



*Your Dreams Our Goal*  
**POORNIMA**  
**UNIVERSITY**

Member of Association of Indian Universities & Approved by UGC (Govt. of India) under 2(f) & 12(B)

# FACULTY OF SCIENCE & HUMANITIES

DEPARTMENT OF SCIENCE & HUMANITIES



## SCHEME & SYLLABUS BOOKLET

BATCH 2022-2025

# **SCHEME & SYLLABUS**

**BATCH: 2022-25**

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**Disclaimer:** The scheme, syllabus and other materials published in this booklet may be changed or modified as per the requirement after approval of competent authority. The decision taken by the management of Poornima University will be final and abiding to all.

### Student Details

Name of Student:

Name of Program:

Semester:

Year:

Batch:

Faculty of:



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### ***VISION***

To create knowledge based society with scientific temper, team spirit and dignity of labor to face global competitive challenges.

### ***Mission***

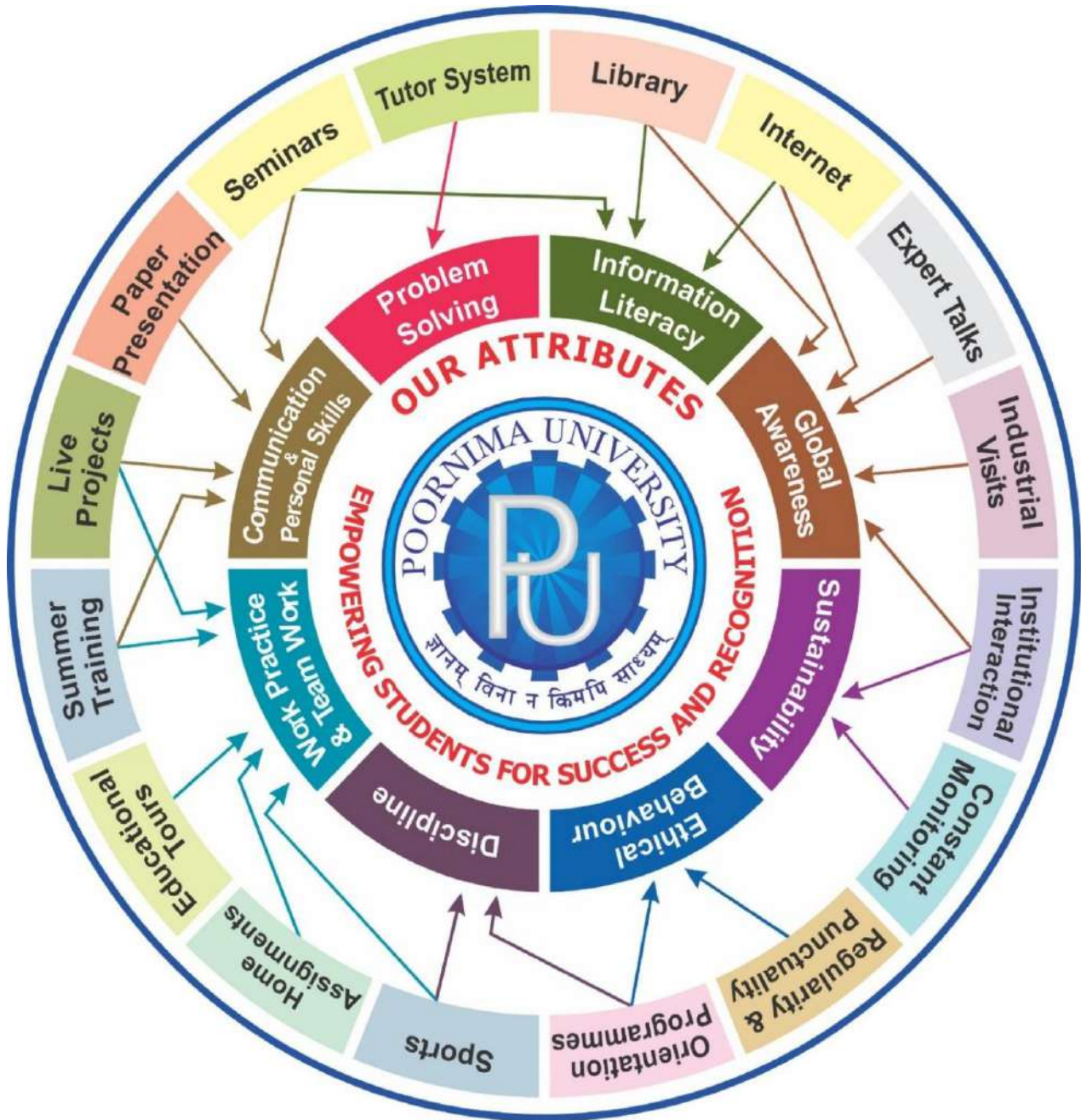
To evolve and develop skill based systems for effective delivery of knowledge so as to equip young professionals with dedication and commitment to excellence in all spheres of life.

### ***Quality Policy***

To provide Quality Education through Faculty development, updating of facilities and continual improvement meeting University norms and keeping stake holders satisfied.

# Knowledge Wheel

At Poornima, the academic atmosphere is a rare blend of modern technical as well as soft skills and traditional systems of learning processes.



## **About Program and Program Outcomes (PO):**

**Title of the Programme:** Bachelor of Arts (B.A.-Pass Course)

**Nature of the Programme:** B. A. is three year full-time programme.

## **Program Outcomes (PO):**

Arts Graduates will be able to:

PO 1. The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.

PO 2. The B.A. graduates will be acquainted with the social, economic, historical, geographical, political, ideological and philosophical tradition and thinking.

PO 3. The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.

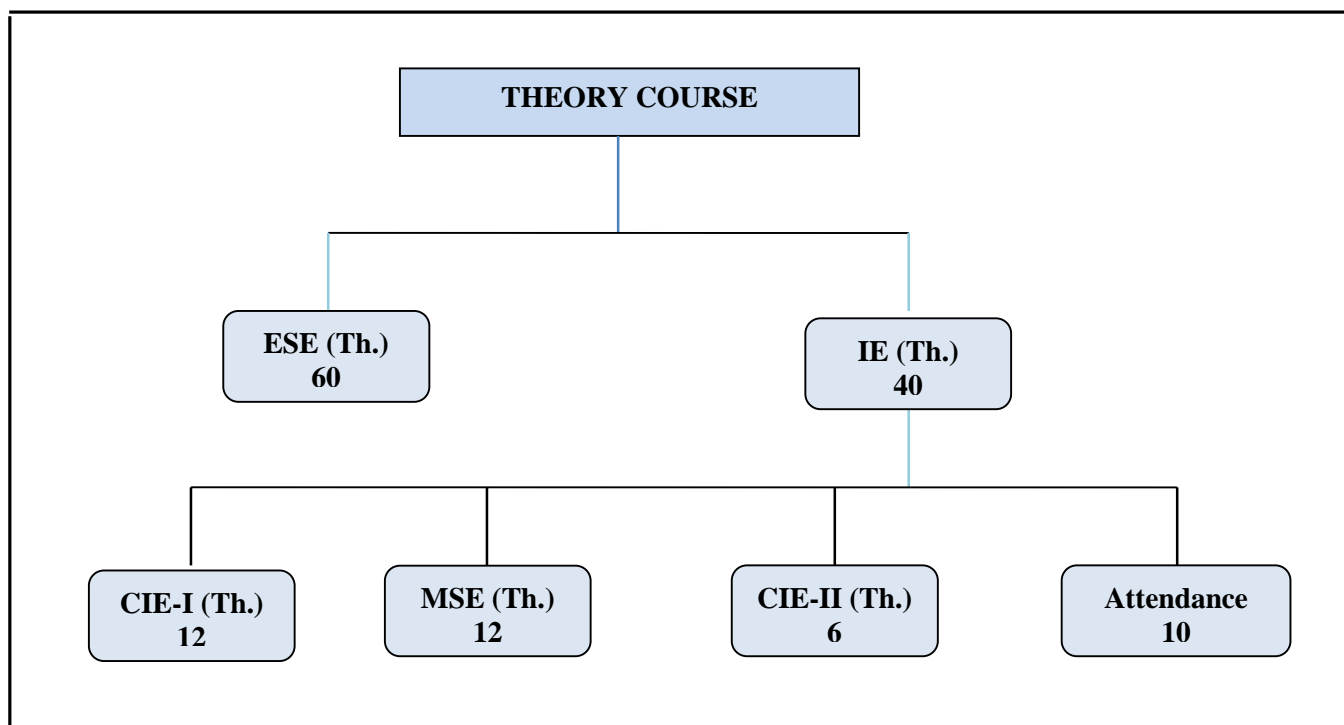
PO 4. The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.

PO 5. The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.

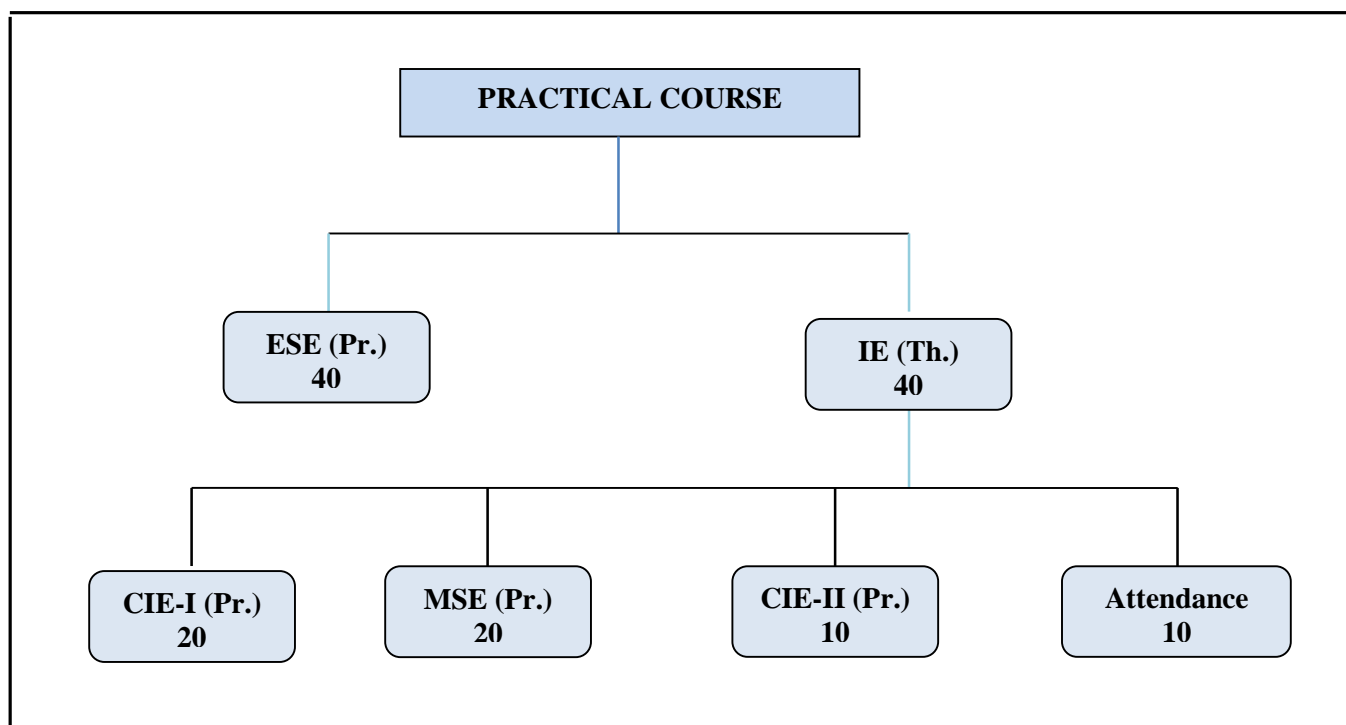
PO 6. Programme provides the base to be the responsible citizen.

## **Examination System:**

### **A. Marks Distribution of Theory Course:**



**B. Marks Distribution of Practical Course :**



**Th. : Theory, Pr. : Practical, ESE: End Semester Examination, MSE: Mid Semester Examination, CIE: Continuous Internal Evaluation.**

<b>Guidelines for Marks Distribution of Attendance Component</b>		
<b>S No.</b>	<b>Total Course Attendance (TCA) range in Percentage</b>	<b>Marks allotted (out of 10)</b>
1	$95\% \leq TCA$	10
2	$90\% \leq TCA < 95\%$	9
3	$85\% \leq TCA < 90\%$	8
4	$80\% \leq TCA < 85\%$	7
5	$70\% \leq TCA < 80\%$	6
6	$60\% \leq TCA < 70\%$	5
7	$50\% \leq TCA < 60\%$	4
8	$40\% \leq TCA < 50\%$	3
9	$30\% \leq TCA < 40\%$	2
10	$20\% \leq TCA < 30\%$	1
11	$TCA < 20\%$	0

**CO Wise Marks Distribution:**

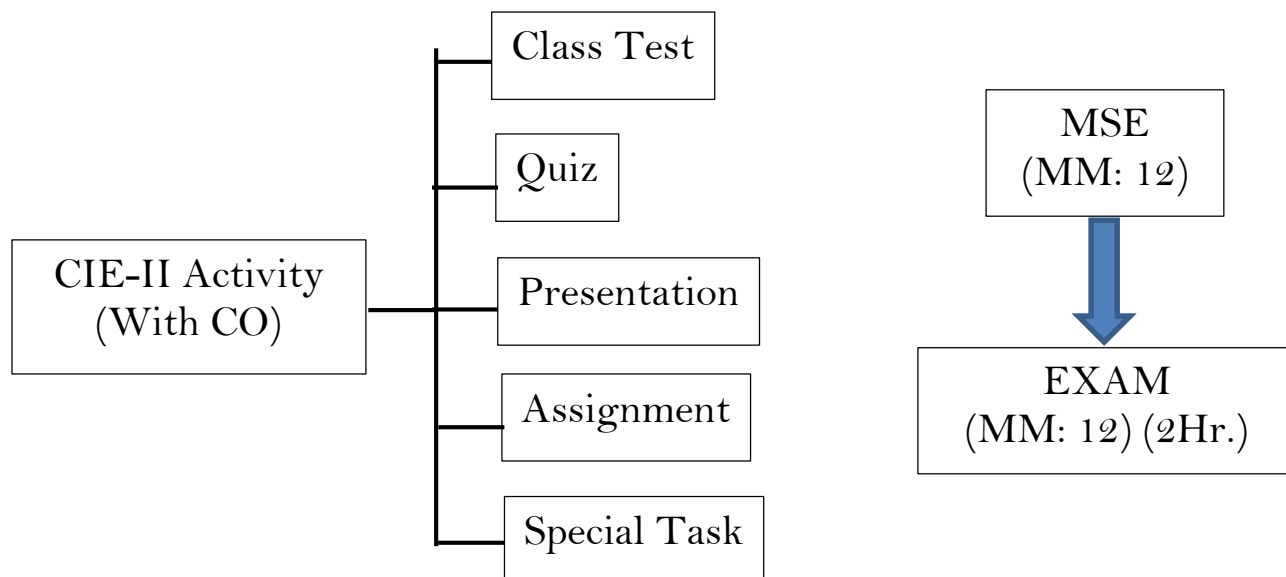
	<b>Theory Subject</b>		<b>Practical/ Studio Subject</b>	
	<b>Maximum Marks</b>	<b>CO to be Covered</b>	<b>CO to be Covered</b>	<b>Maximum Marks</b>
<b>CIE-I (Class Test)</b>	12 ( 6 + 6)	1 & 2	1 & 2	20 (10 + 10)
<b>MSE</b>	12 ( 6 + 6)	3 & 4	3 & 4	20 (10 + 10)
<b>CIE-II (Activity/ Assignment )</b>	6 (6)	5	5	10 (10)
<b>Attendance</b>	10	-	-	10
<b>ESE</b>	60	-	-	40
<b>TOTAL</b>	100	-	-	100



