to draw connections between seemingly independent social factors, and processes and institutions using observation and analysis. Understand how theoretical perspectives can explain both the causes and the solutions to social problems.

SOCIOLOGY
SEMESTER III:

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAS201	Classical Sociology	4	0	0	4	Major (Core)
2	LAS202	Indian Sociology	4	0	0	4	Major (Core)
3	LAS203	Sociology of Deviance	4	0	0	4	Major (Core)
4	LAS204	Social Movements and Revolutions	4	0	0	4	Minor
5	LAS205	Agrarian Society	4	0	0	4	Minor
6	LAS206	Gift, Commodity and Exchange of Values	4	0	0	4	MDC
7	LAK207P	Computer Applications- Intermediate Level	0	0	4	2	SEC
8	LAA208E1	Modern European Language: French	3	0	2	4	AEC
	LAA208E2	Modern European Language: Spanish					
	LAA208E3	Hindi for Liberal Arts					
9	LAG209	Summer Internship Project	-	-	-	2	Internship
		Total Credit	27	0	6	32	
		Total Contact Hours	33				
		Guest Lecture (1), Library (1), Activities (1)	33+3=36				

Semester IV

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAS210	Sociological Theory	4	0	0	4	Major (Core)
2	LAS211	Social Stratification in India	4	0	0	4	Major (Core)
3	LAS212	Sociology of Magic, Science & Religion	4	0	0	4	Major (Core)
4	LAS213	Borders and Crossings: Migration Sociology	4	0	0	4	Major (Core)
5	LAS214	Techniques of Social Research	4	0	0	4	Minor
6	LAS215	Population and Society in India	3	0	0	3	MDC
7	LAK216P	Data Interpretation	0	0	4	2	SEC
8	LAA217P	Functional English	0	0	4	2	AEC
9	LAA218P	Current News Analysis	0	0	2	1	AEC
		Total Credits	23	0	10	28	
		Total Contact Hours	33				
		Lab (1), Activity (2)	33+3=36				

Semester V

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAS301	Anthropology and Sociology of Tribes	4	0	0	4	Major (Core)
2	LAS302	Modern Social Thought	4	0	0	4	Major (Core)
3	LAS303	Sociology of Work	4	0	0	4	Major (Core)
4		Discipline Specific Elective 1	3	0	0	3	Major
5	LAS305	Sociology of Education	4	0	0	4	Minor
6	LAS306	Advanced Research Methodology in Sociology	2	0	4	4	Minor
7	LAK307P	Computer Applications- Advanced Level	0	0	4	2	SEC
8	LAV308	Art & Aesthetics	1	0	2	2	VAC
9	LAS309	Summer Internship Project-II	-	-	-	2	Internship
		Total Credits	22	0	10	29	
		Total Contact Hours	32				
		Library (2), Activities (2)	32+4=36				

Semester VI

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAS310	Individuals and Institutions	4	0	0	4	Major (Core)
2	LAS311	Sociology of Gender and Sexuality	4	0	0	4	Major (Core)
3	LAS312	Economy & Society	4	0	0	4	Major (Core)
4		Discipline Specific Elective 2	3	0	0	3	Major
5	LAS314	Culture and Personality	3	0	0	3	Minor
6	LAD315P	Deep Immersion Project (with 1 week of filed work)	2	0	0	3	Immersion
7	LASS316P	Data Analytics with R for Social-Sciences	0	0	4	2	SEC
8	LAA317P	Team Building and Leadership	0	0	6	3	AEC
9	LAK318P	Career Skills	0	0	2	1	SEC
		Total Credits	20	0	12	27	
		Total Contact Hours	32				
		Activities (2), Project (2)	32+4=36				

Semester VII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAS401	Industrial Sociology	4	0	0	4	Major (Core)
2	LAS402	Popular Culture	4	0	0	4	Major (Core)
3	LAS403	Sociology of Health	4	0	0	4	Major (Core)
4	LAS404	Social Construction of Reality	4	0	0	4	Major (Core)
5	LAS405	Sociology of Science and Technology	4	0	0	4	Major (Core)
6	LAG406	Ethics: Principles and Practice	2	0	4	4	Minor
7	LAG407P	Dissertation Writing	0	0	6	3	Minor
		Total Credits	22	0	10	27	
		Total Contact Hours	32				
		Library (2), Placement (2)	32+4=36				

Semester VIII (Hons.)

S. No	Course Code	Course Name	Periods			Credits	Course Category
			L	T	P		
1	LAS409	Social Inequality and Change	4	0	0	4	Major (Core)
2	LAS410P	Practicum-Sociology	0	0	6	3	Major (Core)
3	LAR411	Research Publication and Ethics	2	0	4	4	Minor
4	LAG412P	Seminar	0	0	6	3	Seminar
5	LAK413	Written Analysis & Communication Skills	2	0	2	3	SEC
6	LAA414P	Mindfulness and Wellbeing	0	0	6	3	AEC
7	LAR415P	Industry Dissertation & Viva Voce	-	-	-	12	Dissertation
		Total Credits	8	0	24	32	
		Total Contact Hours	32				
	Co-curricular & Extra Curricular Activities IT Lab (2) + Field Visit / Data Collection 2)		32+4=36				

DISCIPLINE SPECIFIC ELECTIVES COURSES OF SOCIOLOGY

1	LAS304E1	Social Welfare Legislations	3	0	0	3
	LAS304E2	Being Human-Anthropology and Anthropocene				
	LAS304E3	Sociology of Food				
2	LAS313E1	Sociology of Arts	3	0	0	3
	LAS313E2	NGOs and Think Tanks				
	LAS313E3	Sociology of Social Networks				

Course: Classical Sociology			Semester: III
Course Code: LAS201	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. 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. 2. Relate the themes produced in these works to contemporary social, economic, and political developments. 3. Compare and contrast the works of these different key theorists. 4. Be able to distinguish between theoretical and commonsensical approaches to sociological events. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Underline the need of sociology as a discipline to explain the multiple realities. 2. Analyze the world and connect themes back to theories learnt. 3. Interpret select sociological texts. 4. Explain different theoretical perspectives and develop critical thinking. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Meaning, Nature and Scope of Sociology, Emergence of Sociology: Enlightenment, Reformation, Industrial and French Revolution	10
	2	Auguste Comte: Intellectual context, Positivism, Law of Three Stages, Classification of Sciences Herbert Spencer: Theory of Social Evolution, Organic Analogy, Types of Society.	10
	3	Georg Simmel: Formal Sociology, Theory of Sociation, Theory of Conflict. Emile Durkheim: Social Facts, Division of Labour in Society, Suicide, Sociology of Religion	18
	4	Karl Marx: Dialectical Materialism, Economic Determinism, Class Struggle, Alienation.	22

		Max Weber: Social Action, Ideal Types, Bureaucracy, Types of Authority, Protestant Ethics and Spirit of Capitalism.	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Beteille, A., <i>Sociology, Essays on Approach & Methods</i>. Oxford University Press. Durkheim, E., <i>The Rules of Sociological Method</i>. Free Press. Giddens, Anthony et.al., <i>Introduction to Sociology</i>. London: Polity Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Marshall, G., <i>The Concise Oxford dictionary of Sociology</i>. New York: Oxford University. Haralambos, M., & Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press. <p>Journals</p> <ul style="list-style-type: none"> International Journal of Sociology and Social Policy, Emerald Group Publishing. American Sociological Review, Sage Publications 		

Course: Indian Sociology			Semester: III
Course Code: LAS202	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand key concepts and institutions of the Indian society. 2. Explore the substantive, theoretical and methodological issues which have shaped the Indian sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. 3. Gain a better understanding of their own situation and region. 4. Learn about the continuity between the present and the past as an evident feature of Indian society. Though this continuity is reflected in the structure of the course, the focus is on the contemporary Indian society. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Assess India through a sociological lens 2. Analyse the world and connect themes back to theories learnt. 3. Interpret select sociological texts. 4. Explain different theoretical perspectives and develop critical thinking. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Development of Sociology in India: Caste: Concept and Critique Village: Structure and Change Indological/Textual Perspective: G.S. Ghurye, Louis Dumont	10
	2	Structural-Functional Perspective: M.N. Srinivas, S.C. Dube, McKim Marriot	10
	3	Marxist Perspective: D.P. Mukherji, A.R. Desai, Radhakrishna Mukherjee	18
	4	Subaltern Perspective: B.R. Ambedkar, David Hardiman	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Dipankar, G., <i>Social Stratification</i>. Oxford University Press. • Nagla, B. K., <i>Indian sociological thought</i>. Rawat publications. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Jodhka, S., <i>Caste in contemporary India</i>. Routledge. • Srinivas, M. N., <i>Caste: Its 20th century avatar</i>. Penguin UK. • Desai, A. R., <i>Social Background of Indian Nationalism</i>, Popular Prakashan. Journals <ul style="list-style-type: none"> • <i>Sociological Bulletin</i>, Sage Publications • <i>Contributions to Indian Sociology</i>, Sage Publications 		

Course: Sociology of Deviance			Semester: III
Course Code: LAS203	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand changing profile of crime and criminals. 2. Understand crime causation and sociological explanations. 3. Learn about correction methods, its types and criminal justice. 4. Learn about social dimensions, consequences and measures to control crime. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Analyze the changing profile of crime and criminals. 2. Compare emerging perspectives of crime causation with particular stress on sociological explanations 3. Sensitize themselves about causes, social dimensions, consequences and measures to control crime. 4. Demonstrate knowledge about theoretical perspectives on crime. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Concept of crime and deviance; Characteristics, Causes. Theoretical Perspectives: Anomie theory (Durkheim, Merton), Differential Association Theory (Sutherland), Labeling theory	10
	2	Changing Profile of Crime: Organized crimes, terrorism, White collar crime, Crimes against women	10
	3	Juvenile Delinquency: Meaning and causes, Legislative measures, Rehabilitation – remand home, certified schools, group therapy, vocational training.	18
	4	Correction Methods: Meaning and significance of correction – deterrent, preventive and reformative; Judicial custody, prisons and prison system; Alternative imprisonment – probation, parole and open prisons	20
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Ahuja, Ram., <i>Social Problems in India</i>. Jaipur: Rawat Publications. • Giddens, Anthony et.al., <i>Introduction to Sociology</i>. London: Polity Press 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Marshal, G., <i>The Concise Oxford dictionary of sociology</i>. New York: Oxford University. • Haralambos, M., & Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press.
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Course: Social Movement and Revolutions			Semester: III
Course Code: LAS204	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Visualize the transition from traditional to contemporary social movements. 2. Learn about diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements. 3. Envisage how social movements ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. 4. Gain knowledge of the collective efforts of people to bring transformations in human society. It deals with nature, characteristics, structure and processes of social movements besides its emergence, dynamics, theories and arena of social movements. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts. 2. Underline the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements. 3. Discuss and ask questions about social movement theories and methodologies with insight and precision. 4. Interpret the role of social movements in bringing social change. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Meaning and Dynamics of Social Movements Types: Reform, Revival, Revolution, Social Movements and Social Change; Schisms and Splits; Counter-Movements; Leadership and Social Movements; Media and Social Movements	10
	2	Theories of Social Movements: Structural- Functional; Marxist; Weberian; Contemporary	10
	3	Old Social Movements in India: Nationalist Movement; Tribal Movement; Peasant Movement; Labour Movement; Ethnic movement	18
	4	New Social Movements in India: Dalit Movement; Women's Movement; Environmental Movement	22

		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Omvedt, G., <i>Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India</i>. SAGE Publications India. • T.K. Oommen., <i>Social Movements II: Concerns of Equity and Security</i>. Oxford University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • T.K. Oommen., <i>Nation, Civil Society and Social Movements: Essays in Political Sociology</i>. Sage Publications. • Giddens, Anthony et.al., <i>Introduction to Sociology</i>. London: Polity Press. 		

Course: Agrarian Society			Semester: III
Course Code: LAS205	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Gain a general background in key substantive focus areas of rural sociology, particularly social inequalities, agriculture/the food system, the environment, demographic change, and development/globalization. 2. Understand the major research areas in contemporary rural sociology with their conceptual literatures and empirical traditions. 3. Be able to demonstrate how rurality introduces a spatial contingency to theory and social science generalization 4. Recognize the nature of agrarian relation and power structures. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the changing dynamics of rural society. 2. Illustrate the structures of caste, class, tribe and gender in the context of rural society. 3. Recall more abstract social processes and institutions in Indian rural society. 4. Analyze the challenges of development in rural societies. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Rural society and Peasants, Methodological issues on Village Studies: Folk-Urban Continuum, Little Community Conceptualizing peasantry: Peasants vs Farmers	10
	2	Agrarian Social Structure in India: Changing Rural Family Structure and functions of Caste Elaboration of caste ranking, Caste-class nexus	10
	3	Rural Economy and Polity Agrarian classes: Landlord, peasant, tenant, and labourer, Changing rural power structure after 73rd and 74th constitutional amendment.	18
	4	Developmental Concerns in Rural Society: Land reforms and its consequences, Implications of green revolution, Feminization of agriculture, Food Security and Sustainable agriculture, Farmer's suicide, ICT and Rural Development, Globalization and agriculture	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Dipankar, G., <i>Social Stratification</i>. Oxford University Press. • Sathyamurthy, T.V., <i>Industry and Agriculture in India Since Independence</i>. 		

	<i>Structures of Power, Movements of Resistance</i> , Oxford University Press
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Marshal, G., <i>The Concise Oxford Dictionary of Sociology</i>. Oxford University Press. • Nagla, B. K., <i>Indian Sociological Thought</i>. Rawat Publications. <p>Journals:</p> <ul style="list-style-type: none"> • Beteille, A., The study of agrarian systems: an anthropological approach. <i>Man in India</i>. • Mencher, J. P., Problems in analysing rural class structure. <i>Economic and Political Weekly</i>. • Amin, S., Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s. <i>Economic and Political Weekly</i>. • Vasavi, A. R., Agrarian distress in Bidar: Market, state and suicides. <i>Economic and Political Weekly</i>.