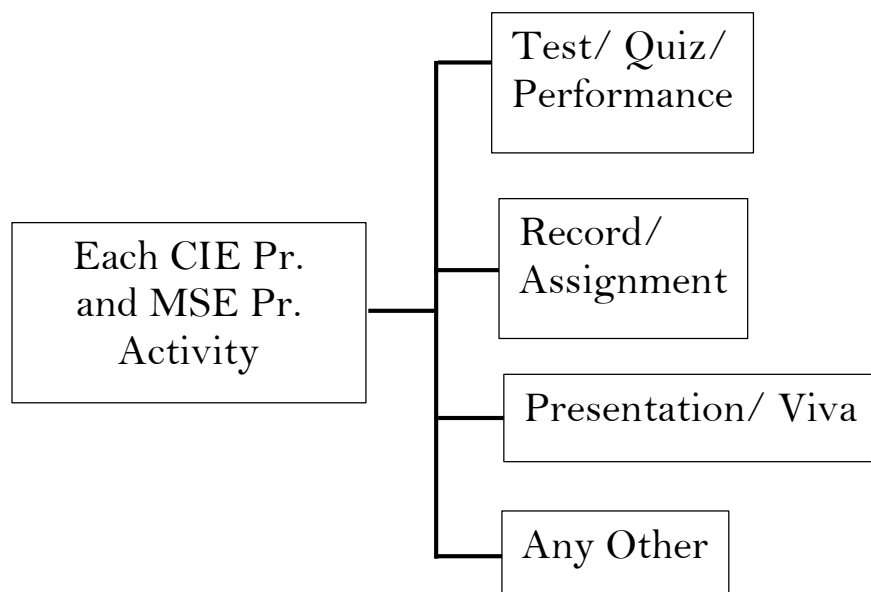
**Minimum Passing Percentage in All Exams:**

S. No.	Program	Minimum Passing Percentage in All Exam	
		ESE Component	Total Component
1	Course Work for Ph. D Registration	-----	50 %
2	B. Arch.	45 %	50 %
3	MBA, MHA, MPH, MCA, M. Tech., M. Plan. and M. Des.	40 %	40 %
4	B. Tech., B. Des., BCA, B.Sc., BVA, B. Voc., BBA, B.Com., B.A. and Diploma	35 %	40 %
5	B. Sc. (Hospitality & Hotel Administration)	35 %	40 % (Theory) & 50 % (Practical)

**Break-up of Internal Exam (Theory):**



**Break-up of Internal Exam (Practical):**



**Assessment & Grade Point Average: SGPA, CGPA:**

**SGPA Calculation**

$$SGPA = \frac{C_1G_1 + C_2G_2 + \dots + C_nG_n}{C_1 + C_2 + \dots + C_n}$$

$SGPA = \frac{\sum_i C_i \times G_i}{\sum_i C_i}$	<p>Where ( as per teaching Scheme &amp; Syllabus ) :</p> <p>C<sub>i</sub> is the number of Credits of Courses i,            G<sub>i</sub> is the Grade Point for the Course i and i = 1, 2,.....n            n = number of courses in a programme in the Semester</p>
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**CGPA Calculation**

$$CGPA = \frac{C_1G_1 + C_2G_2 + \dots + C_nG_n}{C_1 + C_2 + \dots + C_n}$$

$CGPA = \frac{\sum_i C_i \times G_i}{\sum_i C_i}$	<p>Where ( as per teaching Scheme &amp; Syllabus ) :</p> <p>C<sub>i</sub> is the number of Credits of Courses i,            G<sub>i</sub> is the Grade Point for the Course i and i = 1, 2,.....n            n = number of courses in a programme of all the Semester up to which            CGPA is computed.</p>
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## Grading Table:

**Grading Table-A: For B.Arch. and course work for Ph.D. Registration**

Academic Performance	Grade	Grade Point	Marks Range ( in %)
Outstanding	A+	10	$90 \leq x \leq 100$
Excellent	A	9	$80 \leq x < 90$
Very good	B+	8	$70 \leq x < 80$
Good	B	7	$60 \leq x < 70$
Average	C	6	$50 \leq x < 60$
Fail	F	0	$x < 50$

**Grading Table-B: For all courses except B.Arch. and course work for Ph.D. Registration**

Academic Performance	Grade	Grade Point	Marks Range ( in %)
Outstanding	A+	10	$90 \leq x \leq 100$
Excellent	A	9	$80 \leq x < 90$
Very good	B+	8	$70 \leq x < 80$
Good	B	7	$60 \leq x < 70$
Average	C	6	$50 \leq x < 60$
Satisfactory	D	5	$40 \leq x < 50$
Fail	F	0	$x < 40$

*Calculation of SGPA*

$$SGPA = \frac{\sum C_i \times G_i}{\sum C_i}$$

$$SGPA = \frac{C_1G_1 + C_2G_2 + \dots + C_nG_n}{C_1 + C_2 + \dots + C_n}$$

*Calculation of CGPA*

$$CGPA = \frac{\sum C_i \times G_i}{\sum C_i}$$

$$CGPA = \frac{C_1G_1 + C_2G_2 + \dots + C_nG_n}{C_1 + C_2 + \dots + C_n}$$

where (as per teaching scheme & syllabus):  $C_i$  is the number of credits of subject  $i$ ,  $G_i$  is the Grade Point for the subject  $i$  and  $i = 1$  to  $n$ ,  $n$  = number of subjects in a course in the semester

## Award of Class:

CGPA	Equivalent Division
$7.50 \leq CGPA$	First Division with Distinction
$6.50 \leq CGPA < 7.50$	First Division
$5.50 \leq CGPA < 6.50$	Second Division
$4.50 \leq CGPA < 5.50$	Pass Class

The multiplication factor for conversion of CGPA to percentage is Equivalent % of Marks =  $(CGPA - 0.5) \times 10$ .

For Example if CGPA = 5.5 then % is  $(5.5 - 0.5) \times 10 = 50\%$ .

## **Guidelines for MOOC COURSES:**

1. Applicable from the session 2020 – 21 onwards, for students aspiring for HONOURS Degree.
2. The UGC has issued UGC (Credit Framework for Online Learning Courses) Regulation, 2016. These shall apply to all universities established or incorporated by or under a Central Act, a Provincial Act, or a State/Union Territory Act and all institutions recognized by or affiliated to such Universities and all institutions deemed to be universities under Section 3 of the UGC Act, 1956.
3. All India Council for Technical Education (AICTE) has introduced Model Curriculum for Bachelor programs of 4 years/ 3 Years, and additional credits will be required to be done for the degree of Bachelor program with Honours. These additional credits will have to be acquired with online courses (MOOCs) as per AICTE.
4. This creates an excellent opportunity for students to acquire the necessary skill set for employability through massive online courses where the rare expertise of world famous experts from academics and industry are available.
5. Students are required to complete additional credits through MOOCs within 4 years/ 3years of time (whatever be applicable time for the completion of registered program) so as to become eligible for Honours degree as per norms.
6. It is necessary to complete minimum MOOCs credit course as mentioned below for becoming eligible for the Honours degree in the registered program.
7. MOOC Course Credits shall be calculated as per details given below:
8. Student are required to give the prior information about MOOCs courses to his respective HOD and COE, in which he/she wants to register for online certification.
9. After getting permission from respective HOD, a student can register for the MOOC certification courses.
10. After successful completion of the said MOOC course, the student shall submit the certificate of completion to the respective department. If he/ she fails to provide the certificates of MOOC courses before last teaching day of the semester then these certificates will not be considered later.

**Required credits for Honours :**

S.No	Program Duration	Required credits for Honours
1.	2- Year	10- Credits
2.	3- Year	15- Credits
3.	4-Year	20- Credits

S. No	NPTEL/ SWAYAM Course duration (in weeks)	Equivalent Credits
1	4	2
2	8	3
3	12	4

**Attached Items:**

Open Elective Booklet	Annexure-1
Soft Skills Booklet	Annexure-2
Value Added Course Booklet	Annexure-3

# POORNIMA UNIVERSITY

## Faculty of Science & Humanities

### B. A. (PASS COURSE) 2022-25

#### Teaching Scheme for First Year First Semester

Course Code	Course Name	Teaching Scheme (Hrs. per Week)			Marks Distribution			Credits
		Lecture (L)	Tutorials (T)	Practical (P)	IE	ESE	Total	
<b>A.</b>	<b>University Core Courses</b>							
<b>A.1</b>	<b>Theory</b>							
BULCSA1101	Environmental Studies	2	-	-	40	60	100	2
<b>B.</b>	<b>Department Core Courses</b>							
<b>B.1</b>	<b>Theory (Any Six)</b>							
BEPCEP1101	History of India up to 1200 AD	3	-	-	40	60	100	3
BEPCEP1102	History of Rajasthan	3	-	-	40	60	100	3
BEPCEP1103	Foundations of Political Science	3	-	-	40	60	100	3
BEPCEP1104	Representative Indian Political Thinkers	3	-	-	40	60	100	3
BEMCEM1105/BENCEN1106/BEOCEO1107/BEQCEQ1108	Micro Economic Theory/Introduction to Psychology/ Introduction to Sociology-I/ A Short History of English Literature-I	3	-	-	40	60	100	3
BEMCEM1109/BENCEN1110/BEOCEO1111/BEQCEQ112	Macro-Economic Theory/Development Psychology/ Introduction to Sociology-II/ Prose and Fiction-I	3	-	-	40	60	100	3
<b>B.2</b>	<b>Practical</b>							
BHHCHH1201	Psychology Lab -I	-	-	2	60	40	100	1
<b>C.</b>	<b>Department Elective</b>							
	NIL	-	-	-	-	-	-	-
<b>D.</b>	<b>Open Elective</b>							
	NIL	-	-	-	-	-	-	-
<b>E.</b>	<b>Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)</b>							
BULCHU1201	Foundation English	-	-	2	60	40	100	1
<b>F</b>	<b>Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship</b>							
	NIL	-	-	-	-	-	-	-
<b>G.</b>	<b>Social Outreach, Discipline &amp; Extra-Curricular Activities</b>							
BEPCEP1601	Discipline, Value Added Courses & Social Outreach	-	-	-	50	-	50	1
	Talent Enrichment Programme (TEP)-I							
	Library / MOOC / Online Certification Courses							
	<b>Total</b>	20	-	4				23
	<b>Total Teaching Hours</b>	24						

**POORNIMA UNIVERSITY**

**Faculty of Science & Humanities**

**B. A. ( PASS COURSE) 2022-25**

**Teaching Scheme for First Year Second Semester**

Course Code	Course Name	Teaching Scheme (Hrs. per Week)			Marks Distribution			Credits
		Lecture (L)	Tutorials (T)	Practical (P)	IE	ESE	Tot al	
<b>A.</b>	<b>University Core Courses</b>							
<b>A.1</b>	<b>Theory</b>							
	NIL	-	-	-	-	-	-	-
<b>A.2</b>	<b>Practical</b>							
	NIL	-	-	-	-	-	-	-
<b>B.</b>	<b>Department Core Courses</b>							
<b>B.1</b>	<b>Theory (Any Six)</b>							
<b>BEPCEP2101</b>	History of Indian Culture and Civilization	3	-	-	40	60	100	3
<b>BEPCEP2102</b>	History of World Civilization	3	-	-	40	60	100	3
<b>BEPCEP2103</b>	Political Ideologies-1	3	-	-	40	60	100	3
<b>BEPCEP2104</b>	Selected Political System	3	-	-	40	60	100	3
<b>BEMCEM2105/BENC EN2106/BEOCEO2107 /BEQCEQ2108</b>	Mathematical Methods for Economics/ Introduction to Biopsychology/ Society & Social Change-I/ A Short History of English Literature-II	3	-	-	40	60	100	3
<b>BEMCEM2109/BENC EN2110/BEOCEO211/ BEQCEQ212</b>	History of Economic Thought/ Introduction to Indian Psychology Thought/ Society & Social Change- II/ Poetry-I	3	-	-	40	60	100	3
<b>B.2</b>	<b>Practical</b>							
<b>BHHCHH2201</b>	Psychology Lab -II	-	-	2	60	40	100	1
<b>B.</b>	<b>Department Elective</b>							
	NIL	-	-	-	-	-	-	-
<b>C.</b>	<b>Open Elective</b>							
	<b>As per Annexure</b>	2	-	-	40	60	100	2
<b>D.</b>	<b>Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)</b>							
<b>BULCHU2201</b>	Human Values and Professional Ethics	-	-	2	60	40	100	1
<b>E.</b>	<b>Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship</b>							
	NIL	-	-	-	-	-	-	-
<b>F.</b>	<b>Social Outreach, Discipline &amp; Extra- Curricular Activities</b>							
<b>BEPCEP2601</b>	Discipline, Value Added Courses & Social Outreach	-	-	-	50	-	50	1
	Talent Enrichment Programme (TEP)-II							
	Library / MOOC / Online Certification Courses							
	<b>Total</b>	<b>20</b>	<b>-</b>	<b>4</b>				<b>23</b>
	<b>Total Teaching Hours</b>	<b>24</b>						

POORNIMA UNIVERSITY								
Faculty of Science & Humanities								
B. A. ( PASS COURSE) 2022-25								
Teaching Scheme for Second Year Third Semester								
Course Code	Course Name	Teaching Scheme (Hrs. per Week)			Marks Distribution			Credits
		Lecture (L)	Tutorials (T)	Practical (P)	IE	ESE	Total	
<b>A.</b>	<b>University Core Courses</b>							
<b>A.1</b>	<b>Theory</b>							
	Nil	-	-	-	-	-	-	-
<b>A.2</b>	<b>Practical</b>							
	Nil	-	-	-	-	-	-	-
<b>B.</b>	<b>Department Core Courses</b>							
<b>B.1</b>	<b>Theory (Any Five)</b>							
<b>BEPCEP3101</b>	History of India (1206-1707)	3	-	-	40	60	100	3
<b>BEPCEP3102</b>	Political Ideologies –II	3	-	-	40	60	100	3
<b>BEPCEP3103</b>	Indian Political System	3	-	-	40	60	100	3
<b>BEMCEM3104/BEN CEN3105/BEOCEO 3106/BEQCEQ3107</b>	Introduction to International Trade and Development/ Community Psychology/ Sociology & Research Methodology/ Prose and Fiction-II	3	-	-	40	60	100	3
<b>BEMCEM3108/BEN CEN3109/BEOCEO 3110/BEQCEQ3111</b>	Public Finance/ Cognitive Psychology/ Social Psychology & Personality/ Drama-I	3	-	-	40	60	100	3
<b>B.2</b>	<b>Practical</b>							
<b>BHHCHH3201</b>	Psychology Lab -III	-	-	2	60	40	100	1
<b>C.</b>	<b>Department Elective</b>							
<b>BEPEEP3101</b>	Delhi Sultanate	3	-	-	40	60	100	3
<b>BEPEEP3102</b>	Econometrics-I							
<b>D.</b>	<b>Open Elective</b>							
	As per Annexure	2	-	-	60	40	100	2
<b>E.</b>	<b>Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)</b>							
<b>BULCHU3201</b>	Communication Skills-I	-	-	2	60	40	100	1
<b>F.</b>	<b>Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship</b>							
<b>BEPCCE3201</b>	Office Automation Tool	-	-	2	60	40	100	1
<b>G.</b>	<b>Social Outreach, Discipline &amp; Extra- Curricular Activities</b>							
<b>BEPCEP3601</b>	Discipline, Value Added Courses & Social Outreach	-	-	-	50	-	50	1
	Talent Enrichment Programme (TEP)-III Library / MOOC / Online Certification Courses							
	<b>Total</b>	<b>20</b>	<b>-</b>	<b>6</b>				
	<b>Total Teaching Hours</b>	<b>26</b>						<b>24</b>