Semester IV

Course: Gift, Commodity and Exchange of Values			Semester: IV
Course Code: LAS206	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: 1. Describe the notions of reciprocity and gift. 2. Explain the nature of reciprocity through three forms of enforcement. 3. Examine the various dimensions of gift-giving. 4. Understand the ways of gift-giving through approaches to gift-giving.		
LEARNING OUTCOME	After completing this course, students will be able to: 1. Describe the changing dynamics of exchange society. 2. Underline the structures of caste, class, tribe and gender in the context of exchange. 3. Recognize more abstract social processes and institutions. 4. Analyze the challenges of reciprocity in societies.		
COURSE DETAILS	Module No	Topic	Hours
	1	Gift, Commodity and Exchange: Definition Forms of Exchange: Reciprocity and Gift Exchange and Money	14
	2	Reciprocity: Nature of Reciprocity: Legal Enforcement, Rational Enforcement, Social Enforcement	14
	3	Forms of Reciprocity: Generalized Reciprocity, Balanced Reciprocity, Negative Reciprocity	14
	4	Dimensions of Gift: Social Dimension, Economic Dimension, Personal Dimension Approaches of Gift Giving: Anthropological Approach, Sociological Approach, Economic Approach	18
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Mauss M., <i>The Gift: The form and reason for exchange in archaic societies</i>. (Translated by W. D. Halls, 1990 and foreword by Mary Douglas, 1990). Routledge Levi-Strauss, C., <i>The Elementary Structures of Kinship</i>. Eyre & Spottiswoode Malinowski, B., <i>Argonauts of the Western Pacific</i>. Routledge & Kegan. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Camerer, C., “Gifts as Economic Signals and Social Symbols” <i>American Journal of Sociology</i> • Sherry Jr., J. F., “Gift-giving in Anthropological Perspective”, <i>Journal of Consumer Research</i>. • Waldfogel, J., “Gifts, Cash, and Stigma”, <i>Economic Inquiry</i>. • Gouldner, A.W., “The Norm of Reciprocity: A Preliminary Statement”, <i>American Sociological Review</i>. • Homans, G., “Social Behaviour as Exchange”, <i>American Journal of Sociology</i>
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Course: Sociological Theory			Semester: IV
Course Code: LAS210	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 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. 2. Relate the themes produced in these works to contemporary social, economic, and political development. 3. Compare and contrast the works of these different key theorists. 4. Critically analyze the writings of classical social thinkers. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Apply sociological theories to explain current events and social problems. 2. Compare different theoretical perspectives to develop policy proposals. 3. Interpret select sociological texts. 4. Evaluate social phenomena on the basis of views of classical thinkers. 		
COURSE DETAILS	Module No	Topic	Hours
	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	10
	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	18
	4	Feminist Theories: Marxist Feminism, Liberal Feminism, Post-modern Feminism, Eco-Feminism, Black Feminism	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Durkheim, E., <i>The Rules of Sociological Method</i>. Glencoe: Free Press. • Giddens, Anthony et.al., <i>Introduction to Sociology</i>. London: Polity Press • Haralambos, M., & Herald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Marshal, G., <i>The Concise Oxford Dictionary of Sociology</i>. Oxford University. • Lévi-Strauss, Claude., <i>The Elementary Structures of Kinship</i>. Eyre and Spottiswoode, • Mauss, M., <i>The Gift: The form and reason for exchange in archaic societies</i>. WW Norton & Company. <p>Journals</p> <ul style="list-style-type: none"> • <i>Rationality and Society</i>, Sage Publications • <i>International Journal of Sociology</i>, Taylor and Francis.
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Course: Social Stratification in India			Semester: IV
Course Code: LAS211	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the fundamental aspects of social change, stratification and social mobility. 2. Understand the determinants of social change, stratification and social mobility in India. 3. Understand the impact of social stratification and social mobility on the overall functioning of society. 4. Comprehend systems and forms of stratification and key concepts. Theories, including functionalism and its critiques, will be discussed. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Comprehend the concept, types and impact of social change, social stratification and social mobility. 2. Wield a deep understanding of the factors leading to and also impeding the social mobility in India. 3. Analyze the impact of social change and social stratification on society. 4. Construct sociological imagination to interlink various social systems and their functions. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Concepts and Theories Organizing Principles: Status, Wealth and Power forms and functions of inequality Principles of hierarchy	10
	2	Caste and Social Stratification, Demography of Caste Social Mobility	10
	3	Caste- Class Nexus, Rural-Urban continuum, Power and Dominant Caste, Caste and social mobility	18
	4	Some Conceptual and Theoretical Issues: Weber's Approach, The Dialectical Approach, Dahrendorf and Coser, The Functional Approach, Gender and Stratification	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Giddens, Anthony et.al., <i>Introduction to Sociology</i>. Polity Press • Haralambos, M., & Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Dipankar, G., <i>Social Stratification</i>. Oxford University Press. • Marshal, G., <i>The Concise Oxford dictionary of sociology</i>. Oxford University. <p>Journals</p> <ul style="list-style-type: none"> • <i>Sociological Bulletin</i>, Sage Publications • <i>Contributions to Indian Sociology</i>, Sage Publications
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Course: Sociology of Magic, Science & Religion			Semester: IV
Course Code: LAS212	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Define the distinctiveness of the sociological approach to the study of religion. 2. Familiarize themselves with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon. 3. Touch upon some aspects of religion in contemporary times such as secularization and multiculturalism. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Articulate the representative texts that symbolize the development of knowledge in the field of Sociology of Religion. 2. Link texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations. 3. Critically think about contemporary developments and the linkages between religion and society at various levels. 4. Analyse the events related to religion, magic or science through sociological lens. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Religion: Definition; Composition and Features of Religion; Beliefs and Rituals; Magic, Religion and Science; Sacred & Profane; Church; Cult and Sect; Priests, Shamans, and Prophets.	10
	2	Classical Theories of Religion: Emile Durkheim, Malinowski, Max Weber, Karl Marx	10
	3	Religions of India & their Components: Hinduism; Islam; Buddhism; Christianity; Sikhism; Jainism; Saints/ Sant's, Sadhus and Shrines.	18
	4	Contestation over Religion in India: Socio-religious Movement; Religious Pluralism, Fundamentalism; Multiculturalism, Communalism; Secularism; Religion and Globalization.	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Malinowski, Bronislaw., <i>Magic, Science and Religion and Other Essays</i>. Doubleday Anchor • Durkheim, E., <i>The Elementary Forms of Religious Life</i>. In: Jones, R.A., Emile 		

	<p>Durkheim: <i>An Introduction to Four Major Works</i>. Sage Publications, Inc., Beverly Hills.</p> <ul style="list-style-type: none"> • Kakar, Sudhir, <i>Shamans, Mystics, and Doctors: A Psychoanalytic Inquiry into India and Its Healing Traditions</i>. Alfred A. Knopf.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Haralambos, M., & Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press. • Frazer, James George, <i>The Golden Bough; a Study in Magic and Religion</i>. The Macmillan Company.

Course: Borders and Crossings: Migration Sociology			Semester: IV
Course Code: LAS213	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Explore migration as an academic area of study and acquaint them with the different theoretical perspectives on migration. 2. Develop an understanding of the historical background and mechanisms behind the migration process. 3. Understand the causes, patterns of migration, and migration as an ongoing process in the world, India. 4. Appreciate the global intersectionality stemming out of increased migration. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Critically analyse contemporary issues and debates around migration. 2. Explain the process of migration through sociological lens. 3. Inspect the contemporary international issues linked to human migration in the context of globalization. 4. Analyse the impact of migration on the composition, size, and structure of population. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Migration as an area of study Meaning of migration and related concepts Origin, Scope and Significance of Migration Studies	10
	2	Migration in India: A brief Overview.	10
	3	Causes of Migration: Economic, social, political causes Types of Migration: Voluntary and Involuntary Migration	18
	4	Impact of migration on society Impact of migration on family	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Marshal, G., <i>The Concise Oxford Dictionary of Sociology</i>. Oxford University. • Giddens, Anthony et.al., <i>Introduction to Sociology</i>, London: Polity Press 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Haralambos, M., & Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press. • Beteille, A., <i>Sociology, Essays on Approach & Methods</i>. Oxford University Press. 		

Course: Techniques of Social Research			Semester: IV
Course Code: LAS214	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop empirical research question(s) and the ability to find answers. 2. Understand how social scientists generate our knowledge about the social world, and why we do it the ways we do. 3. Know how to use a variety of tools and approaches to assist in research. 4. To provide exposure to fundamentals of research methods and techniques. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Apply theory to create a logical research project. 2. Develop academic writing skills within the discipline of sociology. 3. Appraise how research can lead to fascinating and impactful careers. 4. Develop understanding of research methods as a means of understanding social reality. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Social Research: Meaning, Scope and Significance	10
	2	Scientific study of social phenomenon The Scientific Method: Positivism and Empiricism in sociology; Objectivity and Subjectivity; Deductive and Inductive. Types of Research: Basic and Applied, Historical and empirical, Descriptive, Exploratory	10
	3	Research Design: Purposes of research; Problem formulation; Conceptualization; Major steps in research design; Factors affecting research design; Hypothesis formulation	18
	4	Methods: Positivism in research; Critique of positivist Tradition; Hermeneutics and Interpretative Sociology in research; Observation (positivist and non-positivist trends), Discourse Analysis, Oral History, Narrative Research, Ethnography, Thick and Thin Description; Analysis of Records: Public records	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Babbie, E. R., <i>The practice of social research</i>. Cengage learning. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Giddens, Anthony et.al., <i>Introduction to Sociology</i>, London: Polity Press• Haralambos, M., & Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press. Journals <ul style="list-style-type: none">• <i>Sociological Methods and Research</i>, Sage Publications• <i>International Journal of Social Research Methodology</i>, Taylor and Francis
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Course: Population and Society in India			Semester: IV
Course Code: LAS215	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Develop critical understanding of the interface between population and society. 2. Analyze the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications. 3. Address the issue of domestic and international population movements and their economic, political and social implications. 4. Look at various policies/programmes and problems linked with the population control. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate a knowledge of key concepts in and different approaches to population studies. 2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality. 3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups. 4. Undertake a sociological analysis of international and national population dynamics and population policies. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Definition, Nature and Scope of Social Demography, its relation with Sociology. Sources of Demographic Data: Population Census, Vital Statistics and National Sample Survey	09
	2	Size, Composition and Distribution of Population in India Population Theories: Malthus and Demographic Transition	09
	3	Components of Population Growth: Fertility, Mortality, and Migration, Population Policy	12
	4	Problems of Rapid Population Growth in India, Need for Population Control: Various Strategies adopted	15
		Total Hours	45

TEXT BOOK	<ul style="list-style-type: none">• Haq, E., <i>Sociology of population in India</i>. Macmillan India.• Davis, Kingsley, 'Caste and Demography', <i>Population of India and Pakistan</i>. Princeton University Press.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Weeks, John R., <i>Population: An Introduction to Concepts and Issues</i>.

Semester V

Course: Anthropology and Sociology of Tribes			Semester: V
Course Code: LAS301	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Introduce students to anthropology as a discipline and its methodologies. 2. Develop analytical, communicative, and critical thinking skills through using anthropological knowledge. 3. Recognize, appreciate, value, and respect cultural difference and diversity. 4. Issues and debates related to contemporary tribal society in India. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate mastery of basic knowledge about the tribals present in India. 2. Apply various terms and concepts in cross-cultural contexts to reflect and write substantively on ways in which human beings find fulfillment in community. 3. Organize knowledge gained in conducting mini field-work projects. 4. Underline the social composition and lifestyle of various tribes. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Concept and definition of Tribe: Geographical distribution of Tribes in India, Views of Elwin and Ghurye on tribe	10
	2	Descent and Social Structure: Kinship: Concept and Usages The Tribal Family: Meaning and Forms. The Tribal Marriage: Forms and Ways of acquiring Mates.	10
	3	Primitive Social Institutions: Economic System, Political System., Educational institutionalization of the Tribal children Cultural, Social and Economic Changes among Tribal community: Process and causes of change	18
	4	Problems of Tribal community, Problems of Displacement, Deforestation and Tribal land alienation, Constitutional safeguards for the Scheduled Tribes.	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Cohn, B.S., <i>An Anthropologist among the Historians and Other Essays</i>. Delhi: Oxford University Press 		

	<ul style="list-style-type: none"> Nagla, B. K., <i>Indian Sociological Thought</i>. Rawat publications.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Fardon, Harris et al., <i>The Sage Handbook of Social Anthropology</i> <p>Journals:</p> <ul style="list-style-type: none"> Xaxa, V., Tribes and Social Exclusion (Occasional Paper, No. 2). Calcutta: CSSSCUNICEF

Course: Modern Social Thought			Semester: V
Course Code: LAS302	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand and comprehend different Modern Sociological theories. 2. To Examine the relationship between sociological theory and empirical research and other forms of analysis in sociology. 3. To evaluate these theories and perspectives by investigating historical and contemporary examples 4. To evaluate the contemporary issues with sociological lens. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Connect to later theory building and also gives them academic liberty to contextualize these ideas to social situation and critically assess them. 2. Underline the macro and micro narratives of the sociological perception. 3. Critically evaluate these theories and perspectives by investigating historical and contemporary examples 4. Apply the formulation of these thinkers to contemporary issues. 		
COURSE DETAILS	Module No	Topic	Hours
	1	McDonalidization, Globalization and Americanization of George Ritzer, Contributions of J Derrida and Foucault	10
	2	Symbolic Interactionism: Herbert Blumer, G. H. Mead	10
	3	Phenomenology: Edmund Husserl, Alfred Schultz Ethnomethodology: H. Garfinkle	18
	4	Anthony Giddens: The Juggernaut of Modernity, Structuration, Risk Society of Ulrich Beck	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Garfinkel, Harold, <i>Studies in Ethnomethodology</i>. Englewood Cliffs, Prentice-Hall • Goffman, E., <i>Interaction Ritual: Essays in Face-to-Face Behavior</i>. Aldine Transaction. • Bourdieu P. & Ferguson P. P., <i>The Weight of the World: Social suffering in contemporary society</i>. Stanford University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Bourdieu, P., & Wacquant, L. J., <i>An invitation to reflexive sociology</i>. University of Chicago press. • Giddens, Anthony et.al., <i>Introduction to Sociology</i>, London: Polity Press • Haralambos, M., & Heald, R. M., <i>Sociology: themes and perspectives</i>. Oxford University Press. 		