# POORNIMA UNIVERSITY

## Faculty of Science & Humanities

### B. A. ( PASS COURSE) 2022-25

#### Teaching Scheme for Third Year Fourth Semester

Course Code	Course Name	Teaching Scheme (Hrs. per Week)			Marks Distribution			Credits
		Lecture (L)	Tutorials (T)	Practical (P)	IE	ESE	Total	
<b>A.</b>	<b>University Core Courses</b>							
<b>A.1</b>	<b>Theory</b>							
	Nil	-	-	-	-	-	-	-
<b>A.2</b>	<b>Practical</b>							
	Nil	-	-	-	-	-	-	-
<b>B.</b>	<b>Department Core Courses</b>							
<b>B.1</b>	<b>Theory (Any Five)</b>							
<b>BEPCEP4101</b>	History of Modern world (1919-1945)	3	-	-	40	60	100	3
<b>BEPCEP4102</b>	Representative Western Political Thinkers	3	-	-	40	60	100	3
<b>BEPCEP4103</b>	International Politics	3	-	-	40	60	100	3
<b>BEMCEM4104/B ENCEN4105/BEO CEO4106/BEQCE Q4107</b>	Indian Economics-I/ Foundation of Social Psychology/ Evolution of Indian Society & its Social Issues/ Poetry-II	3	-	-	40	60	100	3
<b>BEMCEM4108/B ENCEN4109/BEO CEO4110/BEQCE Q4111</b>	Indian Economics-II/ Psychology of Health and Yoga/ Gender & Society/Drama-II	3	-	-	40	60	100	3
<b>B.2</b>	<b>Practical</b>							
<b>BHHCHH4201</b>	Psychology Lab -IV	-	-	2	60	40	100	1
<b>C.</b>	<b>Department Elective</b>							
<b>BEPEEP4101</b>	History of India (1707-1857)	3	-	-	40	60	100	3
<b>BEPEEP4102</b>	Econometrics-II							
<b>D.</b>	<b>Open Elective</b>							
	As per Annexure	2	-	-	60	40	100	2
<b>E.</b>	<b>Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)</b>							
<b>BULCHU4201</b>	Communication Skills-II	-	-	2	60	40	100	1
<b>F.</b>	<b>Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship</b>							
<b>BEPCCCE4201</b>	Computer Hardware and Troubleshooting Laboratory	-	-	2	60	40	100	1
<b>G.</b>	<b>Social Outreach, Discipline &amp; Extra-Curricular Activities</b>							
<b>BEPCEP4601</b>	Discipline, Value Added Courses & Social Outreach	-	-	-	50	-	50	1
	Talent Enrichment Programme (TEP-IV)							
	Library/ MOOC/Online Certification Courses							
	<b>Total</b>	<b>20</b>		<b>6</b>				
	<b>Total Teaching Hours</b>		<b>26</b>					<b>24</b>

# POORNIMA UNIVERSITY

## Faculty of Science & Humanities

### B. A. ( PASS COURSE) 2022-25

#### Teaching Scheme for Third Year Fifth Semester

Course Code	Course Name	Teaching Scheme (Hrs. per Week)			Marks Distribution			Credits
		Lecture (L)	Tutorials (T)	Practical (P)	IE	ESE	Total	
<b>A.</b>	<b>University Core Courses</b>							
<b>A.1</b>	<b>Theory</b>							
	Nil	-	-	-	-	-	-	-
<b>A.2</b>	<b>Practical</b>							
	Nil	-	-	-	-	-	-	-
<b>B.</b>	<b>Department Core Courses</b>							
<b>B.1</b>	<b>Theory (Any Five)</b>							
<b>BEPCEP5101</b>	Indian National Movement	3	-	-	40	60	100	3
<b>BEPCEP5102</b>	Elements of Public Administration	3	-	-	40	60	100	3
<b>BEPCEP5103</b>	International Law	3	-	-	40	60	100	3
<b>BEMCEM5104/B ENCEN5105/BEO CEO5106/BEQCE Q5107</b>	International Economics/ Fundamentals of Clinical Psychology/ Sociology& Critical Theories-I/ Prose and Fiction-III	3	-	-	40	60	100	3
<b>BEMCEM5108/B ENCEN5109/BEO CEO5110/BEQCE Q5111</b>	Statistical Methods/ Psychology and Mental Health/ Sociology & Critical Theories-II/ Poetry - III	3	-	-	40	60	100	3
<b>B.2</b>	<b>Practical</b>							
<b>BHHCHH5201</b>	Psychology Lab -V	-	-	2	60	40	100	1
<b>C.</b>	<b>Department Elective</b>							
<b>BEPEEP5101</b>	History of Modern India	3	-	-	40	60	100	3
<b>BEPEEP5102</b>	Health Economics							
<b>D.</b>	<b>Open Elective</b>							
	As per Annexure	2	-	-	60	40	100	2
<b>E.</b>	<b>Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)</b>							
<b>BULCHU5201</b>	Professional Skills-I	-	-	2	60	40	100	1
<b>F.</b>	<b>Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship</b>							
<b>BEPCEP5401</b>	Industrial Training & Seminar	-	-	2	60	40	100	1
<b>G.</b>	<b>Social Outreach, Discipline &amp; Extra- Curricular Activities</b>							
<b>BEPCEP5601</b>	Discipline, Value Added Courses & Social Outreach	-	-	-	50	-	50	1
	Talent Enrichment Programme (TEP-V)							
	Library/ MOOC/Online Certification Courses							
	<b>Total</b>	20		6				24
	<b>Total Teaching Hours</b>	26						

# POORNIMA UNIVERSITY

## Faculty of Science & Humanities

### B. A. ( PASS COURSE) 2022-25

#### Teaching Scheme for Third Year Sixth Semester

Course Code	Course Name	Teaching Scheme (Hrs. per Week)			Marks Distribution			Credits
		Lecture (L)	Tutorials (T)	Practical (P)	IE	ESE	Total	
<b>A.</b>	<b>University Core Courses</b>							
<b>A.1</b>	<b>Theory</b>							
	NIL	-	-	-	-	-	-	-
<b>A.2</b>	<b>Practical</b>							
	NIL	-	-	-	-	-	-	-
<b>B.</b>	<b>Department Core Courses</b>							
<b>B.1</b>	<b>Theory (Any Five)</b>							
<b>BEPCEP6101</b>	Ancient Indian History	3	-	-	40	60	100	3
<b>BEPCEP6102</b>	Select Constitutions	3	-	-	40	60	100	3
<b>BEMCEM6103/B ENCEN6104/BEO CEO6105/BEQCE Q6106</b>	Computer Applications In Economics/ Psychology Of Relationships / Society & Environment/ Drama-III	3	-	-	40	60	100	3
<b>B.2</b>	<b>Practical</b>							
	NIL	-	-	-	-	-	-	-
<b>C.</b>	<b>Department Elective</b>							
	NIL	-	-	-	-	-	-	-
<b>D.</b>	<b>Open Elective</b>							
	NIL	-	-	-	-	-	-	-
<b>E.</b>	<b>Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC)</b>							
<b>BULCHU6201</b>	Professional Skills-II	-	-	2	60	40	100	1
<b>F.</b>	<b>Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship</b>							
<b>BEPCEP6401</b>	Dissertation	-	-	14	60	40	100	8
<b>G.</b>	<b>Social Outreach, Discipline &amp; Extra- Curricular Activities</b>							
<b>BEPCEP6601</b>	Discipline, Value Added Courses & Social Outreach	-	-	-	50	-	50	1
	Talent Enrichment Programme (TEP-VI)							
	Library/ MOOC/Online Certification Courses							
	<b>Total</b>	<b>9</b>		<b>16</b>				
	<b>Total Teaching Hours</b>	<b>25</b>						<b>19</b>

### COURSE OUTCOMES

Students will be able to:

CO.1: Understand the scope of environmental studies and explain the concept of ecology, ecosystem and biodiversity.

CO2: Implement innovative ideas of controlling different categories of Environmental Pollution.

CO3: Explain different environmental issues together with various Environmental Acts, regulations and International Agreements.

CO4: Summarize social issues related to population, resettlement and rehabilitation of project affected persons and demonstrate disaster management with special reference to floods, earthquakes, cyclones, landslides.

CO5: Determine the local environmental assets with simple ecosystems and identify local flora and fauna.

#### A. OUTLINE OF THE COURSE

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Introduction to Environmental Studies	5
2.	Environmental Pollution and its Control	5
3.	Environmental Policies & Practices	5
4.	Human Communities and the Environment	5
5.	Field Work	4

#### B. DETAILED SYLLABUS

Unit	Unit Details
<b>1.</b>	<b>Introduction to Environmental studies</b>
	<ul style="list-style-type: none"> <li>Introduction of Unit</li> <li>Multidisciplinary nature of environmental studies Concept of sustainability and sustainable development.</li> <li>Ecosystem: Structure and function of ecosystem</li> <li>Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies\</li> <li>Case studies of the following ecosystems: Forest ecosystem, Grassland ecosystem, Desert ecosystem</li> <li>Aquatic ecosystems</li> <li>Biodiversity and Conservation</li> <li>Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Environmental Pollution and its Control</b>
	<ul style="list-style-type: none"> <li>Introduction of Unit</li> <li>Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution</li> <li>Nuclear hazards and human health risks</li> <li>Solid waste management: Control measures of urban and industrial waste.</li> <li>Pollution case studies</li> <li>Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Environmental Policies &amp; Practices</b>

	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture</li> <li>• Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.</li> <li>• Environment Laws: Environment Protection Act; Air (Prevention &amp; Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act.</li> <li>• International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD)</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Human Communities and the Environment</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Human population growth: Impacts on environment, human health and welfare.</li> <li>• Resettlement and rehabilitation of project affected persons; case studies.</li> <li>• Disaster management: floods, earthquake, cyclones and landslides.</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Field Work</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.</li> <li>• Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.</li> <li>• Study of common plants, insects, birds and basic principles of identification.</li> <li>• Study of simple ecosystems-pond, river, Delhi Ridge, etc.</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S. No	Reference Book	Author	Edition	Publication
1	Environmental Studies	ErachBarucha	Latest	UGC
2	Environmental Studies	Benny Joseph	Latest	Tata McgrawHill
3	Environmental Studies	R. Rajagopalan	Latest	Oxford University Press
4	Principles of Environmental Science and Engineering	P. Venugoplan Rao	Latest	Prentice Hall of India.
5	Environmental Science and Engineering	Meenakshi	Latest	Prentice Hall India.

**COURSE OUTCOMES**

Students will be able to:

CO1: enable the students to find the patterns and establish its meanings through the study of Ancient Indian Civilizations like Indus Valley and Vedic Civilization

CO2: comprehend the historical developments and changes in India in religion and society.

CO3: The explanation of historical causality-the how and why the change occurs within Ancient Indian societies and cultures along with the political developments, imperialism and monarchical pattern of governance shall be taken up.

CO4: To acquaint students with the glorious life and achievements of Ashoka

CO5: To study the time period of Satavahanas.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Sources of Ancient Indian History	7
2.	Vedic culture	7
3.	Rise of Magadha	7
4.	Ashoka	7
5.	The Satvahanas	8

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Sources of Ancient Indian History</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Archaeology</li> <li>• Literary sources</li> <li>• Numismatics</li> <li>• Accounts of foreign travellers &amp; writers</li> <li>• Indus Valley Civilization</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Vedic Culture</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Vedic literature</li> <li>• Theories about the Original home of the Aryans, social &amp; political organizations, economic &amp; religious life.</li> <li>• Jainism &amp; Buddhism –causes of origin.</li> <li>• Mahajanpada</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Rise of Magadha</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• The Mauryan Empire-Sources</li> <li>• Chandragupta Maurya</li> <li>• Bimbisara.</li> <li>• Megasthenese's Account</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Ashoka</b>

	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Early career &amp; conquests,</li> <li>• The concept of Dhamma</li> <li>• Mauryan Administration</li> <li>• Mauryan Art &amp; Architecture</li> <li>• Downfall of Mauryan Empire.</li> <li>• The Shungas-PushyamitraShunga &amp; his achievements</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>The Satvahanas</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Gautmiputra Shatkarni Kushanas-early Kushanas</li> <li>• Kanishka&amp; his association with Buddhism</li> <li>• Art, learning and other achievements</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	The Wonder that was India,	Basham, A.L.	1971	Rupa
2.	An Archaeological History, Paleolithic beginning to Early Historical Foundation	Chakrabarti, D.K.	1993	OUP
3.	Comprehensive History of India	Henry Beveridge	1957	Orient

**COURSE OUTCOMES**

Students will be able to:

CO1: To furnish students with the necessary content for preparation for competitive exams

CO2: To acquaint students with the historical background of Rajasthan

CO3: To familiarize students with the various dominant groups of Rajasthan

CO4: To understand the rubric of Rajasthan

CO5: To remember the achievements and incursions of the various rulers in the history of Rajasthan

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Sources of the History of Rajasthan	7
2.	Rajputs, Gurjars, Pratihara	7
3.	Maharana Kumbha	7
4.	Rajput Polity and Clan Structure	7
5.	Achievements and Incursions	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Sources of the History of Rajasthan</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Literary, Archaeological, Archival, Numismatic and Modern writers.</li> <li>• Proto-historic culture- Kalibanga &amp; Ahar</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Rajputs, Gurjars, Pratihara</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Origin of the Rajputs</li> <li>• Achievements of the Gurjar</li> <li>• Pratihara rulers of Rajasthan</li> <li>• Penetration of Delhi Sultanate in Rajasthan with particular reference to Ranthambore, Chittor &amp; Jalore</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Maharana Kumbha</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Political &amp; Cultural Achievements Rise of Mewar under Maharana Sanga</li> <li>• conflict with Babur.</li> <li>• Battle of Khanwa</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Rajput Polity and Clan Structure</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Bhai bandh, Thikana, Jagirs.</li> <li>• The Mughal empire and the Rajput clan states</li> <li>• Policy of collaboration and resistance with the central power.</li> </ul>



	<ul style="list-style-type: none"> <li>• Implications of political incorporation of Rajasthan in the Mughal Empire</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Achievements and Incursions</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Achievements of Sawai Jai Singh.</li> <li>• Maratha incursions in Rajputana, Maratha Rajput Relations</li> <li>• Causes and results of Maratha incursions</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Edition	Publication
1.	Early history of Rajasthan	D.C Shukla	1978	Bharatiyavidya Prakashan
2.	Rajasthan Through the ages, Vol. I	G.N Sharma	2014	Rajasthan State Archives
3.	Political, Socio-economic and Cultural History of Rajasthan	B.L. Pangariya and N.C. Pahariya	2017	PanchasheelPrakashan

**COURSE OUTCOMES**

Students will be able to:

CO1. Introduce the student genre to the concepts, principles and fundamentals of Political Science.

CO2. Acquaint with a holistic overview of the organs of the government and their functioning in Polity.

CO3: critically evaluating the Indian Party system – its development and looking at the ideology of dominant national parties.

CO4: understand the various traditional and modern theories of political science and to evaluate the theories of origin of the state.

CO5: understanding basic concepts of Justice, distributive justice, multiculturalism and social justice.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Meaning of Political Science	7
2	Conceptual Understanding	7
3	Theories	5
4	Organs of Government	8
5	Forms of Government	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Meaning of Political Science</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning ,Nature and significance of Political Science</li> <li>• relation of political science with other social science</li> <li>• Meaning of Politics- Liberal and Marxian Schools</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Conceptual Understanding</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Concepts-Liberty (Negative and Positive, views of Mill, Laski, C.B. Mcpherson &amp; Marx)</li> <li>• Equality (Definition, Meaning , Nature, Types of equality, Relation between Liberty and Equality)</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Theories</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Theories of Justice; Subaltern and Feminist perspectives; Theories of representations;</li> <li>• Notion of Common Good (Gandhian perspective of Sarvodaya)</li> <li>• Elite Theory (Views of Pareto, Mosca, Mitchell, C. Wright Mills, Tom Bottom ore &amp; J. Schumpeter)</li> <li>• Conclusion of the Unit</li> </ul>

<b>4</b>	<b>Organs of Government</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Organs of the Government- Legislature, Executive and Judiciary;</li> <li>• Their functions with recent trends</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Forms of Government</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Forms of Government- Democracy and Dictatorship;</li> <li>• Political Parties and Pressure Groups</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S. No.	Reference Book	Author	Edition	Publication
1.	Politics: An Introduction	Barrie Axford, Gary Browning, Richard Muggins & Ben Rosamond	New York, 2002	Routledge
2.	Introduction to Political Theory	John Hoffman, Paul Graham	Dorling Kindersely Publishers	London, 2007
3.	The Life and Times of Liberal Democracy	C.B. Macpherson	Verso	London, 1977

**COURSE OUTCOMES**

Students will be able to:

CO1: Introduce the students to the most contemporary introduce the most prominent Indian Political Thinkers like Manu, Kautilya, Raja Ram Mohan Roy and Jyotiba Phule.

CO2: Explain the meaning and the different understandings of given concepts and to help the students to develop a broad understanding of these ideologies.

CO3: Demonstrate the ability to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary social issues.

CO4: Identify the most important contributors to modern Indian political thought and explain why their contributions are important.

CO5: explain the ideas of Mahatma Gandhi, Jawaharlal Nehru, B R Ambedkar and J P Narayan.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Manu, Shukra &Kautilya	7
2	Swami Dayanand & Vivekananda	8
3	Raja Ram Mohan Roy & Gokhale	10
4	Tilak& Gandhi	6
5	Nehru, Ambedkar & J.P.Narain	10

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Meaning of Political Science</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Manu (Concept of religion, social system, state system, Law and punishment, foreign policy)</li> <li>• Kautilya (Social philosophy, social system, state system, law and punishment, foreign policy)</li> <li>• Shukra (Shukraniti, State System, Social Order, Financial Administration, Interstate relations)</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Conceptual Understanding</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Swami DayanandSaraswati (Views on religion, State, Shuddhi movement)</li> <li>• Swami Vivekananda (Spiritual Nationalism, Social reforms, Political ideas)</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Theories</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Raja Ram Mohan Roy (As a social, political &amp; economic reformer ,Views on universal religion and Humanism);</li> <li>• Gopal Krishna Gokhale (Spiritualisation of politics, Role in National movement, Economic ideas, Political ideas)</li> <li>• Conclusion of the Unit</li> </ul>

<b>4</b>	<b>Organs of Government</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• BalGangadharTilak (Political philosophy, Swarajya, Swadeshi movement);</li> <li>• Mahatma Gandhi((Social philosophy, Concept of Satya and Ahimsa, Concept of Ram rajya, and Economic ideas)</li> <li>• Savarkar (Interpretation of Indian History, Theory of Hindutva</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Forms of Government</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• B. R. Ambedkar (Social reforms, Political ideas, Role in constitution making</li> <li>• J.L. Nehru (Democratic Socialism, Nationalism and Internationalism, Non Alignment and Panchsheel)</li> <li>• J.P. Narain (Views on Nationalism, Socialism, Sarvodaya, Total Revolutuion</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S. No.	Reference Book	Author	Edition	Publication
1.	Indian Political Thinkers,	Vishnoo Bhagwan	2002	Atma Ram & Sons
2.	Foundations of Indian Political Thought	VR Mehta	1996	Manohar, New Delhi
3.	Ancient Indian Political Thought and Institutions	BA Saletore	1963	Asia, Bombay

**COURSE OUTCOMES**

Students would be able to:

CO1: Analyze and think critically about various concepts, terms in Economics and economic problems

CO2: Classify and compare various complex theories and concepts of Consumer behavior

CO3: Evaluate the various factors affecting the supply and various laws related to production function

CO4: Applying the various cost concepts to analyze and calculate cost in long run and short run

CO5: Evaluate the price and output determination under various market conditions.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Introduction to Micro Economics	7
2	Theory of Consumer Behaviour	7
3	Law of Supply and Production Function	7
4	Cost Analysis	7
5	Pricing Under Various Market Conditions	8

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Introduction to Micro Economics</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning</li> <li>• Nature and Scope of Economics - Micro and Macro</li> <li>• Static and Dynamic Analysis</li> <li>• Positive and Normative Economics</li> <li>• Basic Economic Problems</li> <li>• Market forces in solving economic problems</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Theory of Consumer Behaviour</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Utility Analysis</li> <li>• Law of Diminishing Marginal Utility</li> <li>• Indifference Curve Analysis: Consumer's Equilibrium, Price</li> <li>• Substitution and Income effects, Normal, Inferior and Giffen Goods</li> <li>• Law of Demand, Elasticity of Demand and their types. Revenue Concepts - Total Revenue, Marginal Revenue, Average Revenue and their relationship</li> <li>• Substitute and Complementary Goods, Consumer Surplus</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Law of Supply and Production Function</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Concept and Law of Supply</li> <li>• Factors Affecting Supply</li> <li>• Law of Variable Proportions,</li> <li>• Three Stages of Production Function, Laws of Returns to Scale. Iso-quant and Iso-Cost, Optimum Factor Combination</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Cost Analysis</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Accounting Costs and Economic Costs</li> <li>• Short Run Cost Analysis: Fixed, Variable and Total Cost Curves</li> <li>• Average and Marginal Costs</li> <li>• Long Run Cost Analysis: Economies and Diseconomies of Scale and Long Run Average and Marginal Cost Curves</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Pricing Under Various Market Conditions</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Perfect Competition - Equilibrium of Firm and Industry under Perfect Competition</li> <li>• Monopoly - Price Determination under Monopoly</li> <li>• Monopolistic Competition - Price and Output, determination under Monopolistic Competition</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL:

Sr. No	Reference Book	Author	Publication
1.	Microeconomics	B. Douglas Bernheim and Michael D. Whinstonm, Tata	McGraw Hill
2.	Microeconomics	Pindyck, R.S. and D.L. Rubinfeld	Pearson Education
3.	Principles of Economics	Stiglitz, J.E. and C.E. Walsh	Oxford Univ. Press
4.	Intermediate Microeconomics: A Modern Approach	Varian, H.R., W.W. Norton	

**COURSE OUTCOMES**

Students will be able to:

CO1: Describe the major concepts, language, and major theories of the discipline to account for psychological phenomena.

CO2: Explain the major perspectives of psychology (e.g., biological, cognitive, behavioral, and sociocultural, etc.)

CO3: Explain the historical trends in the discipline of psychology.

CO4: Describe the major empirical findings in psychology.

CO5: Be able to describe the basic characteristics of the science of psychology and explain

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Introduction to Psychology	8
2.	Basic Psychological Processes	6
3.	Perception	6
4.	Learning and Motivation	6
5.	Memory	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Introduction to Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• What is psychology?</li> <li>• Perspectives on behavior; Methods of psychology; Subfields of psychology; Psychology in modern India</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Basic Psychological Processes</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Introduction – Definition, Nature, Scope, Methods, Branches of Psychology</li> <li>2. Sensory Processes and Perception -                             <ul style="list-style-type: none"> <li>a.) Sensation – Attributes, Modality, Characteristics of Sensory Processes.</li> <li>b.) Difference between Sensation and Perception, Determinants of Perception. Gestalt Theory of perception.</li> <li>c.) Attention – Determinants of Attention. Fluctuation, Oscillation and Shifts.</li> </ul> </li> <li>3. Emotion – Nature, Basic Emotions, Physiological Correlates of Emotion.</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Perception &amp; Memory</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.</li> <li>• Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Learning and Motivation</b>



	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Principles and applications of Classical conditioning, Operant conditioning, and Observational learning</li> <li>• Cognitive influences on learning</li> <li>• Perspectives on motivation</li> <li>• Types of motivation</li> <li>• Motivational conflicts</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Memory</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Models of memory: Levels of processing</li> <li>• Parallel distributed processing</li> <li>• Information processing; Reconstructive nature of memory; Forgetting; Improving memory</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	Essential Psychology	Banyard, P., Davies, M.N.O., Norman, C. & Winder	2010	
2.	Psychology	Baron, R. & Misra, G	2010	Pearson Education. New Delhi
3.	Psychology	Ciccarelli, S.K. & White, J.N. & Misra, G.	2018	Pearson Education. New Delhi
4.	Introduction to Psychology	Morgan, C T., King, R., Weisz, J. & Schopler, J.	2017	McGraw Hills

**COURSE OUTCOMES**

Students will be able to:

CO1: Explain social facts and society relates concepts

CO2: Define and explain social concepts, social facts and student will be able to express empirical observations with sociology concepts.

CO3: Define and explain main characteristics of social institutions

CO4: It also provides a foundation for the other more detailed and specialized course in sociology

CO5: Interpret basic concepts in daily social occurrences. Apply sociological imagination to social interactions

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1.	<b>Social Institutions</b>	7
2.	<b>Sociology</b>	8
3.	<b>Social Groups &amp; Processes</b>	8
4.	<b>Basic Concepts of Society</b>	8
5.	<b>Indian Society Evolution of Indian Society</b>	8

**B. DETAILED SYLLABUS**

Unit	Contents
<b>1.</b>	<b>Social Institutions</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Marriage, Family</li> <li>• Kinship and Religion</li> <li>• Their Functions and Features</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Sociology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Nature</li> <li>• Scope and Significance</li> <li>• Relationship with History</li> <li>• Economics, Political Science, Anthropology and Psychology</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Social Groups &amp; Processes</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Definitions</li> <li>• Nature and Types of Groups-Primary Secondary &amp; Reference Group</li> <li>• Processes-Co-operation</li> <li>• Conflict and Accommodation</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Basic Concepts of Society</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Society</li> <li>• Community</li> <li>• Association</li> <li>• Social Structure</li> <li>• Status &amp; Role</li> <li>• Norms and Values</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Indian Society Evolution of Indian Society</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Traditional bases of Indian Society</li> <li>• Unity and Diversity in India</li> <li>• India as a Pluralistic Society</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	An Introduction to Sociology	D. R . Sachdeva Vidya Bhushan	2020	Kitab Mahal
2.	Sociology: Principles of Sociology with an Introduction to Social Thoughts	C N Shankar Rao	2017	S.Chand

**COURSE OUTCOMES**

Students will be able:

CO1: Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.

CO2: Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature including the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Meltingpot, Multiculturalism, etc.

CO3: Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers.

CO4: Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.

CO5: Compare/contrast literary works through an analysis of genre, theme, character and other literary devices.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Age of Chaucer	6
2.	Age of Shakespeare	8
3.	Age of Milton	6
4.	Age of Dryden; Restoration	6
5.	The Age of Pope	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Age of Chaucer</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Age of Chaucer (1340– 1400): Poets, Prose writers and Dramatists</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Age of Shakespeare</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Age of Shakespeare (1557 –1625): The General Features of Elizabethan Age – Poets, University Wits, Shakespeare, Ben Jonson, John Webster, Fletcher and Prose writers</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Age of Milton</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Age of Milton (1625– 1660): Poets and prose writers</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Age of Dryden; Restoration</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> </ul>

	<ul style="list-style-type: none"> <li>• The Age of Dryden (1660– 1700): The Age of Restoration, The Rise of Modern Prose and writers</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>The Age of Pope</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Age of Pope (1700 – 1745): poetry and prose writers</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	A History of English Literature	Albert, Edward	1997	New Delhi: OUP India
2.	A Short History of English Literature	W J Long	2000	New Delhi: Maple Press
3.	An Outline History of English Literature	W H Hudson	2007	New Delhi: Atlantic Publishers
4.	History of English Literature	Legious and Cazamian	-	Macmillian
5.	A Background to the Study of English Literature( Revised Edition)	B. Prasad	-	Trinity Press

### **COURSE OUTCOMES**

Students will be able to:

CO1: Analyze and think critically about various concepts, terms in macro-economics, circular flow of income and expenditure and national income

CO2: Classify the various concepts of national income and their calculation

CO3: Evaluate the money and banking concepts and types in India

CO4: Determine the income and employment state in the country

CO5: Evaluate the business cycles and determine the exchange rates

### **A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	<b>Introduction to Macro-Economics and National Income</b>	7
2	<b>National Income Accounting, Consumption, Saving &amp; Investment</b>	7
3	<b>Money &amp; Banking</b>	7
4	<b>Determination of Income &amp; Employment</b>	7
5	<b>Macroeconomic Stabilization &amp; Exchange Rate Determination</b>	8

### **B. DETAILED SYLLABUS**

Unit	Unit Details
<b>1</b>	<b>Introduction to Macro-Economics and National Income</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Macro Economics – Definition, Nature &amp; Scope</li> <li>• Macroeconomics distinguished from Microeconomics</li> <li>• Circular Flow of Income and Expenditure</li> <li>• National Income – Definition, Concepts &amp; Measurement</li> <li>• Inter-relationship between three measures of National Income, Measurement of Economic Welfare</li> <li>• Conclusion of the Unit</li> </ul>
<b>2</b>	<b>National Income Accounting, Consumption, Saving &amp; Investment</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Gross National Product</li> <li>• Gross Domestic Product</li> <li>• Net National Product</li> <li>• Personal Income</li> <li>• Conceptual Difficulties in Measurement of National Income</li> <li>• Consumption Function</li> <li>• Average &amp; Marginal Propensities to Consume, Average &amp; Marginal Propensities to Save</li> <li>• Saving Rate &amp; Investment Rate</li> <li>• Conclusion of the Unit</li> </ul>
<b>3</b>	<b>Money &amp; Banking</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Nature &amp; Functions of Money</li> <li>• Money &amp; Prices (QTM)</li> <li>• Supply of Money – Currency &amp; Credit Inflation – Concept &amp; Types</li> <li>• Credit &amp; Commercial Banking</li> <li>• Central Banking Functions</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Determination of Income &amp; Employment</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Income &amp; Employment Determination – Classical View</li> <li>• Say’s Law of Markets &amp; Full Employment Wage – Price Flexibility</li> <li>• Keynes’s General Theory of Employment</li> <li>• Interest &amp; Money</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Macroeconomic Stabilization &amp; Exchange Rate Determination</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Business Cycles</li> <li>• Economic Stabilization – Fiscal Policy</li> <li>• Economic Stabilization – Monetary Policy</li> <li>• Foreign Exchange, Floating v/s Fixed Exchange Rate System</li> <li>• Determination of Exchange Rate</li> <li>• Purchasing Power Parity</li> <li>• Changes in Exchange Rate – Devaluation</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Publication
1.	Principles of Economics	Stiglitz, J.E. and C.E. Walsh	Oxford Univ. Press
2.	Modern Microeconomics	Koutsoyiannis, A	MacMillan Press
3.	Microeconomics: Theory and Application	Salvatore, D.L	Oxford Univ. Press

**COURSE OUTCOMES**

Students will be able to:

CO1: Develop the basic characteristics of the science of psychology and explain different research methods used by psychologists.

CO2: Describe the ethical principles pertaining to all aspects of the science and practice of psychology.

CO3: Be able to design, conduct, and evaluate researches that address psychological questions.

CO4: Demonstrate effective written and oral skills in various formats and for various purposes.

CO5: Practice ethical behavior in all aspects of the science and practice of psychology

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Introduction to Development Psychology	8
2.	Child Development	6
3.	Educational Psychology	6
4.	Social Psychology	6
5.	Industrial Psychology	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Introduction to Development Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Introduction – Definition, scope, methods.</li> <li>• Heredity and Environment – Principles of heredity</li> <li>• Influence of Heredity and Environment on Development</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Child Development</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Child Development – Prenatal development;</li> <li>• Postnatal development up to adolescence – physical and social</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Educational Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Introduction: Definition, Scope, Methods, Relation of psychology with Education.</li> <li>• Learning Theories – Trial and Error. Classical. Operant and Insight</li> <li>• Memory and forgetting – Encoding, Storage, Retrieval. Sensory, STM, LTM, Decay, Interference, Retrieval failure, motivated forgetting</li> <li>• Intelligence – Definition, Nature, Measurement</li> <li>• Exceptional Children – Gifted, MR.</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Social Psychology</b>



	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Introduction: Nature, scope and methods</li> <li>• Social Interaction: Conformity; Cooperation; Norms, Attitude and Values. Group: Nature of groups; Influence of group on individual behavior; crowd and mobbehaviour</li> <li>• Social issues: Public opinion and Propaganda</li> <li>• Conclusion of the Unit.</li> </ul>
5.	<b>Industrial Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Introduction: Aim, scope and methods</li> <li>• Work and Environment: Illumination, Ventilation, Temperature, Noise. Accidents in Industry: Causes and Prevention</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	Child development	Berk, L. E.	2010	Prentice Hall
2.	Discovering the lifespan	Feldman, R. S., & Babu, N.	2011	Pearson
3.	Fundamentals of development: The psychology of childhood	Mitchell, P., & Ziegler, F.	2007	New York: Psychology Press.
4.	Human development	Papalia, D. E., Olds, S. W., & Feldman, R. D.	2006	Tata McGraw-Hill

**COURSE OUTCOMES**

Students will be able to:

CO1: Define varied fundamental concepts in Sociology – society, social institution, social groups, and culture. Describe social phenomena of social order, socialization, and social control. Identify the interrelationship between Sociology and other Social Sciences

CO2: Analyze the relationship between basic social concepts. Distinguish between forms and functions of social groups, social institutions, and attitudes towards culture

CO3: Compare and contrast how current events, social movements may be analyzed through the different sociological perspectives

CO4: Write about one’s life from a social perspective including how diverse social phenomena have shaped one’s life and views.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1	<b>Social Structure, Status and Role, Society</b>	7
2	<b>Primary Secondary and Reference Group</b>	8
3	<b>Society</b>	8
4	<b>Culture</b>	8
5	<b>Concepts and Basis of social Stratification</b>	8

**B. DETAILED SYLLABUS**

Unit	Contents
<b>1.</b>	<b>Social Structure, Status and Role, Society</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Social Structure, Status &amp; Role, Society</li> <li>• Community, Association</li> <li>• Norms and Values: Its Nature and Characteristics</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Primary Secondary &amp; Reference Group</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Primary Secondary &amp; Reference Group: Its Nature and Types</li> <li>• Integration</li> <li>• Cooperation and Conflict: Its Nature, Definition &amp; Types</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Society</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Tribal, Rural</li> <li>• Urban</li> <li>• Industrial and Post Industrial: Its Nature, Definition &amp; Types</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Culture</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Its Nature, Definition &amp; Types: Material and Non-Material Culture</li> <li>• Socialization: Its Importance Processes and Stages</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Control: Its Types and Means</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Concepts and Basis of Social Stratification</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Concepts and Basis of Social Stratification: Caste</li> <li>• Class, Power &amp; Gender</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1	Sociology: An Introduction to Sociology	Roshni Jain	2017	A.I.T.B.S. Publishers
2	An Introduction to Sociology	John Solomos	2021	SAGE

**COURSE OUTCOMES**

Students will be able to:

CO1: Acquaint students with the work of significant Prose and Fiction writers and selected texts from the genre.