Course: Sociology of Work			Semester: V
Course Code: LAS303	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 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. 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. 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. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Compare work in its social aspects such as gendered work and unpaid work, as different from its better-known economic dimension. 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. 3. Learning about the complexities, disparities and inequalities in the area of work. 4. Underline work in its social aspects such as gendered work and unpaid work, as different from its better-known economic dimension. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Interlinking Work and Industry Unit	10
	2	Forms of Industrial Culture and Organization: Industrialism, Post-industrial Society, Information Society	10
	3	Dimensions of Work: Alienation, Gender, Unpaid Work and Forced Labour	18
	4	Work in the Informal Sector, Risk, Hazard and Disaster	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Uberoi, J.P.S., <i>Man, Science and Society</i>. IAS: Simla. • Ramaswamy E. A. and Uma Ramaswamy., <i>Industry and Labour</i>. Oxford University Press. 		

	<ul style="list-style-type: none"> Kumar, Krishan., <i>From Post-industrial to Post-modern society</i>. Blackwell Publishers Ltd.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Smith, V., <i>Sociology of work: An encyclopedia</i>. Sage Publications. Breman, “The Informal Sector” in Veena Das, <i>The Oxford India Companion to Sociology and Social Anthropology</i>. OUP, Watson, Tony J., Routledge. <p>Journals:</p> <ul style="list-style-type: none"> Chowdhry, Prem, “High Participation, Low Evaluation: Women and Work in Rural Haryana”, <i>Economic and Political Weekly</i>. Visvanathan, Shiv, “Bhopal: the Imagination of a Disaster”.

Course: Sociology of Education			Semester: V
Course Code: LAS305	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Relate to perspectives on the social meaning of education. 2. Learn about issues of knowledge, comprehension, empowerment and contestation to sites and practices of education. 3. Understand the relationship between education and society and emerging issues related to education especially in the context of globalization. 4. Gain an overview of education system in India. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recall and relate the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories, and identities. 2. Identify the historical trajectories of educational practices and cultures at various levels in India. 3. Connect between the political economy of global education regimes and the consequent transformation of institutional structure and practices. 4. Reflect on their own educational trajectories and analyse its intersections with larger socio-cultural developments. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Perspectives in the Sociology of Education: Education as Socialization, Education as Social Reproduction, Education and Resistance, The New Sociology of Education, Education and Gendered Identities	10
	2	Education in New Society: Renewing Sociology of Education Sites of Reproduction and Negotiations of Social Identities: Contexts of Discrimination: Education and Gender Radical Pedagogy & Pedagogical Discourses	10
	3	Contemporary Issues in Higher Education: Disability and Higher Education, Deepening interpretation of Education in Modern Life College and University Campuses as Sites of Political Formation, Evaluation System and Employment Quality Teaching and Vacant seats in Academic Institutions	18
	4	Emerging Trends in Education in India NEP 2021, NEP	22

		1986, 1968 Institutional Geography of Knowledge Exchange Professional education in the university context Digital Divide and Blended Learning: Reopening the black box of educational disadvantage	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Madan, A., <i>Education and Modernity: Some sociological perspectives</i>. Eklavya. • Mehta, Jal & Davies Scott., <i>Education in a New Society</i>. University of Chicago Press • Boronski, T. & N. Hassan., <i>Sociology of Education</i>. Sage Publications. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Marshal, G., <i>The Concise Oxford Dictionary of Sociology</i>. Oxford University. 		

Course: Advanced Research Methodology in Sociology			Semester: V
Course Code: LAS306	LTP	2 0 4	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Demonstrate an understanding of research methodology. 2. Enabling the understanding of research design and scaling methods. 3. Illustrating about various types of data and methods for collecting data. 4. Understanding and application of various methods of data analysis, drafting research reports. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define and describe the scientific method. 2. Explain how the scientific method is used in sociological research. 3. Underline the difference between positivist and interpretive approaches to the scientific method in sociology. 4. Estimate what reliability and validity mean in a research study. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Research Methods: Introduction, Research skills, Types of research, Limitations of research. Research process and design: Research process, Designing study, Sampling design, Research questions / Problems – Research objectives – Research hypotheses – Hypothesis Testing – Logic & Importance.	23
	2	Research Design: Research design – Definition – types of research design – exploratory and causal research design – Descriptive and experimental design – Measurement and scaling – Different scales – Construction of instrument – Validity and Reliability of instrument.	25
	3	Primary and Secondary Data: Types of data – Primary Vs Secondary data – Methods of primary data collection – Survey Vs Observation – Experiments – Construction of questionnaire and instrument – Sampling plan – Sample size – determinants optimal sample size – sampling techniques – Probability Vs Non-probability sampling methods.	23
	4	Reporting Research Findings: Research report – Different types – Contents of report – need of executive summary –chapterization – contents of chapter – report writing – Presentation – oral and written.	19

		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> Kothari, C. R. & Garg, G., <i>Research Methodology: Methods and Techniques</i>. New Age. Babbie, E., <i>The Practice of Social Research</i>. Cengage Learning. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Sively, W. P., <i>The Craft of Political Research</i>. Pearson. 		

Course: Summer Internship Project II			Semester: V
Course Code: LAS309	LTP	0 0 0	Credits: 2

COURSE DETAILS	Topic
	<p>An internship is a professional learning 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 credit score.</p> <p>For an internship to be successful it depends on the support and contribution of –</p> <p>Agency/Organization:</p> <p>Having a good Internship Structure that provides a equal opportunity to the students to Learn, unleash their potential.</p> <ul style="list-style-type: none"> • Provide them Challenging and very engaging Tasks. • Understanding and solving the queries of the student intern. • 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. • Review the student's coursework and discuss the knowledge and skills acquired in consideration of that required to perform the work duties within the agency. • Evaluate the Intern's Performance, Attendance etc. and share it along with the Participation Letter/certificate. <p>Faculty Supervisor:</p>

	<ul style="list-style-type: none"> • To provide a liaison between 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. • To provide orientation to the Student Interns Regarding the Internship. • To facilitate the Pre- internship seminars, providing feedback to interns on presentations and papers. • To provide ongoing consultation with the placement agencies as needed. • To Share Necessary Information regarding the Internship with students and help in smooth Registration and Placement Process. • To coordinate with the Training and Placement Officer for better results. <p>Student Intern:</p> <p>The overall responsibility of the student is to devote himself/herself to the learning of helpful interaction with service users.</p> <ul style="list-style-type: none"> • To obtain 100 % Attendance in the internship. • To follow agency policies with regard to time schedules, regulations, and matters of dress. • To Work Diligently and Be responsible for the Tasks assigned. • To leave word with the agency secretary and or supervisor as to where s/he is and when s/he will return. • To report absences and reasons for absences immediately to the External Guide/H.R. • To participate in her/his midterm and final evaluations with the Field Instructor. • To participate in an evaluation of the Social Work Department. • To write a Report and Maintain the Logbook of the internship at the end of her/his internship and submit it to the Faculty In-Charge. • To carry out an evaluation of the Field Instructor (Appendix J). • To complete assignments for the internship seminar. • To participate in an end of term discussion and complete the Skills and Services Feedback form provided by the Organization (If any). • To provide evidence of having completed at least 200 hours including attendance during the agency visits.
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Semester VI

Course: Individuals and Institutions			Semester: VI
Course Code: LAS310	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Impart a comprehensive study of the concepts relevant for understanding individuals in marriage and families. 2. Evolve a better understanding of family and marriage both in historical and evolutionary perspective. 3. Look beyond the surface of issues to discover the "why" and "how" of kin relations. 4. Explores the new possibilities and critical insights offered by emergence of legal and technological changes in revisiting relationship between people and institutions. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Develop an analytical perspective on concepts relevant for understanding relationship between individuals as family members and marriage as an institution. 2. Grasp the historical evolution of marriage and kin ties from a biological deterministic approach to culture of relatedness. 3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship, including legal. 4. Measure the significance of the emergence of new reproductive technologies on recasting kin ties. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction: Key Terms: Descent, Consanguinity, Filiations, Incest, Taboo, Affinity, Family, Residence Approaches: Descent, Alliance, Cultural	13
	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	15

		<p>Trends of Change</p> <p>Family: Definition, characteristics and functions, types</p> <p>Family in India: Household, Joint Family, Nuclear family and Trends of Change</p> <p>Household as a unit v. Family as a unit of analysis</p>	
	3	<p>Kinship Terms:</p> <p>Consanguineal and affinal, Primary, secondary, and tertiary kins, Parallel cousins and cross-cousins</p> <p>Kinship usages: Patriarchy, Matriarchy, Lineage & Descent and Types of Kinship Systems in India, The Hindu Undivided Family as a legal category</p>	13
	4	<p>Re-casting Kinship, Relatedness, Kinship and Gender</p> <p>Re-imagining Families, New Reproductive Technologies</p> <p>Surrogacy, Court room debates on same sex marriage</p>	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Fox, Robin, <i>Kinship and marriage: An anthropological perspective</i>. Cambridge; New York: Cambridge University Press. http://www.loc.gov/catdir/toc/cam028/83015267.html Karve, Irawati, <i>Kinship organization in India</i>. New York: Asia Pub. House Uberoi, Patricia, <i>Family, kinship, and marriage in India</i>. Delhi; New York: Oxford University Press Levi-Strauss, Claude, <i>The Elementary Structures of Kinship</i>. London: Eyre & Spottiswoode 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Weston, Kath. <i>Families We Choose</i>. New York: Columbia University Press, Exiles from Kinship. Lannoy, Richard. <i>The Speaking Tree</i>. London: Oxford University Press, The Child, Family Relationships & Change in the Family System. <p>Journals:</p> <ul style="list-style-type: none"> Nongbri, Tiplut, Khasi Women and Matriliney: Transformations in Gender Relations, Gender, Technology and Development, 4:3, 359-395, DOI: 10.1080/09718524.2000.11909976 		

Course: Sociology of Gender and Sexuality			Semester: VI
Course Code: LAS311	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. An understanding of concepts such as sex, sexuality and gender by problematising common-sensical notions of gender 2. Raising key issues of power and subordination within the purview of gender and solutions resorted to initiate change through gender-based movements 3. Place gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work 4. Using gender as a critical sociological lens of enquiry in relation to various social fields 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain gender determination and social construction of gender roles. 2. State basic concepts of gender and gender inequality - Understand how gender is prescribed in literature, music, art, and public discourse. 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. 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 		
COURSE DETAILS	Module No	Topic	Hours
	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	16
	2	Conceptual Perspectives on Gender Production of Masculinity and Femininity Private/Public Dichotomy Women and Patriarchy	14
	3	Gender as a Form of Stratification: Differences and Inequalities Class, Caste, Family, Work	12
	4	Gender, Power and Resistance, Power and Subordination Resistance and Movements. Patriarchy and Male Dominance Discrimination and Subordination	18
	Total Hours		60
TEXT BOOK	<ul style="list-style-type: none"> • S. Jackson and S. Scott, <i>Gender: A Sociological Reader</i>. London: Routledge. Introduction • Menon, Nivedita, <i>Seeing Like a Feminist</i>. New Delhi: Zubaan & Penguin Books 		

	<p>India</p> <ul style="list-style-type: none"> • Dube, Leela and Rajni Parliwal, <i>Structures and Strategies: Women, Work and Family</i>. New Delhi: Sage Publication. • Rege, Shamila, <i>Sociology of Gender</i>. Sage Publications. New Delhi.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Sherry Ortner, “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere, <i>Women, culture and society</i>. Stanford: Stanford University Press.

Course: Economy & Society			Semester: VI
Course Code: LAS312	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. An exposure to basic concepts to understand the relation between economy and society with specific reference to India. 2. Understand the interwoven nature of the social, cultural and economical in production, consumption and distribution of goods and service. 3. Provide perspectives on agrarian economy and provincial capital. 4. Provide perspectives on rural-urban linkages in India. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. State basic concepts in economics and how things have a social life. 2. Distinguish an historical overview of economic relations during colonialism and the role of the state in regulating the economy in India. 3. Compare agricultural and industrial production and the impact of market on both. 4. Restate the concepts worker and labourer, formal and informal with reference to modern India. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction To Economic Sociology Some concepts: Things- products- Commodities, The Leisure classes and Conspicuous consumption Swadeshi Embeddedness	18
	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	12
	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	16
	4	The State and the Informal Economy: A. The state and the economy in India B. Informal economy	14
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Veblen, Thorstein., <i>The theory of the leisure class. An economic study of institutions</i>, Dover Thrift Editions 		

	<ul style="list-style-type: none"> Parthasarathi, Prasannan, <i>Why Europe Grew Rich and Asia Did Not: Global Economic Divergence</i>, Cambridge University Press.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Gandhi, Mohandas, <i>Hind Swaraj and other writings</i> (Ed. Anthony Parel) Cambridge University Press Ela Bhat, <i>We are poor but so many: the story of self-employed women in India</i>. Oxford, Oxford University Press. Hann, Chris & Hart, Keith, <i>Market and Society: The Great Transformation Today</i>. Cambridge University Press. Granovetter, Mark, Economic Action and Social Structure: The Problem of Embeddedness. <i>American Journal of Sociology</i>. Uberoi JPS, 'Sociology of Commerce and Industry or the three lives of things'. <i>Sociological Bulletin</i>. Aga, Aniket, "The marketing of corporate agrichemicals in Western India: theorizing graded informality." <i>The Journal of Peasant Studies</i>. Kawlra, Aarti, 'Capital, as if community matters: Silk handloom sari production and the defense of hereditary privilege in south India, in V.Sujatha, <i>Global Capital and Social Difference</i>, New York and New Delhi: Routledge. 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>. Breman, "The Pandemic in India and Its Impact on Footloose Labour." <i>The Indian Journal of Labour Economics</i>.