CO2: Understand the basics features and writing style of the age and writers prescribed.

CO3: Identify, analyse, interpret and describe the critical ideas, values and themes

CO4: Evaluate critical and theoretical approaches towards the texts.

CO5: Interpret and appreciate of selected texts from the genre of Prose and fiction.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Aphra Ben	7
2.	Daniel Defoe	6
3.	Mary Shelley	6
4.	Essays	6
5.	Short Stories	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Aphra Ben</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Oroonokoo</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Daniel Defoe</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Robinson Crusoe</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Mary Shelley</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Frankenstein</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Essays</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Francis Bacon: Of Travel , Of Studies</li> <li>• William Hazlitt :On going on a Journey, On Disagreeable People</li> <li>• G. K. Chesterton - The Worship of the Wealthy</li> <li>• Conclusion of the Unit</li> </ul>
5.	<b>Short Stories</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• <b>Frankenstein</b></li> <li>• Thomas Hardy : The Distracted Preacher</li> </ul>

	<ul style="list-style-type: none"> <li>• Anton Chekov : Vanka</li> <li>• Margaret Atwood – The Resplendent Quetzal</li> <li>• Conclusion of the Unit</li> </ul>
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### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	The English Essay and Essayists.	Hugh Walker	1977	S.Chand
2.	Brian C Southam	Jane Austen: Sense and Sensibility, Pride and Prejudice and Mansfield Park	1976	Palgrave Macmillan
3.	Narratology Introduction to the Theory of Narrative	Meike Bal	1985	University of Toronto Press

**COURSE OUTCOMES**

Students will be able to:

CO1: Demonstrate knowledge of the major theoretical approaches and findings in psychology

CO2: Discern the research methods used in psychology, apply their knowledge in research design, and data analysis

CO3: Critically assess information related to the study of behavior and mental processes, and use the critical assessment in forming conclusions and arguments.

CO4: Develop tolerance for ambiguity and opinions that differ from their own

CO5: Practice technology for studying concepts and conducting research

**List of Practicals**

<b>S. No.</b>	<b>Details of Activities</b>
<b>1</b>	<b>Activity No. 1</b> Attention
<b>2</b>	<b>Activity No. 2</b> Perception
<b>3</b>	<b>Activity No. 3</b> Psychophysics
<b>4</b>	<b>Activity No. 4</b> Learning
<b>5</b>	<b>Activity No. 5</b> Memory
<b>6</b>	<b>Activity No. 6</b> Forgetting
<b>7</b>	<b>Activity No. 7</b> Problem solving
<b>8</b>	<b>Activity No. 8</b> Concept formation

**COURSE OUTCOMES**

Students would be able to:

CO1: Demonstrate the grammar skills involved in writing sentences and short paragraphs.

CO2: Build up a good command over English grammar and vocabulary to be able to ace error spotting.

CO3: Define unknown words in sentence level context using a picture dictionary or by creating a memory link for support.

CO4: Understand, analyze and effectively use the conventions of the English language.

CO5: Develop their interest in reading and enhance their oral and silent reading skills along with sharpen their critical and analytical thinking

<b>Unit No..</b>	<b>Title of the Unit</b>	<b>Time required for the Unit (Hours)</b>
<b>1</b>	<b>Basics of Grammar</b>	<b>8</b>
<b>2</b>	<b>Spotting the Grammatical Errors and Rectification</b>	<b>2</b>
<b>3</b>	<b>Vocabulary Building</b>	<b>4</b>
<b>4</b>	<b>Basics of Writing Skills</b>	<b>2</b>
<b>5</b>	<b>Reading Comprehension</b>	<b>8</b>

**LIST OF LABS**

1	Parts of Speech: Theory & Practice through various Exercises
2	Sentence Structures: Theory & Practice through various Exercises
3	Tenses: Theory & Practice through various Exercises
4	Spotting the Errors: Applying the rules and Practice Questions
5	Vocabulary Building-I: Practice by sentence formation
6	Vocabulary Building-II: Practice by sentence formation
7	Paragraph Writing
8	Article Writing
9	Précis Writing
10	Formal & Informal Letter Writing
11	Reading Comprehension- I: Beginner's level reading and Answering the Questions (Competitive Exams)
12	Reading Comprehension- II: Intermediate's level reading and Answering the Questions (Competitive Exams)

**OVERVIEW AND OBJECTIVES:** The objective of Social Outreach, Discipline & Extra Curricular Activities is to provide students with the opportunities to enhance job-fetching skills and at the same time to cultivate the student's personal interests and hobbies while maintaining the good disciplinary environment in the University. TEP is integrated into the curriculum for holistic development of students through active participation in various activities falling in Technical and non-technical categories.

Social Outreach, Discipline & Extra Curricular Activities shall be evaluated irrespective of period/time allocation (as in the case of Extra Curricular activity) in the teaching scheme as a **1-credit** course. The record related to discipline, related activities are maintained for each student, and they shall be evaluated for the same. It shall be counted in calculation of SGPA but it is not a backlog subject. However, the attendance of these classes shall be recorded and accounted in the total attendance.



### COURSE OUTCOMES

Students will be able to:

CO1: To introduce students to the primitive stage of Indian culture and civilization

CO2: To help them acquire knowledge regarding the primitive life and socio- cultural status of the people of ancient India.

CO3: To make them gather knowledge about the society, culture, religion and political history of ancient India.

CO4: To familiarize students with ancient Indian epics and their relevance

CO5: To learn about trade and urbanization of ancient civilization, like Harappan civilization, Vedic civilizations etc.

### A. OUTLINE OF THE COURSE

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	<b>Introduction</b>	<b>6</b>
2.	<b>Jainism and Budhdhism</b>	<b>8</b>
3.	<b>Varna and Ashram System</b>	<b>8</b>
4.	<b>Epics</b>	<b>7</b>
5.	<b>India's Scientific and Literary Heritage Development</b>	<b>7</b>

### B. DETAILED SYLLABUS

Unit	Unit Details
<b>1</b>	<b>Introduction</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Main features of Indian Culture</li> <li>• Harapan religion Vedas and Upanishadic Philosophy</li> <li>• Conclusion of the Unit</li> </ul>
<b>2</b>	<b>Jainism &amp; Buddhism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Jainism – Life and Teachings of Mahaveer Swami.</li> <li>• Buddhism Life and Teachings of the Buddha</li> <li>• Contribution of Jainism and Buddhism to Indian Art, Literature and Culture</li> <li>• Conclusion of the Unit</li> </ul>
<b>3</b>	<b>Varna &amp; Ashram System</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Sanskaras, Purursarthas Family System with special reference to Joint Family System</li> <li>• Caste system</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>The Epics</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Epics –Ramayana;</li> <li>• Mahabharata</li> <li>• Puranas</li> </ul>

	<ul style="list-style-type: none"> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>India's Scientific and Literary Heritage Development</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Kalidas,</li> <li>• Tulsidas</li> <li>• Charak</li> <li>• Varahmihir</li> <li>• Aryabhata</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	Bhartiya Sabhyataaur Sanskritiki Mool Adhar	Sharma & Vyas	Latest	Panchsheel Prakashan, Jaipur
2.	A History of Indian Culture	N. Jayapalan	2001	Atlantic Publishers and Distributors
3.	The History & Culture of Indian People	Majumdar R.C.	Vol I- XIII	Bharitiya Vidya Bhawan Series
4.	The National Culture of India	Abid Hussain	1978	NBT

**COURSE OUTCOMES**

Students will be able to:

CO1: To Compare and contrast ancient civilizations.

CO2: To Interpret historical sources from different cultural backgrounds.

CO3: To Evaluate the impact of the environment on human history.

CO4: To trace the rise of Christianity and Islam

CO5: To Locate the history of early medieval Europe.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the unit	Time required for the Unit(Hours)
1.	History of Early World Civilization	6
2.	Classical Greece	8
3.	Roman Empire	8
4.	Rise of Christianity and Islam	7
5.	Early Medieval Europe	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>History of Early World Civilization</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Egyptian Civilization, Political development, Art, Architecture and Religion</li> <li>• Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: Society, Religion, Law, Architecture, Administration and Education.</li> <li>• Chinese Civilization: Polity, Society, Science and Technology</li> <li>• Persian Civilization: Political, Social and Economic condition</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Classical Greece</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Homer Age: Evolution of classical Greece</li> <li>• Athens, Sparta</li> <li>• Greece: Persian war and the Peloponnesian war.</li> <li>• The Periclean Age in Greece, growth of state and society, development of Science, Art and Philosophy</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Roman Empire</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Origin of Rome</li> <li>• Rise and Evolution: Roman Republic and Roman law.</li> <li>• Expansion of Rome.</li> <li>• Imperial Age in Rome</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Rise of Christianity and Islam</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Rise, establishment and growth of Christianity</li> </ul>

	<ul style="list-style-type: none"> <li>• The Barbarian invasion and the fall of western empire.</li> <li>• Birth and expansion of Islam and its impact.</li> <li>• The Arab civilization and its contribution</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Early Medieval Europe</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Crusades and their impact on Europe.</li> <li>• Rise and growth of European Feudalism and its decline.</li> <li>• Commercialism and its impact.</li> <li>• Religion and Society in Pre – Medieval Europe</li> <li>• Conclusion of the Unit</li> </ul>

### C .RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	A study of History, Vol I to XII, 1934-1961	Arnold J Toynbe	1988	OUP USA
2.	What happened in History	Childe, V.G	1967	Penguin Pub
3.	Our Oriental Heritage: The Story of Civilization, II Volume	Durant Will	2011	Simon and Schuster
4.	The Outline of History	Wells, H.G	1971	George newness

**COURSE OBJECTIVES**

Students will be able to:

CO1: To introduce the students to the most contemporary ideologies like- liberalism, feminism.

CO2: To explain the meaning and the different understandings of given concepts and to help the students to develop a broad understanding of these ideologies.

CO3: Demonstrate the ability to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary social issues.

CO4: Identify the most important contributors to modern Western political thought and explain why their contributions are important.

CO5: Distinguish systematic normative inquiry from other kinds of inquiry within the discipline of political science.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Meaning	9
2.	Liberalism & Utilitarianism	9
3.	Idealism	7
4.	Fascism	6
5.	Feminism	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Meaning</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Political Ideologies- Meaning</li> <li>• Nature and Scope</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Liberalism &amp; Utilitarianism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Liberalism (Classical, Modern and Neo Liberalism)</li> <li>• Utilitarianism (Meaning, Principles and Criticism)</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Idealism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Idealism ( Meaning, Principles and Criticism)</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Fascism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Fascism (Meaning and Principles , Criticism)</li> <li>• Conclusion of the Unit</li> </ul>
5.	<b>Feminism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Feminism (Liberal, Radical, Marxist and Black)</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

<b>Sr. No.</b>	<b>Reference Book</b>	<b>Author</b>	<b>Edition</b>	<b>Publication</b>
1.	A Companion to Contemporary Political Philosophy	Goodwin Robert and Philip Petit (eds.	1993	London, 1993
2.	Using Political Ideas	Barbara Goodwin	Chichester, 2004.	John Wiley& Sons
3.	Contemporary Political Ideologies,	Macridis Roy C	Boston, 1985.	Little Brown and Co

### COURSE OUTCOMES

Students will be able to:

CO1: Acquaint students with the legislation of selected countries.

CO2: Comprehend the basics features of the selected executive set up

CO3: Categorize, analyze, interpret and describe the various government types and functions.

CO4: Evaluate critical and theoretical approaches towards the legislation.

CO5: Interpret Indian Judiciary in comparison to other judicial systems.

### A. OUTLINE OF THE COURSE

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Britain	9
2.	U.S.A	9
3.	Peoples Republic of China	8
4.	Switzerland	8
5.	Japan	7

### B. DETAILED SYLLABUS

Unit	Unit Details
1.	<b>Britain</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Britain( Legislative, Executive &amp; Judiciary system) Political Parties</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>U.S.A</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• U.S.A.( Legislative, Executive &amp; Judiciary system) Political Parties</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Peoples Republic of China</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Peoples Republic of China.( Legislative, Executive &amp; Judiciary system) Political Parties</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Switzerland</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Switzerland( Legislative, Executive &amp; Judiciary system) Political Parties</li> <li>• Conclusion of the Unit</li> </ul>
5.	<b>Japan</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Japan( Legislative, Executive &amp; Judiciary system) Political Parties</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

<b>S. No.</b>	<b>Reference Book</b>	<b>Author</b>	<b>Edition</b>	<b>Publication</b>
1.	The Government of United States	WB Munro	1956	Macmillan, New York
2.	Select Modern Governments	VD Mahajan	2001	S. Chand & Co, New Delhi
3.	Major Governments of Asia	Kahin	1958	Cornell University Press



**COURSE OUTCOMES**

Students will be able to:

CO1: Analyze and think critically about functions of several real variables

CO2: Analyze the various multivariate optimization

CO3: Analyze the various multivariate optimization

CO4: Applying the linear programming equations to solve the problems

CO5: Evaluate and analyze the integration, differential equations and difference equations

**A OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Functions of Several Real Variables	7
2	Multivariate Optimization I	7
3	Multivariate Optimization II	7
4	Linear Programming	7
5	Integration, Differential Equations and Difference Equations	8

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Functions of Several Real Variables</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Geometric representations: graphs and level curves;</li> <li>• Differentiable functions: characterizations, properties with respect to various operations and applications; Second order derivatives: properties and applications; the implicit function theorem, and application to comparative statics problems;</li> <li>• Homogeneous and homothetic functions: characterizations and applications</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Multivariate Optimization I</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Convex sets; geometric properties of functions: convex functions, their characterizations, properties and applications; further geometric properties of functions:</li> <li>• Quasiconvex functions, their characterizations, properties and applications</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Multivariate Optimization II</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Unconstrained optimization: geometric characterizations, characterizations using calculus and applications;</li> </ul>

	<ul style="list-style-type: none"> <li>• Constrained optimization with equality constraints: geometric characterizations, Lagrange characterization using calculus and applications; properties of value function: envelope theorem and applications</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Linear Programming</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Introduction of linear programming</li> <li>• Graphical solution,</li> <li>• Matrix formulation,</li> <li>• Duality,</li> <li>• Economic interpretation</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Integration, Differential Equations and Difference Equations</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Definite integrals</li> <li>• Indefinite integrals and economic applications</li> <li>• First order difference equations, equilibrium and its stability</li> <li>• First order differential equations, phase diagrams and stability</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Publication
1.	Mathematics for Economic Analysis	Sydsaeter, K., Hammond, P	Pearson Educational
2.	Fundamental Methods of Mathematical Economics	Alpha C. Chiang	McGraw Hill, Tokyo
3.	Dewing Mathematics for Economics	Schamus's Outline Series	McGraw Hill Books, Company

**COURSE OUTCOMES****Students will be able to:**

CO1: Use critical thinking effectively in evaluating information quality, recognizing thinking fallacies, and making connections between observations, facts, and theories.

CO2: Discuss the symptomatology, possible etiology, and proposed treatment for the major categories of psychological disorders.

CO3: Describe the major concepts, language, and major theories of the discipline to account for psychological phenomena.

CO4: Explain the major perspectives of psychology (e.g., biological, cognitive, behavioral, sociocultural, etc.)

CO5: Explain the historical trends in the discipline of psychology.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Introduction to Biopsychology	8
2	Learning and Memory	7
3	Sleep, Arousal and Biological Rhythms	7
4	Brain Impairment and Language Disorders	7
5.	Emotion and Motivation	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Introduction to Biopsychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Concept of biopsychology; reductionism; ethical issues, Neurons, Synapses, Neurotransmitters. The nervous system: Basic subdivisions- Peripheral and Central, Hemisphere function: Sperry and the split –brain; Left handedness; Emotion and the right hemispheres.</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Learning and Memory</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Anterograde and retrograde Amnesia, Korsakoff’s Psychosis, Alzheimer disease, biochemistry of memory</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Sleep, Arousal and Biological Rhythms</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Types of sleep</li> <li>• Stages of sleep</li> <li>• Memories of sleep</li> <li>• Neural bases of sleep</li> <li>• Sleep disorders</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Brain Impairment and Language disorders</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Types of Aphasia</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Emotion and Motivation</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Anxiety; stress and arousal, Emotion – Central and Peripheral mechanisms, Physiology of Hunger and Thirst, Homeostasis; Obesity and Anorexia.</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No.	Reference Book	Author	Edition	Publication
1.	Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience,	Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V.	2007	Sinauer Associates, Inc., Sunderland, Massachusetts.
2.	Foundations of physiological psychology	Carlson, N. R.	2012	Pearson Education
3.	Principles of biopsychology	Green, S.	1995	UK: Lawrence Erlbaum Associates Ltd.

**COURSE OUTCOMES**

Students will be able to:

CO1: Introduce themselves with the concept of tribe

CO2: Develop an understanding about classification of tribal people

CO3: Analyze socio culture profile: Ethic and cultural diversity

CO4: Learn about tribal society, family, marriage, kinship and languages

CO5: Know the problems faced by the tribes and social mobility and change.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1	Processes of Social Change	7
2	Societies	8
3	Social Stratification	8
4	Culture	8
5	Processes of Social Change in India	8

**B. DETAILED SYLLABUS**

Unit	Contents
<b>1.</b>	<b>Processes of Social Change</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Characteristic Features of Industrialization</li> <li>• Modernization</li> <li>• Globalization and Secularization</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Societies</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Types and Characteristic- Tribal, Rural, Urban, Industrial and Post-Industrial</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Social Stratification</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Concepts and Bases</li> <li>• Forms-Caste</li> <li>• Class, Power and Gender</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Culture</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Definition and Nature</li> <li>• Types-Material and Non-Material</li> <li>• Socialization: Its Importance, Processes and Stages</li> <li>• Social control: Its Types and Means</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Processes of Social Change in India</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Sanskritization</li> <li>• Westernization</li> <li>• Parochiatization and universatization</li> <li>• Conclusion of the Unit</li> </ul>
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**C. RECOMMENDED STUDY MATERIAL**

S.No	Reference Book	Author	Edition	Publication
1	Indian Society, Institutions And Change	Rajendra Kumar Sharma	2021	Atlantic
2	Indian Society Continuity And Change	YOGESH ATAL	2016	PEARSON INDIA

**COURSE OUTCOMES**

Students will be able to:-

CO1: Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices

CO2: Understand the changing notions of class, gender, ethnicity in a postcolonial, diasporic and neocolonial world order.

CO3: Develop a thorough understanding of the various eras in the history of English literature including the Renaissance, Restoration and Neoclassical periods through the perusal of representative works of the time.

CO4: Investigate the way the volatile socio-political scenario influenced the literary production of the era.

CO5: Decode the stylistic aspects of epic poetry and mock-heroic poetry which is quintessential for comprehending the works of Milton and Pope included in the module.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the unit	Time required for the Unit (Hours)
1.	Age of Johnson	6
2.	Age of Wordsworth	6
3.	Age of Tennyson	6
4.	Age of Hardy	6
5.	The Modern age; Introduction to Postmodern age	8

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Age of Johnson</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Age of Johnson (1745– 1798): Poetry of Transition, Naturalism, Pre-romanticism (Romantic Revival) and poets</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Age of Wordsworth</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Age of Wordsworth (1798-1832): Romantic Poetry, Prose writers and Novelists</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Age of Tennyson</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Age of Tennyson (1832 – 1887): Pre Raphaelite Poetry – Prose and Novelists</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Age of Hardy</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Age of Hardy (1887 – 1928): Irish Poets and Dramatists, Novelists, and Prose Writers</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>The Modern age; Introduction to Postmodern age</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Modern Age (1930 – 1955): Novelists and prose drama; Introduction to Postmodern Literature (1956– Present): Jean Francois Lyotard, John Baudrillard etc.</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Edition	Publication
1.	A History of English Literature	Albert, Edward	1997	New Delhi: OUP India
2.	A Short History of English Literature	W J Long	2000	New Delhi: Maple Press
3.	An Outline History of English Literature	W H Hudson	2007	New Delhi: Atlantic Publishers
4	History of English Literature	Legious and Cazamian		Macmillian
5	A Background to the Study of English Literature	B. Prasad		Trinity Press



**COURSE OUTCOMES**

Students will be able to:

CO1: Analyze and evaluate the meaning of economic thoughts and mercantilism

CO2: Analyze the evaluate physiocracy and theory of taxation

CO3: Evaluate the various thoughts of classical and neo-classical schools

CO4: Evaluate the various thoughts of classical and neo-classical schools

CO5: Applying the various economic ideas propounded by various economist

**A OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Introduction	7
2	Physiocracy	7
3	Classical and Neo-Classical Schools - I	7
4	Classical and Neo-Classical Schools - II	7
5	Economic Ideas	8

**B DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Introduction</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Introduction of history of economic thoughts,</li> <li>• Mercantilism: Views on Trade. Money, Prices, Wages and Employment</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Physiocracy</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Physiocracy: Natural Order: Primacy of Agriculture.</li> <li>• Net Product and Circulation of Wealth,</li> <li>• Theory of taxation and role of government</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Classical and Neo-Classical Schools – I</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Classical School: Adam Smith-Views on Division of Labour.Theory of value, Capital accumulation, Distribution, International trade,</li> <li>• Economic Development, Critiques of Adam Smith. T.R. Malthus- theory of Population, Theory of Gluts, David Ricardo-Theory of value and distribution, Foreign trade,</li> <li>• Economic Development and Theory of Rent.</li> <li>• Critics of the Classical School – Sismondi, Robert Owen, Friedrich List</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Classical and Neo-Classical Schools – II</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• J.S. Mill Theory of value. Views on Production and Distribution. Utopians, Socialists Louis Blanc. Proudhon. Fourier Roberts. Karl Marx: Efforts at Scientific Socialism,</li> </ul>

	<ul style="list-style-type: none"> <li>• Theory of Money. Labor Theory of Value.</li> <li>• Theory of Capital Accumulation and Crisis, Distribution, German Historical school, Mathematical School and the Development of Marginalism, Neo-classical School: Marshall, Pigou and Keynes</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Economic Ideas</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Economic Ideas of Kautilya, DadabhaiNaraji, Mahatma Gandhi, J.K. Mehta, B.R. Ambedkar and Deendayal Upadhayaya</li> <li>• Conclusion of the Unit</li> </ul>

### C RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Publication
1.	History of Economic Thought	Louise Hancy	Surjit Publication, New Delhi.
2.	History of Economic Thought	Eric Rol	Faber and Faber (Rupa).
3.	Indian Economic Thought: A 19 <sup>th</sup> Century Perspective	D.N. Gangull	Tata McGraw Hill New Delhi.

**COURSE OUTCOME****Students will be able to:**

CO1: Apply psychological content and skills to professional work, exhibit self-regulation, refine project management skills, enhance team work ability, and develop life direction.

CO2: Describe the major concepts, language, and major theories of the discipline to account for psychological phenomena.

CO3: Articulate the basic principles, major theories, and research concerning learning and cognition.

CO4: Design, conduct, and evaluate research that address psychological questions.

CO5: Demonstrate effective written and oral skills in various formats and for various purposes.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	<b>Introduction: Foundations of Indian Psychological Thought</b>	8
2	<b>Self and Personality-I</b>	7
3	<b>Self and Personality-II</b>	7
4	<b>Self in Action</b>	7
5.	<b>Applications of Indian Psychology: A First Look</b>	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Introduction: Foundations of Indian Psychological Thought</b>
	<ul style="list-style-type: none"> <li>Introduction, Meaning; contribution of Indian tradition; methods for therapy and the harmonious development; Consciousness as the foundation of reality; a short historical overview of Indian thought; different concepts of consciousness. Self-enquiry and Self-development; Types of knowledge; vidya and avidya; Sri Aurobindo's knowledge types; stages in experiential learning; self-knowledge; sources of error; higher and inner knowledge.</li> <li>Conclusion &amp; Summary of the Unit</li> </ul>
2.	<b>Self and personality I</b>
	<ul style="list-style-type: none"> <li>Introduction, Structure of personality; the character and location of the border between self and world; personality types; emotion and attitudes; consciousness their effect on perception; emotions as colors of perception; rasa and bhava; detachment and commitment. Individual development – determinants of who we are; prenatal influences; past impressions and formations during childhood, adolescence and adulthood; evaluation of; immediate and ultimate aims of development; processes involved in willed, self-chosen development.</li> <li>Conclusion &amp; Summary of the Unit.</li> </ul>
3.	<b>Self and personality II</b>
	<ul style="list-style-type: none"> <li>Health and healing; positive and negative motivations for change; yoga-based coping techniques ranging from surface-adjustment to deep inner transformation.</li> <li>Conclusion &amp; Summary of the Unit.</li> </ul>

<b>4.</b>	<b>Self in action</b>
	<ul style="list-style-type: none"> <li>• Self in the social context – relationships with family, friends and partners, social groups, work and the world; with oneself and one’s Self; group membership by birth and by choice; roles and hierarchies; shifting identities; positive and negative group-derived values and judgments. Motivation, action and agency –various dynamisms behind action; perspectives on karma, fate and free will.</li> <li>• Conclusion &amp; Summary of the Unit.</li> </ul>
<b>5.</b>	<b>Applications of Indian Psychology: A First Look</b>
	<ul style="list-style-type: none"> <li>• Counselling and therapy, vipassana and mindfulness; Hathayoga-based therapies; The Gita as guide. Education – Gandhi’s NaiTalim; Tagore’s system of education; Sri Aurobindo’s integral education. Organizational behavior &amp; community work – Gita-based approaches to OB.</li> <li>• Conclusion &amp; Summary of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S. No.	Reference Book	Author	Edition	Publication
1	The Maharshi And His Message	Tiruvannamalai: Sri Ramanasramam.	2009	Brunton, P.
2	The Gospel Of Sri Ramakrishna.	Gupta, M	2013	Sri Ramakrishna Math, Chennai
3	I am that: Talks with Sri Nisargadatta	Nisargadatta, Maharaj	2003	Chetana Pvt. Ltd.
4	Integral Psychology	Albany	2007	

**COURSE OUTCOME**

Students will be able to:

CO1: Analyze social change using sociological perspectives.

CO2: Describe how individual life experiences relate to social structures and cultures using the sociological imagination.

CO3: Identify data trends, causes of change, and outcomes on groups, institutions, and society, using appropriate social research methods.

CO4: Explain how social change relates to social inequality and systems of power.

CO5: Identify ways to participate as active citizens.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1	Methodology in Social Sciences	7
2	Knowledge Production in Social Sciences the Sociology of Knowledge	8
3	Foundation of Society	8
4	Social Processes and Social Dynamics	8
5	The Structure and Composition of Indian Society	8

**B. DETAILED SYLLABUS**

Unit	Contents
1.	<b>Methodology in Social Sciences</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Objectivity vs Subjectivity</li> <li>• Scientific Method</li> <li>• Problems of Objectivity</li> <li>• Commonsense and Sociological Imagination</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Knowledge Production in Social Sciences the Sociology of Knowledge</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Karl Mannheim</li> <li>• Views of knowledge-Positivism</li> <li>• Interpretivism</li> <li>• Critical</li> <li>• Feminist</li> <li>• Interdisciplinary aspects in Social Sciences of Sociology</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Foundation of Society</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Society, Community, Association, Organizations, Institutions, Social Groups</li> <li>• Culture-Folkways</li> <li>• Mores, Values, Sub- culture</li> <li>• Social Structure and Function</li> <li>• Social system</li> </ul>

	<ul style="list-style-type: none"> <li>• Social processes and Dissociative</li> <li>• Socialization</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Social Processes and Social Dynamics</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Social control-Meaning and nature</li> <li>• Methods and mechanisms</li> <li>• Social deviance-basic Types, Social change factors</li> <li>• Social development-approaches, Social mobility-types</li> <li>• Social Problems in India</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>The Structure and Composition of Indian Society</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Communities: Villages, Towns, rural-urban linkages</li> <li>• Caste through Ages in Indian Society</li> <li>• Scheduled castes, Scheduled Tribe</li> <li>• Other Backward Castes and Minorities</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S.No	ReferenceBook	Author	Edition	Publication
1	Karl Marx on Society and Social Change: With Selections by Friedrich Engels (Heritage of Sociology Series)	Karl Marx	2013	University of Chicago Press
2	The Sociology of Social Change	Piotr Sztompka	2003	Wiley-Blackwell

**COURSE OUTCOMES**

Students will be able to:

CO1: To interpret and appreciate selected texts from the genre of poetry

CO2: To understand the basic features of poetry and writing style of poets of different eras

CO3: To identify, analyse, interpret and delineate the critical ideas, values and themes

CO4: To evaluate critical and theoretical approaches towards the texts.

CO5: To inculcate critical thinking and creativity in students.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the unit	Time required for the Unit (Hours)
1.	Reference to the Context, forms, genre and Background to the age	8
2.	Spenser to Ben Jonson	6
3.	Donne to Herbert	6
4.	Milton to Dryden	6
5.	Gray to Goldsmith	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Reference to the Context, forms, genre and Background to the age</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Reference to the context from the prescribed poems, forms, genre and background to the age</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Spenser to Ben Jonson</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Spenser: A Wedding Song</li> <li>• Shakespeare: Let Me Not to the Marriage of True Minds; Shall I Compare Thee; Seven Ages of Men</li> <li>• Ben Jonson: My Lady in Love's Chariot</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Donne to Herbert</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Donne: Death be not Proud; Goe and Catche a Falling Starre</li> <li>• Marvel: To his Coy Mistress</li> <li>• Herbert: The Gifts of God</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Milton to Dryden</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Milton: On His Blindness; On his Twentieth Birthday, Paradise Lost Book I (lines 1-126)</li> <li>• Pope: Ode on Solitude</li> </ul>

	<ul style="list-style-type: none"> <li>• Dryden: A Song for St. Cecilia's Day</li> <li>• Conclusion of the Unit</li> </ul>
5	<b>Gray to Goldsmith</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Gray: Elegy Written in the Country Churchyard</li> <li>• Collins: Ode to Evening</li> <li>• Goldsmith: The Deserted Village (Lines: 1-14, 51-75, 76-96)</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Edition	Publication
1.	A History of English Literature	Albert, Edward	1979	
2.	A Glossary of Literary Terms	Abrams, M.H		Macmillian
3.	The Anatomy of Poetry	Boulton, Marjorie		
4	History of English Literature	Legouis and Cazamian		Macmillian
5	Elements of Poetry	Robert Scholes	1969	Oxford University Press



**COURSE OUTCOMES**

Students will be able to:

CO1: Give practical experiences to students in regard to some of the psychological concepts and principles.