Course: Culture and Personality			Semester: VI
Course Code: LAS314	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To examine the interrelationship and interaction between individuals and their cultural and social world. 2. Demonstrate facility with the concepts and vocabulary of theories of human development. 3. Demonstrate empathic understanding of cultures and perspectives other than one's own 4. Show awareness of one's relationship to one's social and cultural environment. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify how individuals live, develop, and are affected by their culture. 2. Explore the meaning of being human - Is there such a thing as human nature independent of society? 3. Develop insights on topics including class, gender, race, normality, deviation, custom, and tradition. 4. Discuss issues of identity, development, and sex/gender roles as they apply to small scale, as well as industrial societies. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Identity: How Identity is Created and Defined Perspective: Notions Of Beauty Cultural Universals: Marriage, Storytelling, Mother/Child Bond	11
	2	Cultural Relativism/Ethnocentrism, Ethnography Field Methods, Interviewing/Participant Observation Anthropological Ethics (Based on those Defined through the American Anthropological Association)	11
	3	Female Genital Mutilation, Status (Public Vs Private Dichotomy), Debate on an Issue Related to the Cultural Construction of Gender	11
	4	Globalization, Gentrification, Gender- Male/Female Gender Roles	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Benedict, R., <i>Patterns of Culture</i>. Houghton Mifflin company. • Freud, S., <i>Five Lectures on Psychoanalysis</i>. SE. • Erikson, E., <i>Childhood and Society</i>. W.W. Norton and Company. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Storey, J. <i>Cultural Theory and Popular Culture: A Reader</i>. Routledge Publication. • <i>Women, culture and society</i>. Stanford University. Journals: <ul style="list-style-type: none"> • Schieffelin, E.L., “Performance and the Cultural Construction of Reality”. <i>American Ethnologist</i>.
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Semester VII (Hons.)

Course: Industrial Sociology			Semester: VII(H)
Course Code: LAS401	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To comprehend the significance of work and production and their difference from industrialization 2. To conceptualize work within the framework of sociological theories 3. Industrial organization and sociological perspectives 4. How multiple forms of industrialism values and ideals of pluralized industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Describe industry, labour, human relations and management. 2. Examine the organizational aspect of work and workers in industrial organization. 3. Recognize sociology of industry and labour, and problems in industrial organization. 4. Categorize industrial society and sociological order, industrialization process, work transformation, industrial organization with personnel management practices. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Interlinking Work and Industry, Globalization, Formal sector, Technological change	13
	2	Forms of Industrial Culture and Organisation, Industrialism, Post-industrial Society, Information Society Changing profile of labour, Changing management-labour relations: conciliation, adjudication, collective bargaining, Trade unions; worker participation in management	13
	3	Dimensions of Work, Alienation, Rationality and bureaucracy, Production relations – surplus value, alienation, Gender, Unpaid Work and Forced Labour	14
	4	Work in the Informal Sector, Labour practices Obstacles and limitations of industrialisation Industry as agent of development Risk, Hazard and Disaster	20
		Total Hours	60

TEXT BOOK	<ul style="list-style-type: none"> • Moore, W.E., <i>Industrial Relations and Social Order</i>. New York: MacMillan. • Parker, S.R. et. al., <i>The Sociology of Industry</i>. London: George Allen and Unwin.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Dahrendorf, Ralph., <i>Class and Class Conflict in an Industrial Society</i>. Stanford University Press.

Course: Popular Culture			Semester: VII(H)
Course Code: LAS402	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. On successful completion of the course, students will be able to comprehend popular culture content, discuss it and critique it. 2. They will be able to analyse the culture industry using the concept of popular culture. They will engage in popular culture media by understanding it as a vehicle of social change and will be equipped to study extensively on culture industries. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Develop understandings of sociological work on popular culture and society. 2. Inspect the relations between popular culture, media and society. 3. Recognize a range of theoretical and empirical approaches for understanding popular culture, media and society 4. Apply some key theoretical concepts for the study of popular culture in India. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Popular Culture-Introduction, Definition of Popular Culture, The Origin of Popular Culture, Cultural Construction- Basic Concepts, Stereotypes and Social Norms.	14
	2	Popular Culture-Dimensions, Taste Culture, Commercial Culture, Celebrity Culture, Youth Culture, Rock n' Roll Subculture.	13
	3	Popular Culture-Public Spaces and Conformity: Sexualization of Pop Culture, Hip-Hop Culture and Music Video Games and Internet Popular Culture, Understanding the Audience Segmentation, Critical Analysis of Popular Culture Music.	14
	4	Popular culture in India	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Cashmore, Ellis, <i>Celebrity Culture (Key Ideas)</i>. Routledge. • Brym. J. Robert, <i>Sociology: Pop Culture to Social Structure</i>. USA: Cengage Learning. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Gans. J. Herbert. <i>Popular Culture & High Culture: An Analysis and Evaluation of Taste</i>, Basic Books.
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Course: Sociology of Health			Semester: VII(H)
Course Code: LAS403	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 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. 2. Theoretical perspectives will examine the dynamics shaping these constructions and negotiations of health and illness are explored through ethnographies. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Comapre key concepts developed in sociology and anthropology to understand biomedical practices of health and illness 2. Critique biomedicine and understand medicine as a plurality 3. Analyze the everyday experiences of health and illness as produced through social, economic, political, and cultural forces 4. Gain insights on issues of public health in India and arrive at independent analysis. 		
COURSE DETAILS	Module No	Topic	Hours
	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	14
	2	Theoretical Orientations in Health and Illness, Political Economy, Systems Approach Discourse and Power Feminist Approach	13
	3	Negotiating Health and Illness, Medical Practices Health Policy in India Mental Health Mental Illness Stigma Ethnicity and Mental Health Gender and Mental Health	14
	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	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Turner, Bryan, S., <i>Medical Power and Social Knowledge</i>. London, Sage. • Kleinman, A., <i>The Illness Narratives: Suffering, Healing and the Human Condition</i>. New York: Basic Books Inc. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Foucault, M., <i>The Birth of the Clinic: An Archaeology of Medical Perception</i>, New York: Vintage Books. Chapter1 & Conclusion. <p>Journal:</p> <ul style="list-style-type: none"> • Patel, T., 'Global Standards in Childbirth Practices'. In V. Sujatha and Leena Abraham <i>Medical Pluralism in Contemporary India</i>. New Delhi: Orient BlackSwan. • Das, V., Das, R.K. & Coutinho, L., 'Disease Control and Immunization: A Sociological Enquiry'. In <i>Economic and Political Weekly</i>.
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Course: Social Construction of Reality			Semester: VII(H)
Course Code: LAS404	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand how sociologists explain the experience of everyday life. 2. 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. 3. Look at the familiar world from a new perspective. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Interpret familiar world from a new perspective. 2. Appreciate how our social world is constructed. 3. Communicate effectively in written and oral formats. 		
COURSE DETAILS	Module No	Topic	Hours
	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	20
	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	18
	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	22
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Berger, P. L., & Luckmann, T., <i>The social construction of reality: A treatise in the sociology of knowledge</i>. Penguin Books. • Coser, L., <i>Masters of Sociological Thought</i>. Harcourt Brace Jovanovich. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Ferris, K. & Stein, J., <i>The Real World: An Introduction to Sociology</i>. W. W. Norton. • Davis, K., <i>Human Society</i>. Macmillan. 		

Course: Sociology of Science and Technology			Semester: VII(H)
Course Code: LAS405	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Undertake a detailed examination of the sociological contribution to the analysis of science and technology. 2. Examine the complex relationship between science and society and sociologically look at the process by which knowledge is constructed. 3. Grasp the currents of thought which have been influential in sociology of science and technology through both historical and contemporary studies. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Devise how science and technology work as social processes e.g. the way technical knowledge is produced by communities, and the way this knowledge in turn can reshape social structures and processes. 2. Recall the main concepts and theories in the sociology of science and technology. 3. Express the strengths and weaknesses of a range of sociological approaches to the analysis of science and technology. 4. Distinguish between sociological analyses of science and technology and broader debates in science policy, history of science and philosophy of science. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Themes: Scientific outcomes are social, Scientific research is social, social shaping of technology, Social construction of technology, Actor-network Theory	13
	2	History of science is a social history, Science and power. Social Function of Science, The Radical Science Movement – the Kuhnian intervention, Science as a social activity: Strong Programme	15
	3	Public engagement with science and technology – the changing configuration of science, Structural barriers to participation in science Feminist epistemologies	13
	4	The ‘strong programme’ and scientific anti-realism Scientific realism, Tacit knowledge and experimental reproduction	19
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Wolfe, A.J., (Introduction). <i>Freedom’s Laboratory: The Cold War Struggle for the Soul of Science</i>. John Hopkins University Press. • Mannheim, K., <i>Ideology and Utopia: An introduction to the sociology of knowledge</i>. New York: Harcourt Brace Jovanovich. 		

<p>REFERENCE BOOK/ SUGGESTED READING</p>	<ul style="list-style-type: none"> • Benjamin, R., ‘Engineered Inequity: Are Robots Racist?’ in <i>Race After Technology: Abolitionist Tools for the New Jim Code</i>. Polity Press. • Hacking, I., ‘What is scientific realism?’ in <i>Representing and Intervening</i>. Cambridge University Press. • Bloor, D., ‘The strong programme in the sociology of knowledge’. <i>Knowledge and Social Imagery</i>. Chicago and London: <p>Journals:</p> <ul style="list-style-type: none"> • van den Brink, M. & Benshop, Y., ‘Gender practices in the construction of academic excellence: Sheep with five legs’. <i>Organization</i>. • Donna Haraway, <i>Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective</i>. <i>Feminist Studies</i>. • Collins, H. M., <i>The Seven Sexes: A Study in the Sociology of a Phenomenon, or the Replication of Experiments in Physics</i>. <i>Sociology</i>.
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Semester VIII (Hons.)

Course: Social Inequality and Change			Semester: VIII(H)
Course Code: LAS409	LTP	4 0 0	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Describe the state of major inequalities and how those inequalities have changed over time. 2. Distinguish between descriptive and causal arguments about inequality. 3. Recognize different types of inequalities, e.g. in income, wealth, status, and power. 4. Describe and analyze organizational inequality regimes, and the social processes that cause key inequalities in organizational contexts. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Analyze experiences of inequalities in terms of sociological theories of status, power, and other social processes. 2. Combine the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues. 3. Gain a greater understanding of sociological research methods, including surveys, experiments, and ethnography to measure and map inequality. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Concepts: Social Change in Structure & Social Change of Structure, Economic growth, Human development, Social Development, Sustainable Development: Ecological and Social	13
	2	Theoretical Approaches: Modernization Theories of Development (Smelser, Lerner, Rostow); Dependency: Centre-periphery (Frank), Uneven development (Samir Amin); Globalization (Giddens).	15
	3	Processes of Social Change: Sanskritization, Secularization, Westernization, Urbanization, Modernization, and Globalization	13
	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	19

		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Amin, S., <i>Unequal development: An Essay on the Social Formations of Peripheral Capitalism</i>. Harvester Press Beteille, A., <i>Inequality and Social Change</i>. Oxford University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Singh, Y., <i>Modernization of Indian Tradition</i>, Delhi: Thomson Press Shiva, V., <i>Staying Alive: Women, Ecology, and Development</i>. Women Unlimited. <p>Journals:</p> <ul style="list-style-type: none"> Frank, A.G., <i>The Development of Underdevelopment</i>, Monthly Review, 		

ELECTIVE COURSES

Course: Social Welfare Legislation			Semester: V
Course Code: LAS304E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Acquire a basic understanding of the Indian Legal System and its functioning. 2. Critically understand and appreciate the Indian Constitution with particular emphasis on the Fundamental Rights and Directive Principles. 3. Understand the nature of social legislation and the various legislations for family, women, children and other marginalized groups. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Acquire a basic understanding of the Indian Legal System and its functioning. 2. Employ the skills of using legal procedures to defend the human rights of various marginalized groups. 3. Acquire knowledge and skills in the use of different laws, acts and policies for social good. 4. Gain insight into the problems faced by people of different social strata. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Indian Social Policy: Meaning and scope of legislation; Kind of Law-substantive, procedural, civil and criminal law; Indian Legal system, Process of legislation, judicial review. Social Legislation – meaning, objectives, relation with social policy, Social Legislation as an instrument of social control; Social change and social justice. Indian constitution and social legislation, interconnections– Fundamental Rights, writs, Fundamental duties, Directive Principles of State policy	11
	2	Legislations related to Women and Family: Marriage, Divorce, Dowry, Widow Remarriage, child marriage, age of consent; Succession and laws of Inheritance, Women's property rights, maintenance. Women's Commission, Jagratha Samithi, DV Act, family courts – objectives and functioning, Laws relating to child welfare and protection: Juvenile Justice Act, adoption of children, guardianship, child labour	11
	3	Protection of civil rights; prohibition of atrocities, immoral traffic prevention, sexual offences, indecent representation	11

		of women, persons with disability, protection of the elderly. Laws Relating to Health: Mental Health Act, MTP, medical negligence, food adulteration.	
	4	ESI Act, Workmen's Compensation Act, Maternity Benefit Act, Minimum Wages Act, MGNREGA, Laws relating to Consumer protection; Legislation pertaining to Environment protection; Land reforms, corruption, RTI as a tool.	12
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> Ahuja, S., <i>People law and Justice: A Case Book of Public-Interest Litigation</i>. Orient Longman Vol.1 Gangrade, K.D., <i>Social Legislation in India</i>. Delhi: Concept Publication, Diwan Paras; Peeyushi Diwan. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> <i>Family Law (Hindus, Muslims, Christians, Parsis and Jews)</i>. Allahabad Law Agency Matha, P.D., <i>Family Courts</i>. New Delhi: Indian Social Institution. Sugathan N., <i>Kerala Land Reforms Act</i>. Cochin: Kerala Law Publication. Tandon, M. P.; Tandon, R., <i>Questions and Answers on the Code of Criminal Procedure</i>. Allahabad Law Agency, Allahabad. 		

Course: Being Human-Anthropology and Anthropocene			Semester: V
Course Code: LAS304E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Receive an introduction to key concepts in social anthropology. 2. Appreciate variability in human social organization. 3. Understand how different cultural groups respond to global issues. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recognize the complex and fascinating ways in which different human societies organise themselves and relate and respond to one another and the world around them. 2. Conceptually appraise the questions: What does it mean to be human? What unites us? What divides us? 3. Describe how different human societies understand and express concepts of family and kinship, governance and political organisation, resource management and connection to place. 4. Discuss how different cultures can inspire and guide responses to global crises that stand to impact all of humanity. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Anthropocene. Journey from Holocene to Anthropocene – “the time of man”. Discussions on common traits across cultures such as food and dressing; how this affects lifestyle practices and choices.	09
	2	Ethico-political implications of Anthropocene through discussions on types of family and role of family across cultures. Explore ways in which human societies define, perpetuate, and transform what it means to be “related” How definitions of family and kinship impact broader society	09
	3	Indigenous peoples and globalization, Commons between colonial legacies and the Anthropocene governance, law, and tradition – what constitutes “good governance”? What are the challenges and alternatives to good governance?	12
	4	Dependence and management of resources, An understanding of the Anthropocene, Basic knowledge of what it means to be “resilient”	15
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Crate, S. A., and Nuttall, M., <i>Anthropology and climate change: From</i> 		

	<i>encounters to actions</i> . Routledge.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Latour, B., Anthropology at the time of the Anthropocene: A personal view of what is to be studied. In <i>The anthropology of sustainability</i>. Edited by Marc Brightman and Jerome Lewis, 35–49. Palgrave Macmillan. <p>Journals:</p> <ul style="list-style-type: none"> Chakrabarty, D., The climate of history: Four theses. <i>Critical Inquiry</i>. Crutzen, P. J., Geology of mankind. <i>Nature</i>. Gibson, H. and Venkateswar, S., Anthropological engagement with the Anthropocene: A critical review. <i>Environment and Society</i>,

Course: Sociology of Food			Semester: V
Course Code: LAS304E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Explore significant relationships between people, culture, and food across societies. 2. Identify core components of food production as a social institution. 3. Reflect upon how food strengthens social ties. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Examine the historical significance of subsistence in shaping the human species, cultures, and societies. 2. Comprehend the movement of food: the production, distribution, and consumption of food that reflect social institutions, agricultural systems, politics, and identity. 3. Discuss social movements focused on the production, distribution, and consumption of food. 4. Examine areas of sociological subtopic such as inequality and stratification, family, labor and work, health, nutrition and safety, ecology, and globalization with respect to food and famine. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change, Determinants of Food Consumption –Types of Food: Vegetarian, Non-vegetarian, Vegan and Flexitarian, Local Food Cultures and Taste for Exotic	09
	2	Food from Domestic to Industry Industrialization of Food Production and Distribution Hotels, Restaurants and Catering Sector Cooking as duty and cooking for self-pleasure	09
	3	Food and Risk Society Diet and Body: Social Appearance and Beauty	12
	4	Global Overview: Consumption: Patterns and Reasons. Overeating, Under-eating and Hunger, GM Foods, Organic Food and Modern Food Practices as Risk Factor.	15
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Beardsworth, A. & Keil, T., <i>Sociology on the menu: An invitation to the study of food and society</i>. London: Routledge. • Maurer, D. & Jeffery S., <i>Eating agendas: Food and nutrition as social problems Social Problems and Social Issues</i>. New York: Aldine de Gruyter 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Drèze, J., ‘School Meals’, in <i>Sense and Solidarity: Jholawala Economics for Everyone</i>. Oxford Academic.• McIntosh, A. W., Sociologies of food and nutrition, in <i>Environment, Development, and Public Policy: Public Policy and Social Services</i>. Plenum.• Lévi-Strauss, C., <i>The Raw and the Cooked</i>. University of Chicago Press,
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Course: Sociology of Art			Semester: VI
Course Code: LAS313E1	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. A sociological study of art forms including painting, literature, music, and architecture 2. Cross-cultural analysis of the roles of the artist 3. The relationship of art forms and movements to different social conditions and social change. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. State facts concerning visual aspects of life and society: it details a series of methods for working, as well as methods for viewing. They can now identify key theories and practitioners within the field. 2. Distinguish between ‘sociology of art’ and ‘sociology as art’ where the discipline itself is the site of intersection between aestheticism and social theory. They will be able to transcend art pontification and high-brow art theorizing to focus on the act of doing and creating. 3. Discuss how social factors such as power, class, race, and gender shape our engagement with the arts. 4. Evaluate, ‘how does artwork influence our society?’ by examining the construction of authenticity, legitimacy, taste, aesthetic experience, and other social processes in the arts. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Art as a cultural system	09
	2	Art and Social Identity: What do our artistic tastes reveal about us? Aesthetics and social boundaries, A different way of thinking about taste	09
	3	The Production of Culture: Who makes art? Art worlds and Gatekeepers, Artists and Cultural Categories	12
	4	Art in Action: How can the arts promote social change? Do the arts divide us or bring us together?	15
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Bourdieu, P., <i>Distinction: A Social Critique of the Judgment of Taste</i>. (Trans, by R. Nice.) Cambridge: Harvard University Press. (Selections) 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Geertz, C., 'Art as a cultural system' (I).• Kosut, M., 'Mad artists and tattooed perverts: Deviant discourse and the social construction of cultural categories' <i>Deviant Behavior</i>.• Bourdieu, P., 'The production of belief: Contribution to an economy of symbolic goods'. <i>Media, Culture, Society</i>. (Trans, by R. Nice).• Corte and Edwards, 'White Power music and the mobilization of racist social movements'. <i>Music and Art in Action</i>.• Skaggs, S. & Hausman, C.R., Toward a New Elitism. <i>The Journal of Aesthetic Education</i>.
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Course: NGOs and Think Tanks			Semester: VI
Course Code: LAS313E2	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Familiarize themselves with the concept of non-State actors. 2. Understand how NGOs work to address social and economic inequality 3. Understand how Think Tanks have become central to contemporary policy making. 4. Appreciate the role academicians play in governance 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Recall the names and working of prominent NGOs from India and rest of the world. 2. Underline the relationship between NGOs and other stakeholders in the international economy. 3. Identify the working of prominent think tanks from India and rest of the world. 4. Express the relationship between think tanks and governments at various levels. 		
COURSE DETAILS	Module No	Topic	Hours
	1	NGO – definitions, scope, functions, limitations; Relation with State and Market; Types of NGOs; Funding and Accountability; Advocacy; Criticism	10
	2	Case Studies on Indian and International NGOs – an analysis of their performance	10
	3	Think Tanks– definitions, scope, functions, limitations; Relation with State and Market; Types of NGOs; Funding and Accountability; Advocacy; Criticism	10
	4	Case Studies on Indian and International Think Tanks– an analysis of their performance	15
	Total Hours		45
TEXT BOOK	<ul style="list-style-type: none"> • Allen S., <i>An ethnography of NGO practice in India: Utopias of development</i>. Manchester University Press • Thorat S., Dixit A. & Verma S., <i>Strengthening policy research: Role of think tank initiative in South Asia</i>. SAGE Publications India Pvt. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • McGann J. G., <i>The future of think tanks and policy advice around the world</i>. Palgrave Macmillan. • Cagney P. <i>Global best practices for CSO, NGO and other nonprofit boards: Lessons from around the world</i>. John Wiley & Sons. 		

Course: Social Networking			Semester: VI
Course Code: LAS313E3	LTP	3 0 0	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To introduce the students to the concept of social networking and its development 2. To examine various spaces of network building 3. To detail the varied perspectives of network as an area of study 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Illustrate evolving human communications and interactions, 2. Critically look at the social, political, and economic aspects of the way network's function. 3. Underline the impact of social networks on contemporary societies. 4. Construct a sociological understanding of the enabling and disabling factors behind network formations in society. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Meaning of Social Networking: <ol style="list-style-type: none"> a) Perspectives on Community - Tonnies, Wellman, Berman, and Oldenberg b) Concept of Social Networking c) History of Social Network Analysis d) Mark Granovetter's Concept of 'Strength of Weak Ties' 	06
	2	Social Capital: <ol style="list-style-type: none"> a) Concept of Social Capital – Putnam, Coleman, Portes b) Social Networking and Social Relationships – Social Networking and Interpersonal Communication c) Networks of Reciprocity; Putnam's Norms of Trust 	12
	3	Social Networking and Cyberspace: <ol style="list-style-type: none"> a) Origin and Development of social media as a Lens for Viewing the Evolution of the Institutional, Social, and Technological aspects of Today's Cyberfed world. b) Manual Castell's Network Society Imagining community and discussing it virtually: <ol style="list-style-type: none"> a) Network Society - Online Social Networks - Community-centered online Media (and offline life) and Networked Individualism b) Virtual Community and Real Lifeways Online Social Activities change our lives 	12

		c) Relationships, Communities - Control over our Communication Practices, Design of Technologies, Values	
	4	Collective Action and Public Opinion – Social Networking Perspective: <ul style="list-style-type: none"> a) Power of Social Cyberspaces to Organize Collective Action in the Physical World b) Public Opinion in Internet Era – Online Discourses and the Health of Democracy 	15
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Barabási, A., <i>Linked: The New Science of Networks</i>. Cambridge: Perseus Books Group. • Granovetter, M., The Strength of Weak Ties, A Network Theory Revisited. <i>Sociological Theory</i>. • Berman, M., <i>All That is Solid Melts into Air: The Experience of Modernity</i>. New York: Penguin. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Oldenburg, R., <i>The Great Good Place</i>. New York: Marlowe. • Resnick, P., Beyond Bowling Together: Sociotechnical Capital. <i>Human-Computer Interaction in the New Millenium</i>. (Ed.) John Carroll. New Delhi: Dorling Kindersly. <p>Journal:</p> <ul style="list-style-type: none"> • Ostrom, E., <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>. Cambridge: University Press. 		

LIST OF COMMON COURSES

Sr. No	Semester	Course Code	Course Name	Credits	Course Category
1.	III	LAK207P	Computer Application-Intermediate Level	2	SEC
2.	III	LAA208E1	Modern European Language: French	4	AEC
		LAA208E2	Modern European Language: Spanish		
		LAA208E3	Hindi for Liberal Arts		
3.	III	LAG209	Summer Internship Project	2	Internship
4.	IV	LAK216P	Data Interpretation	2	SEC
5.	IV	LAA217P	Functional English	2	AEC
6.	IV	LAA218P	Current News Analysis	1	AEC
7.	V	LAK307P	Computer Application-Advanced Level	2	SEC
8.	V	LAV308	Art & Aesthetics	2	VAC
9.	VI	LAD315P	Deep Immersion Project	3	Immersion
10.	VI	LASS316P	Data Analytics with R for Social Sciences	2	SEC
11.	VI	LAA317P	Team Building and Leadership	3	AEC
12.	VI	LAK318P	Career Skills	1	SEC
13.	VII	LAG406	Ethics: Principles and Practices	4	Minor
14.	VII	LAG407P	Dissertation Writing	3	Minor
15.	VIII	LAG412P	Seminar	3	Seminar
16.	VIII	LAK413	Written Analysis & Communication Skills	3	SEC
17.	VIII	LAA414P	Mindfulness and Well being	3	AEC
18.	VIII	LAR415P	Industry Dissertation & Viva Voce	12	Dissertation
			Total Credits	54	

SYLLABUS FOR COMMON COURSES

Course: Computer Application-Intermediate Level			Semester: III
Course Code: LAK207P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Give students an in-depth understanding of why computers are essential components in business, education, and society. 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. 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. 4. Provide foundational or “computer literacy” curriculum that prepares students for life-long learning of computer concepts and skill. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Interpret work effectively with a range of current, standard, Office Productivity software applications. 2. Select office productivity software appropriate to a given situation. 3. Apply basic learning and assessment principles in the design, development, and presentation of material produced by office productivity applications. 4. Operate a variety of advanced spreadsheet, operating system, and word processing functions. 		
COURSE DETAILS	Module No	Topic	Hours
	1	MS WORD Unit 1 1 Working with bullets and numbered lists • Multilevel numbering and Bulleting • Creating List • Customizing List style • Page bordering • Page background Unit 2 Tables • Working with Tables, Table Formatting • Table Styles • Alignment option • Merge and split option Unit 3 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	10

		Unit 4 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 & Merge options	
	2	MS EXCEL Unit 1 Sort and Filter Data with Excel • Sort and filtering data • Using number filter, Text filter • Custom filtering • Removing filters from columns • Conditional formatting Unit 22 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 Unit 33 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	20
	3	MS POWERPOINT Unit 1 Hyperlinks and Action Buttons • Inserting Hyperlinks and Action Buttons • Edit Hyperlinks and Action Button • Word Art and Shapes Unit 2 Working With Movies and Sounds • Inserting Movie From a Computer File • Inserting Audio file • Audio Video playback and format options • Video options, Adjust options • Reshaping and bordering Video Unit 3 Using SmartArt and Tables • Working with Tables, Table Formatting • Table Styles • Alignment option • Merge and split option Converting text to smart art Unit 4 Animation and Slide Transition • Default Animation, Custom Animation • Modify a Default or Custom Animation	30

		<ul style="list-style-type: none"> • Reorder Animation Using Transitions • Apply a Slide Transition, Modifying a • Transition, Advancing to the Next Slide 	
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Norton, P., <i>Peter Norton's introduction to computers</i>. McGraw-Hill, Inc. • Chatfield, C., & Johnson, T., <i>Microsoft Project 2016 Step by Step: MS Project 2016 Step _p1</i>. Microsoft Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Lambert, J., & Lambert, S., <i>MOS 2016 Study Guide for Microsoft Word</i>. Microsoft Press. 		