CO2: Enable the students to apply scientific method for the solution of psychological problems in psychological laboratory.

CO3: Give students living experience in regard in the conducting of psychological experiences in their classroom situation in future.

CO4: Apply the knowledge of various psychological experiments and tests in school situations.

CO5: Apply the psychological tests in during research work.

**LIST OF ACTIVITIES**

Sr. No.	Details of Practical
1.	<b>Activity No. 1: Personality</b>
2.	<b>Activity No. 2: Intelligence</b>
3.	<b>Activity No. 3: Motivation</b>
4.	<b>Activity No. 4: Anxiety</b>
5.	<b>Activity No. 5: Depression</b>
6.	<b>Activity No. 6: Adjustment</b>
7.	<b>Activity No. 7: Mental Health</b>
8.	<b>Activity No. 8: Creativity</b>

**COURSE OUTCOMES**

Students would be able to:

CO1: Understand the importance of human values and learn from others' experiences to become the conscious practitioners of the same.

CO2: Enhance their self-esteem, confidence and assertive behaviour to handle difficult situations with grace, style, and professionalism

CO3: Distinguish among various levels of professional ethics while developing an understanding of them as a process in an organization.

CO4: Implement emotional intelligence to achieve set targets and excel in interpersonal as well as intrapersonal

CO5: Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Time required for the Unit (Hours)</b>
<b>1</b>	<b>Introduction to Human Values</b>	<b>6</b>
<b>2</b>	<b>Study of Self</b>	<b>6</b>
<b>3</b>	<b>Introduction to Professional Ethics</b>	<b>8</b>
<b>4</b>	<b>Emotional Intelligence</b>	<b>2</b>
<b>5</b>	<b>Life Skills &amp; Value Education</b>	<b>2</b>

**LIST OF LABS**

1.	Human Values: Love & Compassion
2.	Truth, Non-Violence, Righteousness
3.	Peace, Service, Renunciation (Sacrifice)
4.	Self-Esteem: Do's and Don'ts to develop positive self-esteem
5.	Self-Assertiveness: Development of Assertive Personality
6.	Ambition & Desire: Self & Body (concepts & differences )
7.	Professional Ethics: Personal & Professional Ethics
8.	Emotional Intelligence: Skill Building for Strengthening the Elements of Self-awareness, Self-regulation, Internal motivation, Empathy, Social skills
9.	Governing Ethics & Ethics Dilemma
10.	Profession, Professionalism & Professional Risks
11.	Professional Accountabilities & Professional Success
12.	Life Skills & Value Education

**OVERVIEW AND OBJECTIVES:** The objective of Social Outreach, Discipline & Extra Curricular Activities is to provide students with the opportunities to enhance job-fetching skills and at the same time to cultivate the student's personal interests and hobbies while maintaining the good disciplinary environment in the University. TEP is integrated into the curriculum for holistic development of students through active participation in various activities falling in Technical and non-technical categories.

Social Outreach, Discipline & Extra Curricular Activities shall be evaluated irrespective of period/time allocation (as in the case of Extra Curricular activity) in the teaching scheme as a **1-credit** course. The record related to discipline, related activities are maintained for each student, and they shall be evaluated for the same. It shall be counted in calculation of SGPA but it is not a backlog subject. However, the attendance of these classes shall be recorded and accounted in the total attendance

**COURSE OUTCOMES**

Students will be able to:

CO1: Understand the foundation of the Delhi sultanate and the Sultanate administration.

CO2: Recognize the Socio, economic and religious conditions under Vijayanagar Empire.

CO3: identify the condition of India under the Mughal Empire.

CO4: Explain the Administration and art and architecture of Mughals.

CO5: Analyze the rise of the Marathas and the contribution of Shivaji

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Medieval India	6
2.	Afghans and Mughals	8
3.	Aurangzeb, Shivaji and Other Powers	8
4.	Society and Economy	7
5.	Religion and Culture	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
<b>1</b>	<b>Medieval India</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Important sources of Medieval Indian History</li> <li>• Early Turks, Khaljis, and Tughlaqs, Invasion of Timur</li> <li>• Ruling Dynasties of Assam, Rajput States (Mewar and Marwar), Orissa, Kashmir</li> <li>• Vijaynagar Empire</li> <li>• Conclusion of the Unit</li> </ul>
<b>2</b>	<b>Afghans and Mughals</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Afghan Rule: Lodis and Surs</li> <li>• India on the Eve of Babur's Invasion</li> <li>• Establishment and Re-establishment of Mughal Rule, Hemu, Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi</li> <li>• Expansion of the Mughal Empire, Administration</li> <li>• Conclusion of the Unit</li> </ul>
<b>3</b>	<b>Aurangzeb, Shivaji and Other Powers</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Resistance of Mewar and Marwar</li> <li>• Rise of Marathas under Shivaji</li> <li>• Maratha Administration, Concept of Hindu Pad Padshahi</li> <li>• Resistance of Sikhs, Jats and Bundelas</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Society and Economy</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Hindu Society: Caste and Occupational groups, Lifestyle, Education, Customs and Traditions</li> <li>• Muslim Society: Divisions and Occupational groups; Lifestyle, Education, Customs and Tradition.</li> <li>• Condition of Agriculture and Industry.</li> <li>• Development of Trade and Commerce</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Religion and Culture</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Bhakti movement</li> <li>• Sufism, Sikhism and Other Sects in South India, Bengal and Kashmir</li> <li>• Development of Literature</li> <li>• Development of Architecture and Painting</li> <li>• Conclusion of the Unit</li> </ul>

### C .RECOMMENDED STUDY MATERIAL

Sr.No	ReferenceBook	Author	Edition	Publication
1.	Delhi Sultanate (English or Hindi Version)	A.L Srivastava	2017	Shiv Lal Agarwal & Co., Agra
2.	The Mughal Empire (English or Hindi Version)	A.L Srivastava	2017	Shiv Lal Agarwal & Co., Agra
3.	Society and Culture in North India in the 12th century	B.N.S Yadav	2012	RakaPrakashan, Prayagraj
4.	Socio-Economic History of Northern India	B.P. Majumdar	1960	Firma K. L. Mukhopadhyay

**COURSE OUTCOMES**

Students will be able to:

CO1: introduce the most contemporary ideologies like Marxism, Socialism.

CO2: comprehend the basics features of the selected Ideologies.

CO3: categorize, analyze, interpret and describe the various Ideology types and functions.

CO4: develop a broad understanding of these ideologies and evaluate critical and theoretical approaches.

CO5: explain the meaning and the different contemporary understandings of given concepts and ideologies

**A.OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Marxism	8
2.	Socialism	7
3.	Anarchism	8
4.	Gandhism	8
5.	Environmentalism	8

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Marxism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Marxism: Main tenets (Dialectical Materialism, Historical Materialism, Doctrine of class conflict, Theory of surplus value</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Socialism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Socialism: Meaning, Characteristics, Criticism</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Anarchism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Anarchism: Meaning, Characteristics, Criticism</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Gandhism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Gandhism: Concept of Truth and Non-Violence, Doctrine of Trusteeship, Views on Classless society</li> <li>• Conclusion of the Unit</li> </ul>
5.	<b>Environmentalism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Environmentalism: Meaning</li> <li>• Concept of Sustainable Development</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S. No.	Reference Book	Author	Edition	Publication
1.	Modern Political Ideologies	Vincent Andrew	1992.	Blackwell, London
2.	Contemporary Political Concepts	Blakely Georgina & Valerie Bryson (eds.	2002	Pluto press, London
3.	Political Theory :An Introduction	Ashok Acharya, Rajeev Bhargava	2011	Dorling Kindersley, Nodia

**COURSE OUTCOMES**

Students will be able to:

CO1: Get familiarize with the debates around the origin, and evolution of the Indian constitution.

CO2. Become aware of the manner in which government functions through its various organs.

CO3. Understand the division of power between various organs of the government at different levels.

CO4: Looking at the Centre-State Relations with focus on the Legislative, Administrative and Financial Relations.

CO.5: Investigating the challenges to National Integration: Terrorism, Regionalism and Casteism.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	History	7
2	Constitution Development	6
3	Constitution	6
4	States	6
5	Challenges before Indian Political System	5

**B. DETAILED SYLLABUS**

Unit	Unit Details
<b>1.</b>	<b>History</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• National Movement of India</li> <li>• Rise of Nationalism In India</li> <li>• Indian National Congress and Muslim League</li> <li>• Moderates and Extremes</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Constitution Development</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Constitutional Development: Government of India ACT 1919 ( With special reference to Diarchy)</li> <li>• Government of India Act 1935 ( with special reference to Provincial Autonomy)</li> <li>• Political Parties in India- Major National Parties- BJP, Congress, Left Parties</li> <li>• Politics of Coalition</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Constitution</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Preamble of Constitution,</li> <li>• federal System,</li> <li>• Fundamental Rights,</li> <li>• Directive Principles of State Policy</li> </ul>



	<ul style="list-style-type: none"> <li>• Union Executive: President, Prime Minister and the Council of Ministers,</li> <li>• Union Parliament ,</li> <li>• Supreme Court and Judicial Review,</li> <li>• Judicial Activism, PIL Method Of Amendment in constitution</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>States</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Governance of Indian States; State Executive- Role of Governor in Indian politics (With special reference to the politics of Rajasthan)</li> <li>• State Legislature, Governor, Chief Minister, Council of Minister, Special status to certain states and its implications</li> <li>• Electoral Process &amp; Voting Behavior, Nature of Secularism in India</li> <li>• Problem of women participation</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Challenges before Indian Political System</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Challenges before Indian Democracy-Regionalism and Communalism</li> <li>• Casteism and Terrorism,</li> <li>• Panchayati Raj, Municipalities</li> <li>• Significance of 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment acts</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No.	Reference Book	Author	Edition	Publication
1.	Parties and Party Politics in India	ZoyaHasan, (ed.)	2001	OUP, New Delhi
2.	Politics in India	SudiptaKaviraj, (ed.	2000	OUP, Delhi
3.	Politics Mainly Indian	WH Jones-Morris	1978	Orient Longman, Bombay
4.	Indian Government and Politics	Morris-Jones, W.H.	1987.	University of Hull Press, Hull,

**COURSE OUTCOMES:**

Students will be able to:

CO1: Analyze and think critically about meaning of economic development and growth and their indicators

CO2: Classify the concepts and characteristics of developing countries

CO3: Evaluate the various theories and approaches of economic development

CO4: Analyze the meaning of foreign capital and its development, along with the monetary and fiscal policy

CO5: Evaluate the meaning of economic planning and five year plan

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	<b>Economic Development and Growth</b>	7
2	<b>Developing Countries</b>	7
3	<b>Theories and Approaches of Economic Development</b>	7
4	<b>Foreign Capital and Development</b>	7
5	<b>Economic Planning</b>	8

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Economic Development and Growth</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning of Economic Development and Growth,</li> <li>• Indicators of Economic Growth,</li> <li>• Indicators of Economic Development,</li> <li>• Differences between Economic Development &amp; Growth</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Developing Countries</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Concept- Developed, Developing Countries,</li> <li>• Characteristics of Developing Countries - Economic Characteristics, Demographic Characteristics, Technological Characteristics, Socio - Cultural Characteristics and Other Characteristics.</li> <li>• Constraints on Development Process - Vicious Circle of Poverty, Population Explosion, Low Productivity of Agriculture, Scarcity of Capital, Inappropriate Technology, Socio- Cultural Constraints, Political and Administrative Constraints, External Bottleneck</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Theories and approaches of Economic Development</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> </ul>

	<ul style="list-style-type: none"> <li>• Classical Theories- Adam Smith, Ricardo &amp; Malthus, Karl Mark's Theory of Economic Development, Schumpeterian Theory of Economic Development - Big Push Theory,</li> <li>• Balanced Growth, Imbalanced Growth</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Foreign Capital and Development</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning &amp; Role of Foreign Capital in Economic Development, Problems of Foreign Capital</li> <li>• Private Foreign Investment- Types &amp; Role,</li> <li>• Public Foreign Investment-Types, Foreign Aid- Tide and Untied, Macro Economic Policy,</li> <li>• Monetary Policy- Objectives, Instruments and Limitations,</li> <li>• Fiscal Policy- Objectives, Instruments and Limitations, Fiscal Policy in Cyclical Fluctuations</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Economic Planning</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning &amp; Definition, Need of Planning</li> <li>• Objective of Economic Planning- Economic, Social and Political, Inclusive Growth Approach &amp; 12th five year plan,</li> <li>• National Institution for Transforming India Aayog (NITI AYOOG)</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Publication
1.	Theories of Economic Growth and Development	Adelmen, I.	Stanford University Press,Stanford.
2.	Handbook of Development Economic	Behrman, S. and T.N Srinivrsan	Elsevire, Amsterdam
3.	Leading Issue in Economic Development	Meier, G.M	Oxford University Press ,New Delhi,

**COURSE OUTCOMES**

**Students will be able to:**

CO1: Apply psychological content and skills to professional work, exhibit self-regulation, refine project management skills, enhance team work ability, and develop life direction.

CO2: Describe the major concepts, language, and major theories of the discipline to account for psychological phenomena.

CO3: to read current literature related to a specific psychological topic and writes a paper discussing and evaluating this research.

CO4: Be able to design, conduct, and evaluate research that addresses psychological questions.

CO5: Demonstrate effective written and oral skills in various formats and for various purposes.

**A. OUTLINE OF THE COURSE**

Unit No.	Title Of The Unit	Time Required For The Unit (Hours)
1.	<b>Introduction to Community Psychology</b>	8
2.	<b>Core Values in Community Psychology</b>	6
3.	<b>Communities as Setting for Health Promotion</b>	6
4.	<b>Interventions for Community Development</b>	6
5.	<b>Interventions for Community Empowerment</b>	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Introduction to Community Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Definition of community psychology; types of communities – locality based and relational; models: ecological level analysis of community, conceptual level model.</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Core Values in Community Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths, Community functions – learning, socialization, and supportive functions.</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Communities as Setting for Health Promotion</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Need and process of community organization and building for health promotion Programmeme, Community Programmeme for child and maternal health, for physical challenged and old age in the Indian context.</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Interventions for Community Development</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Concept and practices for community development, Case studies of community intervention Programmemes by the governmental and nongovernmental organizations in Indian context such as, rural panchayat Programmemes, children’s education, citizen right, self-help group, social accounting</li> </ul>

	<ul style="list-style-type: none"> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Interventions for Community Empowerment</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Concept and practices for community empowerment</li> <li>• Project should be prepared for community empowerment</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No.	Reference Book	Author	Edition	Publication
1	Empowerment Evaluation	Fetterman, D.M., Kaftarian, S.J. & Wandersman, A	1996	Sage Publication.
2	Community Psychology: Linking Individuals and Communities	Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H.		Wadsworth Cengage Learning.
3	An introduction to community health	McKenzie, J. F. Pinger, R. R. & Kotecki, J. E.	2005	Jones and Bartlett Publishers.

**COURSE OUTCOMES**

Students will be able to:

CO1: Differentiate between four kinds of research methods, surveys, field research, experiments and secondary data analysis.

CO2: Understand why different topics are better suited to different research approaches.

CO3: Develop an understanding of philosophical foundations of research, various element of research design and methods and tool for data collection and analysis.

CO4: Carry out independent research pertaining to any specific issue.