Course: Modern European Language: French			Semester: III
Course Code: LAA208E1	LTP	3 0 2	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To make the students moderately proficient in spoken and written French. 2. Use French language in day-to-day life as well as in their career. 3. Develop listening and communication capabilities in French language. 4. Explore French culture and civilization. 5. Enhance employability by acquire French language skill. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Spell words in French language, and use greetings in French. 2. Understand French Grammar. 3. Develop a decent functional vocabulary. 4. Interpret and translate French from their language. 		
COURSE DETAILS	Module No	Topic	Hours
	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	15
	2	Nouns, Pronouns, Articles and Adjectives: <ol style="list-style-type: none"> 1. Nouns: gender and number, Pronouns 2. Articles : Définif, Indéfinif and Partitif 3. Pronouns : Relative (qui, que, où...) Adjectives : Qualitative, Possessif, Démonstratif, Gender and Number (Premier, Deuxième...etc.	20
	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	20
	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.	20
		Total Hours	75
TEXT BOOK	<ul style="list-style-type: none"> • CLE international, Echo-A1: Méthode de français by Girardet Jacky, Pêcheur Jacques 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Didier, Latitudes-1 (A1/A2) méthode de Français, Régine, Yves Loiseau. 		

Course: Spanish (Espanola)			Semester: III
Course Code: LAA208E2	LTP	3 0 2	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To make the students moderately proficient in spoken and written Spanish. 2. Use Spanish language in day-to-day life as well as in their career. 3. Develop listening and communication capabilities in Spanish language. 4. Explore Spanish culture and civilization. 5. Enhance employability by acquire Spanish language skill. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Spell words in Spanish language and use greetings in Spanish. 2. Understand Spanish Grammar. 3. Develop a decent functional vocabulary. 4. Interpret and translate Spanish from their language. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	15
	2	Rules of Spanish grammar, reglas de gramatica espanola. <ol style="list-style-type: none"> 1. Noun, pronoun and verb 2. substantive y pronombre 3. adjetivos: lemma y lemma not 4. Spanish accents: acute accent tilde and umlaut 	20
	3	Vocabulary, vocabulario, alphabets, numbers, basic words in Spanish, cardinal number, interrogating words, time, human body, monumentos famosos	20
		Communication Skills, Habilidades de comunicacion, greetings: saludos, weathers: clima; introduction en Espanol speaking skills, habilidades para hablas	20
		Total Hours	75
TEXT BOOK	<ul style="list-style-type: none"> • Madrigal, Margaret, <i>Magic Key to Spanish</i>. Crown Publications. 		
REFERENCE BOOK/ SUGGESTED READING			

Course: Hindi for Liberal Arts			Semester: III
Course Code: LAA208E3	LTP	3 0 2	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To make the students moderately proficient in spoken and written Hindi 2. Use Hindi language in day-to-day life as well as in their career. 3. Develop listening and communication capabilities in Hindi language. 4. Explore Hindi culture and civilization. 5. Enhance employability by acquire Hindi language skill. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain technical terms from Social Sciences in Hindi language. 2. Understand Hindi Grammar. 3. Develop a decent functional vocabulary. 4. Interpret and translate Hindi from other language. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to HINDI LANGUAGE, Alphabet, numbers, consonants & vowels and word pronunciations, noun, pronoun, adjective, verb usage. (वर्णमाला और संख्याएँ, व्यंजन और स्वर, शब्द उच्चारण, संज्ञा, सर्वनाम क्रिया, विशेषण)	15
	2	Translation Hindi to English, Framing sentences in Hindi (Simple complex and compound) Vice-versa, Antonyms & synonyms, विलोम और पर्यायवाची Spellings of Hindi i.e हिन्दी की वर्तनी	20
	3	Terminology of social sciences (सामाजिक विज्ञान की शब्दावली) such as ज्ञानमीमांसा, सत्ता मीमांसा, प्रयोगसिद्ध, आधुनिकता, उत्तर आधुनिक, पितृसत्ता, नारीवाद, अस्तित्ववाद नारीवादी सिद्धांत, मानव विकास, खानाबदोश से गतिहीन जीवन, यूटोपुइया, यौन उत्पीड़न, न्यायशास्त्र, पारिवारिक कानून, स्वतंत्रता, समाजवाद, लोकतंत्र उदारवाद और संरचनावाद सूक्ष्म अर्थशास्त्र, वृहद अर्थशास्त्र उपभोक्ता व्यवहार, नकारात्मक और सकारात्मक अर्थव्यवस्था, कर, सीमांत उपयोगिता सिद्धांत, जीडीपी, बजट, मुद्रास्फीति, बेरोजगारी इत्यादि.	20
	4	Communication skills, Official formal letter writing, drafting and essay writing Listening and speaking skills, पत्र लेखन और प्रारूपण सुनने और बोलने का कौशल	20

		Total Hours	75
TEXT BOOK	<ul style="list-style-type: none"> Teacher Education Dept Uttarakhand Open University, Pedagogy of Social Science. 		
REFERENCE BOOK/ SUGGESTED READING			

Course: Summer Internship Project			Semester: III
Course Code: LAG209	LTP	0 0 0	Credits: 2

LEARNING OUTCOME	<p>After completing the internship, students will be able to:</p> <ol style="list-style-type: none">1. Understand the functioning of the organisation.2. Assess interests and abilities in their field of study.3. Develop work habits and attitudes necessary for job success.4. Build a record of work experience and write a project report.		
COURSE DETAILS	<table><tr><th>Topic</th></tr><tr><td><p>An internship is a professional learning 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. 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 credit score.</p><p>For an internship to be successful it depends on the support and contribution of –</p><p>Agency/Organization:</p><p>Having a good Internship Structure that provides a equal opportunity to the students to Learn,unleash their potential.</p><ul style="list-style-type: none">• Provide them Challenging and very engaging Tasks.• Understanding and solving the queries of the student intern.• The overall responsibility of the agency is to provide a climate in which the intern can move fromobserving and shadowing to participating in the actual work and responsibilities of a professionalstaff.• Review the student’s coursework and discuss the knowledge and skills acquired in considerationof that required to perform the work duties within the agency.• Evaluate the Intern’s Performance, Attendance etc. and share it along</td></tr></table>	Topic	<p>An internship is a professional learning 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. 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 credit score.</p> <p>For an internship to be successful it depends on the support and contribution of –</p> <p>Agency/Organization:</p> <p>Having a good Internship Structure that provides a equal opportunity to the students to Learn,unleash their potential.</p> <ul style="list-style-type: none">• Provide them Challenging and very engaging Tasks.• Understanding and solving the queries of the student intern.• The overall responsibility of the agency is to provide a climate in which the intern can move fromobserving and shadowing to participating in the actual work and responsibilities of a professionalstaff.• Review the student’s coursework and discuss the knowledge and skills acquired in considerationof that required to perform the work duties within the agency.• Evaluate the Intern’s Performance, Attendance etc. and share it along
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	<p>with the Participation Letter/certificate.</p> <p>Faculty Supervisor:</p> <ul style="list-style-type: none"> • To provide a liaison between 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. • To provide orientation to the Student Interns Regarding the Internship. • To facilitate the Pre- internship seminars, providing feedback to interns on presentations and papers. • To provide ongoing consultation with the placement agencies as needed. • To Share Necessary Information regarding the Internship with students and help in smooth Registration and Placement Process. • To coordinate with the Training and Placement Officer for better results. <p>Student Intern:</p> <p>The overall responsibility of the student is to devote himself/herself to the learning of helpful interaction with service users.</p> <ul style="list-style-type: none"> • To obtain 100 % Attendance in the internship. • To follow agency policies with regard to time schedules, regulations, and matters of dress. • To Work Diligently and Be responsible for the Tasks assigned. • To leave word with the agency secretary and or supervisor as to where s/he is and when s/he will return. • To report absences and reasons for absences immediately to the External Guide/H.R. • To participate in her/his midterm and final evaluations with the Field Instructor. • To participate in an evaluation of the Social Work Department. • To write a Report and Maintain the Logbook of the internship at the end of her/his internship and submit it to the Faculty In-Charge. • To carry out an evaluation of the Field Instructor (Appendix J). • To complete assignments for the internship seminar. • To participate in an end of term discussion and complete the Skills and Services Feedback form provided by the Organization (If any). • To provide evidence of having completed at least 200 hours including attendance during the agency visits.
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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%]
Internship presentation	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.
INTERNSHIP Report (weightage 70%)		INTERNSHIP report is submitted as per the university guidelines. INTERNSHIP is executed as per the Scheduled dates.	The university guidelines are followed to prepare report however with errors INTERNSHIP is executed as per the Scheduled dates.	University guidelines are followed with lots of errors but with much room for improvement to prepare report INTERNSHIP is not strictly executed only after frequent follow ups.

* Rubrics for Internship is applicable for all the student internships of SoLA students.

Course: Data Interpretation			Semester: IV
Course Code: LAK216P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Work with simple data sources like Microsoft Excel and complicated ones like cloud-based or on-premises hybrid Data warehouses. 2. Know how Power BI has the capabilities to easily connect to your data sources, visualize and share. 3. publish your findings with anyone and everyone. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand the basic concepts of Data Science. 2. Develop and assess model-building skills using a variety of analysis. 3. Identify how to extract and analyze data from one or multiple sources. 4. Evaluate data using multiple modals. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Data Science: Evolution of Data Science – Data Science Roles – Stages in a Data Science Project – Applications of Data Science in various fields – Data Security Issues	12
	2	Data Collection and Data Pre-Processing: Data Collection Strategies – Data Pre-Processing Overview – Data Cleaning – Data Integration and Transformation – Data Reduction – Data Discretization	12
	3	Exploratory Data Analytics: Descriptive Statistics – Mean, Standard Deviation, Skewness and Kurtosis – Box Plots – Pivot Table – Heat Map – Correlation Statistics.	12
	4	Model Development: Simple and Multiple Regression – Model Evaluation using Visualization – Prediction and Decision Making.	12
	5	Model Evaluation: Cross Validation – Overfitting – Under Fitting and Model Selection	12
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • O'Neil, C., & Schutt, R., Doing data science: Straight talk from the frontline. " O'Reilly Media, Inc." • Dietrich, D., Heller, B., & Yang, B., <i>Data science & big data analytics: discovering, analyzing, visualizing and presenting data.</i> Wiley. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Moolayil, J., <i>Smarter Decisions–The Intersection of Internet of Things and Decision Science</i>. Packt Publishing Ltd.• Raj, P., <i>Handbook of research on cloud infrastructures for big data analytics</i>. IGI Global.
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Course: FUNCTIONAL ENGLISH			Semester: IV
Course Code: LAA217P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Learn the use of English in a professional setting. 2. Improve the drafting skill of the learners. 3. Make the students competent in their job-seeking, job-getting, and job-holding needs. 4. Develop communicative skills, which will enable the students to prepare for a career 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Classify different types of communication. 2. Illustrate knowledge of business correspondence. 3. Design and develop original reports. 4. Understand the processes of copy writing and copy editing. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Business Correspondence: Letter Writing, presentation, sending quotations, placing orders, Sales Letters, claim & adjustment letters and social correspondence. Taking Minutes of meetings, Memos	15
	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	15
	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.	15
	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	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Sharma, R. C., and Mohan, Krishna. <i>Business Correspondence and Report Writing: A Practical Approach to Business & Technical Communication.</i> 		

	India, Tata McGraw-Hill.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Robert W. Bly <i>the Copywriter's Handbook</i> Owl Books, Henry Holt & Company.

Course: Current News Analysis			Semester: IV
Course Code: LAA218P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. familiarize themselves with news from around the world. 2. inculcate the habit of critically examining news for its veracity and relevance. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand various sources of news. 2. Identify the various kinds of information available via news. 3. Critically analyze the role news plays in creation of discourse. 		
COURSE DETAILS	Module No	Topic	Hours
	1	India and The World – Finding relevant news from various sources – Print media, Electronic Media (TV and Internet), Social Media – Credible and non-credible sources; Various Beats in a newspaper, Cartoons, Plagiarism. New forms of News Making. (All topics to be covered using case studies and examples from events in news)	20
	2	News as Information – News about facts, data, statistics; Infotainment. Methods of gathering news; Soft and Hard News. (All topics to be covered using case studies and examples from events in news)	20
	3	News as Discourse – Differentiating between News and Views; Editorial and Open-Editorial; Features; Readership. (All topics to be covered using case studies and examples from events in news)	20
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Devi, S., <i>Media discourse in contemporary India: a study of television news</i>. Routledge Taylor & Francis Group. • Udupa S., <i>Making news in global India: media publics politics</i>. Cambridge University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Seneviratne, K., <i>Myth of “free media” and fake ne</i> 		

Course: Computer Application-Advanced Level			Semester: V
Course Code: LAK307P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Give students an in-depth understanding of why computers are essential components in business, education, and society. 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. 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. 4. Provide foundational or “computer literacy” curriculum that prepares students for life-long learning of computer concepts and skill. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Work effectively with a range of current, standard, Office Productivity software applications. 2. Evaluate, select, and use office productivity software appropriate to a given situation. 3. Apply basic learning and assessment principles in the design, development, and presentation of material produced by office productivity applications. 4. Operate a variety of advanced spreadsheet, operating system, and word processing functions. 		
COURSE DETAILS	Module No	Topic	Hours
	1	MS WORD: Unit 1 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 Unit 2 Proofing the document • Check Spelling As You Type. • Mark Grammar Errors As You Type. • Setting AutoCorrect Options Unit 3 Printing • Page Setup, Setting margins • Print Preview, Print	15
	2	EXCEL: Unit 1 Protecting and Sharing the work book • Protecting a	15

		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. Unit 2 Use Macros to Automate Tasks • Creating and Recording Macros • Assigning Macros to the work sheets • Saving Macro enabled workbook Unit 3 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	
	3	MS POWERPOINT: Unit 1 Using slide Master • Using slide master • Inserting layout option • Creating custom layout • Inserting place holders • Formatting place holders Unit 2 Slide show option • Start slide show • Start show from the current slide • Rehearse timing • Creating custom slide show Unit 3 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	15
	4	INTERNET & E-MAIL: • What is Internet?, Receiving Incoming Messages • Sending Outgoing Messages, Email addressing • Email attachments, Browsing, Search engines • Text chatting, Job Searching • Downloading video and Music • Uploading Video or Music, Voice chatting, Webcam Chatting etc. • Introduction to Blogging, Facebook	15
		Total Hours	60
TEXT BOOK	• Norton, P., <i>Peter Norton's introduction to computers</i> . McGraw-Hill, Inc. • Chatfield, C., & Johnson, T., <i>Microsoft Project 2016 Step by Step: MS Project 2016 Step _p1</i> . Microsoft Press.		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none">• Lambert, J., & Lambert, S., <i>MOS 2016 Study Guide for Microsoft Word</i>. Microsoft Press.
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Course: Art & Aesthetics			Semester: V
Course Code: LAV308	LTP	1 0 2	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the social history of western art. 2. Appreciate the finer nuances and aesthetics. 3. Compare the western and Indian experience of Art. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Identify different forms of art and put them in their historical context. 2. Differentiate between western and Indian systems of art. 3. Develop an understanding of the field of aesthetics. 		
COURSE DETAILS	Module No	Topic	Hours
	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	25
	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	20
		Total Hours	45
TEXT BOOK	<ul style="list-style-type: none"> • Noonan L. & Read G., <i>Western and european art history</i>. College Publishing House. • Baliyan S., <i>A compendium of Indian art and culture</i>. Oxford University Press. • Pandit S., <i>An approach to the indian theory of art and aesthetics</i>. Sterling Publishers • Hauser A., <i>The philosophy of art history</i>. Routledge. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Bruno Latour, <i>What is Iconoclasm</i>. MIT Press • Geert Hshyamala Gupta, <i>Art, Beauty and Creativity: Indian and Western Aesthetics</i>. Sage 		

Course: Deep Immersion Project (with 1 week of field work)			Semester: VI
Course Code: LAD315P	LTP	2 0 0	Credits: 3

Course Description	The Deep Immersion Project (DIP) is an experiential learning component of the BA (Hons) of the School of Liberal Arts. DIP facilitates students to explore, understand, and experience the life-world issues of select social conditioning. Students are trained through exclusive sessions to prepare themselves for a collective study through interaction and informed discussion. Some of the aspects of the study include social, economic, cultural, historical, political, and aesthetic aspects of the life-world that includes studying trade, traditions, social customs, livelihood practices, festivals, rites, rituals, customs, practices, social transitions, communities, gendered realities, fine and performing arts practices, historical monuments and architecture and so on. The program is designed to be faculty-mentored, exploratory experiential learning, that allows students to understand an inclusive liberality through their studies of cultural and historical traditions. The deep Immersion will be organized through Student work teams of 10 to 12 members mentored by a faculty. They are would-be facilitated to develop a thematic topic related to any crucial aspect of the study location. The students shall be prepared through classroom sessions on the basics of research methodology: asking the right question, framing a basic research design, conducting surveys research, report writing, and presentations. The course will be having 30 hours of field work and 15 hours of lecture sessions.
OBJECTIVE	To facilitate students to do: <ol style="list-style-type: none"> 1. Experiential learning 2. Fieldwork research 3. Effective, timebound teamwork 4. Documentation and presentation of fieldwork research
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Undertake an experiential learning research. 2. Learn the etiquette of teamwork. 3. Relate with a research issue in-depth. 4. Develop the skills to collect, organize and present their study.
COURSE DETAILS	<p style="text-align: center;">Topic</p> <p>The procedures followed are:</p> <ul style="list-style-type: none"> • Initial coursework for students • The students submit an initial report on the research question, along with their methods of inquiry. • This is followed by a 7-days field visit under the supervision of a faculty mentor to their chosen site for the purposes of collecting primary data through experiential learning. • Post the fieldwork, the students come back to the school, and they are

	<p>guided to analyse the data collected from their field experience.</p> <ul style="list-style-type: none"> • Under the guidance of the mentoring faculty the student should submit a 60–80-page final report on the lessons learnt. • The program culminates with a public presentation and exhibition of their findings where the groups illustrate some of the unique features of their topic of study by employing various creative methods and presenting their findings before a panel of experts
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Rubrics for Deep Immersion Project

	Component	Exceptionally Well Executed [Marks>90%]	Good with room for improvement [60%<Marks<90%]	Meets minimum requirement [Marks<60%]
Deep Immersion Project	Preparation (weightage 10%)	Displays understanding of topic. Genuine research question. Understanding of methods of enquiry and choice of correct method corroborated with logic.	Information presented in logical sequence; easy to follow, well written with room for improvement post fieldwork.	There is no clarity, no proper sequencing and does not read like original work.
	Fieldwork (weightage 30%)	Every site visit includes good and thoughtful notes about that site. Innovative ways to conduct participatory rural appraisal noted, with improvement each day.	Every site has notes, but one or two days are not good/thoughtful notes OR one day of notes is missing. Lackluster attempts to conduct participatory rural appraisal noted, with failure to improvise next day.	Not every day has good/ thoughtful notes OR more than two days of notes are missing. Unable to break ice or gather substantial information through participatory rural appraisal.
	Execution (weightage 15%)	Capable of organising data. Filling any gaps in data with revisits and reformulation of questions, critical elements Included.	Somewhat capable of organising data. Moderate skills in justifying gaps in data, and rethinking of questions, after critical assessment.	Disinterested and dissatisfactory engagement with data.
	Comprehension & Analyses (weightage 20%)	Reflections illustrate the ability to effectively read and make sense of data and to suggest constructive practical alternatives. The student has gained a significant understanding of the concepts and institutions.	Reflections illustrate the ability to identify data and to recount details of particular items of import. The student has gained a general understanding of the concepts and institutions.	Unable to make sense of data on their own and critique concepts and institutions.

	Report Writing - Review & Presentation (Weightage – 25%)	Report submitted as per the university guidelines and ahead of time. Proper formatting present. Study presented professionally.	Report submitted with errors with one day delay. Presentation leaves room for improvement.	Report submitted without following university guidelines with 3 days delay and repeated follow- ups. Dependent on other team members for shouldering burden of presentation.
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Course: DATA ANALYTICS WITH R FOR SOCIAL SCIENCES*			Semester: VI
Course Code: LASS316P	LTP	0 0 4	Credits: 2

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Impart knowledge of how to program in R. 2. Use R for effective Data Analysis. 3. Cover fundamental knowledge in R programming. 4. Be able to use R to solve statistical problems. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Understand basic concepts such as data type and index and use them in their work. 2. Demonstrate use of basic functions. 3. Conceptualize and create loops to solve different types of problems. 4. Create their own customized functions. 5. Construct tables, figures and perform all types of statistical operations. 		
COURSE DETAILS	Module No	Topic	Hours
	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.	12
	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.	12
	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.	12
	4	Data Visualisation: Data Visualisation; Exploratory Data Analysis (EDA) and Regression Analysis; Features of data distributions;	12

		Plotting data; Descriptive statistics for generated data; EDA such as stem- and – leaf plot, Histogram and Boxplot.	
	5	Statistical Operations: 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.	12
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> • Srinivasa, K.G., Siddesh, G.M., Shetty, Cheatan and Sowmya, B.J.: <i>Statistical Programming in R</i>; Oxford University Press • Rakshit, Sandip: <i>R programming for Beginners</i>; McGraw Hill Education 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Kabacoff, R.I.; <i>R in Action – Data Analysis and Graphics with R</i>; Manning Publications • Verzani. J; <i>Using R for Introductory Statistics</i>; Chapman and Hall, Taylor and Francis. 		

* Only for Economics, Political Science, Sociology and Psychology

Course: Team Building and Leadership			Semester: VI
Course Code: LAA317P	LTP	0 0 6	Credits: 3

OBJECTIVE	To facilitate students: <ol style="list-style-type: none"> 1. To provide a framework for the students to understand the importance of Leadership and team effectiveness in organizations. 2. To develop an understanding of interpersonal processes and group dynamics. 3. To provide a theoretical understanding of leadership practices in organizations. 4. To provide an understanding of factors influencing teamwork and team leadership. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Define how global leadership skills contribute to leadership effectiveness. 2. Identify the leader's role in team-based organizations. 3. Evaluate the contribution of outdoor training to the development of team leadership. 4. Imagine the basics of leadership during a crisis. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Leadership as a Process, Leader Development, skills for developing oneself as a leader, Power and Influence, Leadership Ethics and Traits, leadership Attributes, Leadership Behavior, Motivation, satisfaction, and Performance, Groups, teams and leadership, Skills for developing others, The Situation, Contingency theories of Leadership, Leadership and Change, The dark side of Leadership, Teams: conceptual foundations, Team effectiveness, Leading teams: Enhancing teamwork within group: The leader's role in team based organizations, Leader actions that foster teamwork, the leader-member exchange model and team work, Understanding team processes and Team Coaching, Virtual teams, managing multicultural teams, Building great teams. Note: This course is meant to give an overview. A detailed study of theories regarding leadership and teambuilding is beyond the scope of this course	90
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> • Hughes, R., Ginnett, R. and Curphy, G., <i>Leadership: Enhancing the Lessons of Experience</i>, McGraw Hill Education. • Katzenback, J.R., Smith, D.K., <i>The Wisdom of Teams: Creating the High</i> 		

	<i>Performance Organizations</i> , Harvard Business Review Press.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> • Haldar, U.K., <i>Leadership and Team Building</i>, Oxford University Press. • Daft, R.L., <i>The Leadership Experience</i>, Cengage.

Course: Career Skills			Semester: VI
Course Code: LAK318P	LTP	0 0 2	Credits: 1

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Have understanding of one's skills and their job appropriateness. 2. Have knowledge of a diversity of careers one may choose from. 3. Familiarise oneself with career models as well as identify one's own interests for sustainable growth. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain current career management issues and their implications on their professional career plans and development. 2. Apply strategies and approaches to set new career vision, goals and action plans. 3. Evaluate knowledge of career models and tools for successful career planning and management. 4. Design a career path that fits personal values, interests, personality, and skills. 		
COURSE DETAILS	Module No	Topic	Hours
	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
		Total Hours	30
TEXT BOOK	<ul style="list-style-type: none"> • Shivakumar, S., <i>The Right Choice: Resolving 10 Career Dilemmas for Extraordinary Success</i>. Penguin India. • Hyatt, Michael., <i>Your Best Year Ever: A 5-Step Plan for Achieving Your Most Important Goals</i>. Baker Books. 		

REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Banayan, Alex, <i>The Third Door: The Wild Quest to Uncover How The World's Most Successful People Launched Their Careers</i>. Crown Currency. <p>Audiobook:</p> <ul style="list-style-type: none"> Ben Horowitz, <i>The Hard Thing About Hard Things: Building A Business When There Are No Easy Answers</i>. Narrator Kevin Kenerly. HarperAudio.
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Components	Advanced (>95%)	Proficient (80-95%)	Developing (65-80%)	Emerging (40-65%)	Latent (<40%)
Career Readiness	Demonstrates and evaluates understanding of obligations, responsibilities of being a team player and what contributes to the betterment of the workplace	Demonstrates understanding of obligations, responsibilities of being a team player and what contributes to the betterment of the workplace	Identifies and explains the obligations and responsibilities of being a team player	Identifies the obligations and responsibilities of being a team player	Unable to Identify the obligations and responsibilities of being a team player
Apply appropriate academic and technical skills	Expands and appropriately connects abstract concepts with real-world applications in domestic and global contexts for diverse audience	Expands abstract concepts with real-world applications in domestic and global contexts for diverse audience	Evaluates a specific audience in order to apply academic and technical skills in a local or international context	Explains the need to understand a specific audience in order to apply academic and technical skills in a local context	Unable to understand the specificities of an audience to apply academic and technical skills
Personal health and financial well-being	Evaluates and explains the relationship between personal health, workplace performance, and financial well-being and applies this understanding to personal and career plans	Evaluates the relationship between personal health, workplace performance, and financial well-being and applies this understanding to personal and career plans	Analyzes the relationship between personal health, workplace performance, and financial well-being	Applies an understanding of the relationship between personal health, workplace performance, and financial well-being	Lacks insight on the relationship between regularly practicing healthy diet, exercise, and mental health activities with workplace performance and financial well being
Communicate clearly, effectively, and with reason	Skillfully applies and adjusts an understanding of perspectives to meet the	Applies and adjusts an understanding of perspectives to meet the communicatio	Demonstrates an understanding of perspectives to meet the communicatio	Explains various perspectives to meet the communicatio n needs of the	

	communication needs of an audience—whether it be team members, clients, coworkers, family, or community members	needs of an audience—whether it be team members, clients, coworkers, family, or community members	needs of the audience—whether it be team members, clients, coworkers, family, or community members	audience—whether it be team members, clients, coworkers, family, or community members	
Utilize critical thinking to make sense of problems and persevere in solving them	Creates and acts on a plan that considers potential for impact on a problem by evaluating previous approaches, varied perspectives, and possible consequences, both intended and unintended	Creates a plan that considers potential for impact on a problem by evaluating previous approaches, varied perspectives, and possible consequences, both intended and unintended	Considers and describes the potential for impact on a problem by evaluating previous approaches, varied perspectives, and possible consequences, both intended and unintended	Considers the potential for impact on a problem by evaluating previous approaches, varied perspectives, and possible consequences, both intended and unintended	Unable to readily recognise the nature of the problem and the significance of devising an effective plan to solve it

Course: Dissertation Writing			Semester: VII
Course Code: LAG407P	LTP	0 0 6	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Write a thesis in English language. 2. Helping them to write a research proposal. 3. Design overall shape of the thesis and dissertation. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Plan, and engage in, an independent and sustained critical investigation and evaluation of a chosen research topic relevant to environment, society, and history. 2. Explain research concepts and contexts clearly and effectively both in writing and orally. 3. Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Writing a thesis in English language, Writing a research proposal	10
	2	How to write an introductory chapter – typical structure of introduction.	10
	3	Writing background chapters: literature review, universe of study, state of art literature, reviewing literature – an example, reporting on previous research, adopting a stance towards previous research, paraphrasing and summary writing, avoiding plagiarism.	10
	4	Writing the methodology chapter, difference between method and methodology, place of the methodology section, review of methods used by similar studies., visual map of methodology, how the data was processed, ethical issues, challenges in qualitative research. Representation of the researcher. Keeping a research diary/logbook	10
	5	Writing the result., Structuring results/findings. Purpose of the result section, presenting the results. Numbering system. shortcomings. Writing Discussions/conclusion chapter. Functions of a discussion chapter. Strategies for writing discussion section. Typical shape of discussion section. Features of colcusions. Typical shape of conclusion. The language of conclusion.	13

	6	Writing of abstract, acknowledgement, importance of abstract, structure of abstract, language of abstract.	10
	7	Resources for thesis and dissertation writing – online, writing website, online writing support. Bibliography, index, style sheet, appendices, tables.	13
	8	Writing a sample research proposal. Summary of the research. Relevant background literature. Research questions, definition of terms. Research methodology, anticipated problems and limitations. Significance of the research, Ethical considerations. Budgeting and cost of research, setting the timeline of research.	14
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> James, E., & Slater, T., <i>Writing your doctoral dissertation or thesis faster</i>. SAGE Publications Ltd. Smith, I. & Felix M.S., <i>Practical Handbook to Dissertation and Thesis Writing</i>. Cambridge Scholars Publishing 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Hammond, M., <i>Writing a Postgraduate Thesis or Dissertation: Tools for Success</i> (First). Routledge. 		

Course: Ethics: Principles and Practices			Semester: VII
Course Code: LAG406	LTP	2 0 4	Credits: 4

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. To understand ethical principles 2. To manage ethical dilemmas in their life 3. To challenge unethical practices from informed ethical perspectives CO 4: to grow up as conscientious and ethical individuals.		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Explain the rationale of ethics. 2. Understand historical traversals of ethical dilemmas. 3. Formulate an informed choice of ethical life. 4. Critically evaluate ethical issues. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Ethics of personal life: Sexuality, Love, Family, Friendship	15
	2	Moral Status: Children, Abortion, Reproductive Technology, Environmental Ethics	15
	3	Equality: Gender and Sexual Discrimination, Race and Caste, Apartheid, Affirmative Action, People with disabilities	15
	4	Just Society: Punishment, Freedom of Speech, Legal Paternalism, Multiculturalism, Economic Justice, Intergenerational Justice, Privacy, Corporate Responsibility, Whistleblowing.	15
	5	Justice and International Relations: Immigration, National Autonomy, International Economic Justice, World Hunger, World Health, World resources, Digital Divide	15
	6	Life and Death: Medical ethics, Euthanasia, Physician assisted suicide Capital punishment, Living wills	15
			90
TEXT BOOK	<ul style="list-style-type: none"> • Thiroux, Jacques P. and Keith W. Krasemann, <i>Ethics Theory and Practice</i>. New Delhi: Pearson 		

	<ul style="list-style-type: none"> Greenberg, Yudit Kornberg; Te'odor, Itamar, <i>Dharma and Halacha: comparative studies in Hindu-Jewish philosophy and religion</i>. New York: Lexington Books
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Pound, Ezra, <i>Confucian Analects</i>. London: Peter Owen

Course: Seminar			Semester: VIII(H)
Course Code: LAG412P	LTP	0 0 6	Credits: 3

OBJECTIVE	<p>To facilitate students to:</p> <ol style="list-style-type: none"> 1. To enhance critical thinking skills through the analysis and evaluation of scholarly articles, research papers, and case studies. 2. To develop effective communication skills by presenting research findings and engaging in group discussions. 3. To foster collaborative learning by encouraging active participation and constructive peer feedback. 4. To broaden students' knowledge of current issues, trends, and advancements in their field of study.
LEARNING OUTCOME	<p>After completing this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze and critically evaluate scholarly articles, research papers, and case studies. 2. Effectively communicate research findings through oral presentations and written reports. 3. Engage in meaningful and constructive discussions on various academic topics. 4. Demonstrate collaborative skills by actively participating in group activities and providing feedback to peers. <ol style="list-style-type: none"> a) Apply research skills to conduct independent research, literature reviews, and data analysis. b) Demonstrate interdisciplinary thinking by integrating knowledge from different fields of study. c) Apply professional skills, such as time management, organization, and teamwork, to academic and research endeavors. d) Develop a research proposal or project plan for future academic or professional pursuits.
COURSE DETAILS	<p style="text-align: center;">Topic</p> <p>Module-wise Course Description:</p> <p>Course Requirements:</p> <p>Eligibility: This course is open to undergraduate students from all majors who have completed the prerequisite courses as specified by the academic institution.</p> <p>Attendance: Regular attendance is expected for all seminar sessions. Students are required to attend a minimum of 75% of the seminar sessions to be eligible for assessment.</p> <p>Active Participation: Active participation in class discussions, group activities, and presentations is crucial. Students are expected to contribute their ideas, ask questions, and engage in meaningful discussions.</p> <p>Research and Preparation: Students are required to conduct independent research,</p>

	<p>literature reviews, and data analysis as assigned by the instructor. Timely completion of assigned readings and preparation for seminar topics is essential.</p> <p>Presentations and Reports: Students will be required to deliver oral presentations and submit written reports based on their own research findings and two separate seminar topics. These presentations and reports should demonstrate critical analysis, effective communication, and adherence to academic writing conventions.</p> <p>Collaboration and Peer Feedback: Students will engage in group discussions, collaborative activities, and provide constructive feedback to their peers. Active participation and respectful engagement in group work are expected.</p> <p>Professionalism: Students are expected to demonstrate professional behavior, including punctuality, respect for others' opinions, and adherence to ethical guidelines for research and academic integrity.</p> <p>Timeliness: All assignments, presentations, and reports must be submitted within the specified deadlines. Late submissions may be subject to a penalty as determined by the instructor.</p> <p>Technology and Materials: Students must have access to the necessary technology and materials required for the seminar, including a computer, internet access, and relevant software applications for research and presentations.</p> <p>Prerequisite Knowledge: Students should have a solid foundation of knowledge in their respective fields of study, including basic research skills and familiarity with academic writing conventions.</p>
	Total Hours: 90
TEXT BOOK	<ul style="list-style-type: none"> Day, R. A., & Gastel, B., How to write and publish a scientific paper. Greenwood. Swales, J. M., & Feak, C. B., Academic writing for graduate students: Essential tasks and skills. University of Michigan Press.
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> Walliman, N., Research methods: The basics. Routledge

Course: Written Analysis and Communication Skills			Semester: VIII(H)
Course Code: LAK413	LTP	2 0 2	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Gather creative ideas, understand given topics and write paragraphs, essays and scripts. 2. Engage critically in the study and analysis of reports, mails, and business proposals. 3. Understand the importance of academic writing. 4. Gain expertise in the professional sector and make them competent in Communication. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Build their creativity, improve in the field of Creative writing, and consider writing as a career. 2. Develop written as well as entrepreneurial skills in the field of Business Communication. 3. Exhibit proficiency in the field of Academic Writing while learning how to use syntactic clues to interpret the meaning of texts. 4. Understand the demands of the target audience and communicate proficiently in English. 		
COURSE DETAILS	Module No	Topic	Hours
	1	Introduction to Creative Writing: Writing for Stage and Screen: Basics of Script Writing. Essay Writing: Descriptive essays, Reflective essays, Argumentative essays, Narrative essays, Amplifying one word essay topics. Writing Short Story: Developing the plot, characters, point of view and narrative techniques. Writing and painting for Graphic Novels and Children's Picture books.	15
	2	Introduction to Technical Writing: Writing a Business Proposal, Blog writing, Taking down Minutes of Meeting, Writing Business Notice, Corporate Report and Agenda, Basics of Social Media Marketing with reference to written content creation	15
	3	Academic Writing: Writing a research proposal, Copywriting, Editing and Proofreading, Styles of referencing and in-text citations: footnotes, endnotes, and bibliography.	15

		Ethical issues in collecting data.	
	4	Texts and contexts, Understanding the demands of the target audience. Group presentation. Individual presentation on topics related to either current issues or one's area of research.	15
		Total Hours	60
TEXT BOOK	<ul style="list-style-type: none"> Biesenbach, Rob. <i>Unleash the Power of Storytelling</i>, East lawn Media. Graham, Robert. <i>The Road to Somewhere: A Creative Writing Companion</i>, Palgrave, Basingstoke Kothari, C. R. <i>Research Methodology: Methods and Techniques</i>. New Delhi: New Age International. Oliu, Brusaw, and Alred. <i>Writing That Works: Communicating Effectively on the Job</i>. Bedford/St. Martin's. Swan, Michael. <i>Oxford Practical English Usage</i>. Oxford University Press. 		
REFERENCE BOOK/ SUGGESTED READING	<ul style="list-style-type: none"> New York Writers Workshop, <i>The Portable MFA in Creative Writing</i>, Writer's Digest Books, Ohio Field, Syd. <i>Foundation of Screen Writing</i>. Delta Revised Edition, New York: Earnshaw, Stephen. <i>The Handbook of Creative Writing</i>. Edinburgh University Press. Sugrman, Joseph. <i>The Adweek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters</i>. New York: Wiley Ueland, Brenda. <i>If You Want to Write</i>. India: General PressRaina, Roshan L., Courtland L., Bovee and J.V, Hill, Mukesh. <i>Business Communication Today</i>. Pearson. 		

Course: Mindfulness and Wellbeing			Semester: VIII
Course Code: LAA414P	LTP	0 0 6	Credits: 3

OBJECTIVE	To facilitate students to: <ol style="list-style-type: none"> 1. Understand the theory and impact of mindfulness practice. 2. Identify the tools and methods to incorporate this practice into their life 3. Enhance and maintain optimal health and overall well-being that can be implemented in every aspect of daily living. 		
LEARNING OUTCOME	After completing this course, students will be able to: <ol style="list-style-type: none"> 1. Learn key mindfulness concepts and practices that enhance attention. 2. Develop a mindfulness and meditation routine that highlights the connection between mind and body. 3. Function in the present moment, learning to manage and accept a wide range of emotions. 4. Build control by adopting the benefits from regular meditation; integrate them into daily life. 		
COURSE DETAILS	Module No	Topic	Hours
	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	30
	4	How to take the benefits that come from regular meditation and integrate them into daily life, as well as establishing a	30

		regular meditation routine. Service/work meditation; Wheel of Awareness Thich Nhat Hanh: 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	
		Total Hours	90
TEXT BOOK	<ul style="list-style-type: none"> • Thich Nhat Hanh, <i>Peace Is Every Step: The Path of Mindfulness in Everyday Life</i>. RH UK. • Thomas Bien, <i>Feeling the center within the healing way of mindfulness</i>. Wiley. 		

Course: Industry Dissertation & Viva Voce			Semester: VIII(H)
Course Code: LAR415P	LTP	0 0 0	Credits: 12

OBJECTIVE	To facilitate students to: Enhance their professional capacities and presentation abilities.	
LEARNING OUTCOME	After completing this course, students will be able to: 1. Expand the length and breadth of their subject knowledge. 2. Evolve and develop research acumen. 3. Apply knowledge in real life situations. 4. Develop autonomy and professional expertise.	
COURSE DETAILS	Module No	Topic
	1	Breakdown of the fieldwork tenure: - The fieldwork should be carried out first during the summer break of the previous semester and the same should be extended to the practical hours of the present (8 th) semester. A total of twelve weeks must go into the fieldwork.

Rubrics:

	Expert	Proficient	Apprentice	Novice
Integration of Knowledge	Demonstrates that the author understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	Demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	Demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	Does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic focus	The topic is	The topic is	The topic is too	The topic is not

	Expert	Proficient	Apprentice	Novice
	focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	focused but lacks direction. The assignment is about a specific topic but the writer has not established a position.	broad for the scope of this assignment.	clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the assignment.	In-depth discussion & elaboration in most sections of the assignment.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the assignment or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. Content flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Content flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Content does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Content does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
Sources	More than 5 current sources, of which at least 3 are peer-review journal articles or	5 current sources, of which at least 2 are peer-review journal articles or scholarly	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed

	Expert	Proficient	Apprentice	Novice
	scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	books. All web sites utilized are authoritative.	scholarly books. All web sites utilized are credible.	journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.