CO5: Design a research, justifying use of various methods / tool to carry out the same.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1	Research Design	7
2	Social Research	8
3	Techniques of Data Collection	8
4	Statistical Analysis and Use of Computer in Social Research	8
5	Research Method	8

**B. DETAILED SYLLABUS**

Unit	Contents
1.	<b>Research Design</b>
	<ul style="list-style-type: none"> <li>• Meaning, Characteristics, Types and Need of Research Design, Hypothesis (Meaning, Characteristics and Types)</li> </ul>
2.	<b>Social Research</b>
	<ul style="list-style-type: none"> <li>• Definition, Nature and Purpose,</li> <li>• Steps in Social Research;</li> <li>• Problem of Objectivity and Subjectivity in Social Research.</li> </ul>
3.	<b>Techniques of Data Collection</b>
	<ul style="list-style-type: none"> <li>• Types of Data,</li> <li>• Techniques- Observation,</li> <li>• Interview, &amp; Questionnaire,</li> <li>• Schedule and Case Study.</li> </ul>
4.	<b>Statistical Analysis and Use of Computer in Social Research</b>
	<ul style="list-style-type: none"> <li>• Classification and Tabulation of Data,</li> <li>• Measures of Central Tendency: Mean, Median and Mode,</li> <li>• Use of Computers in Social Research</li> </ul>
5.	<b>Research Method</b>
	<ul style="list-style-type: none"> <li>• Research Designs, Social Survey,</li> <li>• Hypothesis- Types &amp; Significance,</li> <li>• Sampling and Sampling Procedure.</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S.No	ReferenceBook	Author	Edition	Publication
1	Sociological Research Methods	Martin Bulmer	1996	Routledge
2	Research Methodology : Methods And Techniques	C.R. Kothari	2019	New Age International Publishers

**COURSE OUTCOMES**

Students will be able to:

CO1: acquaint students with the work of significant Prose and Fiction writers and selected texts from the genre.

CO2: Understand the basics features and writing style of the age and writers prescribed.

CO3: Identify, analyze, interpret and describe the critical ideas, values and themes

CO4: evaluate critical and theoretical approaches towards the texts.

CO5: Interpret and appreciate of selected texts from the genre of Prose and fiction

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Charles Dickens	7
2.	George Eliot	6
3.	George Orwell	6
4.	Essays	6
5.	Short Stories	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Charles Dickens</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Oliver Twist</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>George Eliot</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Mayor of Casterbridge</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>George Orwell</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Animal Farm</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Essays</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• George Bernard Shaw : Freedom</li> <li>• John Barth : The Literature of Exhaustion</li> <li>• A Vindication of the Rights of Woman (Chapters I &amp; II)</li> <li>• Conclusion of the Unit</li> </ul>



<b>5.</b>	<b>Short Stories</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Joseph Conrad : The Secret Sharer</li> <li>• Gabriel Garcia Marquez : A Very Old Man with Enormous wings</li> <li>• Katherine Mansfield- An Ideal Family</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Edition	Publication
1.	George Orwell : A humanist perspective	Adibur Rehman	2000	Atlantic
2.	The Arnold Anthology of Post-colonial Literatures.	John Thieme	1996	Arnold

**COURSE OUTCOMES:**

Students will be able to:

CO1: Analyze and think critically about the concept of public finance and its role in the economy

CO2: Analyze the public expenditure and its cannons

CO3: Evaluate the various issues related to Indian Public Finance

CO4: Analyze the theory of public debt and fiscal policy

CO5: Evaluate the various issues related to public expenditure and Tax Revenues.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Public Finance - Introduction	8
2	Public Expenditure	7
3	Issues related to Indian Public Finance	7
4	Public Debt and Fiscal Policy	7
5	Issues Related to Public Expenditure and Tax revenues	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Public Finance - Introduction</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Nature and Scope of Public Finance</li> <li>• Role of Government in the economy,</li> <li>• Wagner's Law, Optimal Budgeting</li> <li>• Principles of Maximum Social Advantage</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Public Expenditure</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Public Expenditure- Cannons of Public Expenditure,</li> <li>• Peacock Wiseman Hypothesis.</li> <li>• Theory of social Goods-Indivisibility of consumption Impossibility of exclusion and essentiality and Least Aggregate Sacrifice</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Issues related to Indian Public Finance</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Impact, Incidence and Shifting of taxation under Monopoly</li> <li>• Perfect Competition</li> <li>• Direct versus Indirect taxes an elementary approach.</li> </ul>

	<ul style="list-style-type: none"> <li>• Effects of taxation on Production, Growth and Distribution</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Public Debt and Fiscal Policy</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Theory of Public Debt. Economic effects of Public debt, Debt Burden.</li> <li>• Fiscal Policy: meaning, objectives and its role as compensatory and anti-inflationary policy.</li> <li>• Concept of Balanced Budget Multiplier</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Issues Related to Public Expenditure and Tax revenues</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Economic and Classification Functional on budget of Government of India.</li> <li>• Major trends in public Expenditure, Tax Revenue and Non-Tax revenue of the central Government,</li> <li>• Deficit Financing Concepts of Budget Deficits. Trends in Internal and External debt of India</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author
1.	Theory of Public finance	R.A. Musgrave
2.	Public Finance	S. Ganguli
3.	Public Finance in Theory and Practice	R.A. Musgrave and P. Musgrave

**COURSE OUTCOMES**

Student will be able to:

CO1: To develop an understanding of processes involved in learning and cognition.

CO2: Describe the major concepts, language, and major theories of the discipline to account for psychological phenomena.

CO3: Explain the major perspectives of psychology (e.g., biological, cognitive, behavioral, sociocultural, etc.)

CO4: Be able to design, conduct, and evaluate research that address psychological questions.

CO5: to articulate the basic principles, major theories, and research concerning learning and cognition.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	<b>Introduction to Cognitive Psychology</b>	8
2.	<b>Attention and Consciousness</b>	6
3.	<b>Memory Processes-I</b>	6
4.	<b>Memory Processes-II</b>	6
5.	<b>Reasoning and Decision Making</b>	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Introduction to Cognitive Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Nature, History, and Methods in Cognitive Psychology, Approaches-Experimental Cognitive Psychology, Cognitive Neuroscience and Cognitive neuropsychology, Paradigms of Cognitive Psychology: Information-Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Attention and Consciousness</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Types: Selective Attention, Divided Attention and Sustained Attention, Theories: Early and Late Selection, Capacity and Mental Effort Models, Consciousness: Nature, Types and Functions</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Memory Processes-I</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Encoding, Storage and retrieval, Metaphors of Memory: Sensory, Short-term and Long-term, Working Memory, and Mnemonics.</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Memory Processes-II</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Everyday Memory: Autobiographical Memory, Eyewitness Memory and Prospective Memory.</li> <li>• Conclusion of the Unit</li> </ul>

<b>5.</b>	<b>Reasoning and Decision Making</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Types of Reasoning: Inductive and Deductive, Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models, Heuristics and Biases in Decision Making ('Cognitive Illusions'): Availability, Representativeness, Framing Effect and Hindsight Bias</li> <li>• Conclusion of the Unit</li> </ul>

**C. RECOMMENDED STUDY MATERIAL:**

Sr. No.	Reference Book	Author	Edition	Publication
1	Cognitive psychology: In and out of the laboratory	Galotti, K. M.	2008	Wadsworth, Cengage Learning
2	Cognitive Psychology: Connecting Mind, Research, and Everyday Experience	Goldstein, E.B, Belmont, CA	2014	Wadsworth Cengage.
3	Fundamentals of cognitive psychology	Hunt, R. R., & Ellis, H. C.	2004	Tata McGraw-Hill.

**COURSE OUTCOMES**

Students will be able to:

CO1: Explain Nature, Scope and subject matter of social psychology, relationship with other social sciences

CO2: Describe personality meaning and types.

CO3: Understand definitions, formation and changes in attitude

CO4: Explain Public opinion and mean of public opinion

CO5: Describe, Crowd and deference between group and crowd

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1	Nature of Social Psychology Nature	7
2	Group Behavior Social Group	8
3	Personality and Social System Personality –	8
4	Personality and Social System Personality	8
5	Leadership	8

**B. DETAILED SYLLABUS**

Unit	Contents
1.	<b>Nature of Social Psychology Nature</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Subject matter and Scope of Social Psychology.</li> <li>• Methods of studying of Social Psychology and its importance.</li> <li>• Relationship of Social Psychology with Sociology and Psychology</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Group Behavior Social Group</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Characteristics,</li> <li>• importance and types – Primary and Secondary and In-group and out-group – Definition,</li> <li>• Characteristics and classifications of Crowd, Audience, Mob, Public Opinion, Prejudice, Rumour, Characteristics, types and functions</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Personality and Social System Personality –</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning and types,</li> <li>• Factors affecting personality – Biological,</li> <li>• Psychological and Social – Personality traits,</li> <li>• Freudian theory of Personality</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Personality and Social System Personality</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning and types,</li> <li>• Factors affecting personality – Biological,</li> <li>• Psychological and Social – Personality traits,</li> <li>• Freudian theory of Personality</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Leadership</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning,</li> <li>• Characteristics,</li> <li>• Classification and types,</li> <li>• Functions of leadership</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S.No	ReferenceBook	Author	Edition	Publication
1	APA Handbook of Personality and Social Psychology	Mario Mikulincer	2015	
2	Social Psychology	Elliot Aronson	2020	Pearson

**COURSE OUTCOMES**

Students will be able to:

CO1: Develop a comprehensive understanding of the theories and practice of language use.

CO2: Demonstrate advanced critical thinking skills, inclusive of information literacy.

CO3: Communicate to diverse audiences in a variety of contexts and genres.

CO4: Prepare for a wide range of writing-related careers or graduate

CO5: Have the ability to use, analyze, and learn communication technologies.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	<b>Drama : A Brief Introduction to the Literary Form</b>	7
2.	<b>William Shakespeare: Comedy</b>	6
3.	<b>Christopher Marlowe</b>	6
4.	<b>Thomas Dekker</b>	6
5.	<b>William Shakespeare: Tragedy</b>	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Drama : A Brief Introduction to the Literary Form</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Elements of Drama</li> <li>• Tragedy</li> <li>• Comedy</li> <li>• Tragicomedy</li> <li>• Heroic Comedy</li> <li>• Revenge Tragedy</li> <li>• Melodrama</li> <li>• Farce</li> <li>• Masque</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>William Shakespeare: Comedy</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Twelfth Night</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Christopher Marlowe</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Edward II</li> <li>• Conclusion of the Unit</li> </ul>



<b>4.</b>	<b>Thomas Dekker</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Shoemaker's Holiday</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>William Shakespeare : Tragedy</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Macbeth</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Edition	Publication
1.	A history of English Literature	Edward Albert , James Alfred Stone	1979	Harrap
2.	The Cambridge Companion to Shakespeare	Stanley W. Wells &Margreta De Grazia	2001	Cambridge
3.	A Study Guide for Elizabethan Drama	Gale	2016	Cengage learning

**COURSE OUTCOMES**

Student will be able to:

CO1: Students identify and critically evaluate psychological research methods.

CO2: Students analyze empirical data.

CO3: Students identify and critically evaluate psychological research methods.

CO4: Students assess the significance and importance of research reports.

CO5: Students communicate clearly and effectively in a written format.

**LIST OF ACTIVITIES**

<b>Sr. No.</b>	<b>Details of Practical</b>
<b>1.</b>	<b>Activity No. 1: Person Perception</b>
<b>2.</b>	<b>Activity No. 2: Attribution Style</b>
<b>3.</b>	<b>Activity No. 3: Attitude</b>
<b>4.</b>	<b>Activity No. 4: Sociometry</b>
<b>5.</b>	<b>Activity No. 5: Social Distance</b>
<b>6.</b>	<b>Activity No. 6: Social Adjustment Inventory</b>
<b>7.</b>	<b>Activity No. 7: Emotional Intelligence Scale</b>
<b>8.</b>	<b>Activity No. 8: Organization of Data &amp; Graphical Presentation of Data</b>

**COURSE OUTCOMES:**

Students will be able to:

CO1: Explain the development and rise of Delhi sultanate.

CO2: Identify the extent and location of the sultanate

CO3: Analyze the role of Tughlaqs in expansion

CO4: Enlist the names of different rulers in chronological manner.

CO5: State the various social, political and economic aspects of the sultanate period.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Sources	6
2.	Establishment	8
3.	Expansion of sultanate under khiljis	8
4.	Expansion under Tughlaqs	7
5.	Rise of Provincial kingdoms	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Sources</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Sources for the study of the Delhi Sultanate with special reference to Zia-ud-din Barni and IbnBhatuta.</li> <li>• Turkish Invasion and Rajput resistance-Mahmud Ghazni and Mohammad Ghori.</li> <li>• Reasons for the success of the Turks and its impact</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Establishment</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Establishment of Delhi Sultanate and consolidation – Qutub-ud-din Aibik, Iltutmish and his successors.</li> <li>• Turk-i-chahilghani, RaziaBalban and his role in consolidation</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Expansion of Sultanate under Khiljis</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Khilji Imperialism</li> <li>• Economic and Administrative Policies of AllauddinKhilji</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Expansion under Tughlaqs</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Ghias-ud-din Tughlaq, Mohammad Bin Tughlaq and his schemes.</li> <li>• FirozTughlaq: Agrarian reforms and public works</li> <li>• Conclusion of the Unit</li> </ul>
5	<b>Rise of provincial Kingdoms</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Vijaynagar and Bahamani Kingdom and causes of their decline.</li> <li>• Sayyid and Lodi Dynasties.</li> <li>• Decline of the Delhi Sultanate.</li> <li>• Social and economic condition during Sultanate period.</li> <li>• Development of Architecture and Literature</li> <li>• Conclusion of the Unit</li> </ul>
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### C .RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Edition	Publication
1.	Medieval India, From Sultanate to the Mughals, Delhi	Satish Chandra	1997	HarAnand Publications
2.	Madhya Kalin Bharat (750-1540 A.B.) Part I	H.C. Verma	1983	Harishchandra Verma
3.	History & Culture of Indian People	Bhartiya Vidya Bhawan Series	2019	Bharatiya Vidya Bhavan

**COURSE OUTCOMES**

Students will be able to:

CO1: Analyze and think critically about basic econometric concepts and techniques.

CO2: Classify the various concepts of statistical concepts of hypothesis testing, estimation

CO3: Evaluate the diagnostic testing of simple and multiple regression models.

CO4: Determine the income and employment state in the country

CO5: Evaluate the consequences of and tests for violation of classical assumptions of regression model

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Simple Linear Regression Model	7
2	Multiple Linear Regression Model	7
3	Heteroscedasticity	7
4	Autocorrelation	7
5	Multicollinearity	8

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Simple Linear Regression Model</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Scope and Methodology of Econometrics, types and sources of data Assumptions for estimation</li> <li>• Simple Linear Regression Model- OLS</li> <li>• Estimation properties of OLS Regression line, properties of OLS Estimators</li> <li>• Statistical inference of SLRM, goodness of fit</li> <li>• Analysis of Variance on regression</li> <li>• Regression without intercepts term- hypothesis testing and goodness of fit</li> <li>• Reverse regression, outliers</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Multiple Linear Regression Model</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Definition, specifications and assumptions,</li> <li>• OLS estimation, properties of OLS Estimators</li> <li>• Goodness of fit,</li> <li>• Inferences in MLRM-</li> <li>• Testing the significance of individual regression coefficients</li> <li>• Testing the overall significance of regression</li> <li>• Testing relevance of an additional explanatory variable</li> <li>• Testing validity of linear equality restriction</li> <li>• Conclusion &amp; Real Life Application</li> </ul>
3	<b>Heteroscedasticity</b>

	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Definition, sources and consequences, methods of detection- Graphical,</li> <li>• Breusch-Pagan-Godfrey test, Glejser test</li> <li>• Goldfeld-Quandt test</li> <li>• White's test, remedial measures- Based on idea about form of heteroscedasticity</li> <li>• Generalised Least Squares</li> <li>• Weighted Least Squares</li> <li>• Heteroscedasticity-Consistent Estimator, general measures</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Autocorrelation</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Definition, sources and consequences,</li> <li>• specification of Autocorrelation relationship</li> <li>• Tests for Autocorrelation- Graphical</li> <li>• Durbin-Watson test Theil-Nagar correction to Durbin-Watson d-statistic</li> <li>• Durbin's h-test</li> <li>• Breusch-Godfrey Lagrange Multiplier test, remedial measures- When value of <math>\rho</math> is known and when value of <math>\rho</math> is not known</li> <li>• Heteroscedasticity and Autocorrelation Consistent Standard Errors</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Multicollinearity</b>
	<ul style="list-style-type: none"> <li>• Introduction of Unit</li> <li>• Definition, sources and consequences(absence of multicollinearity, perfect multicollinearity and imperfect multicollinearity)</li> <li>• Tests for Multicollinearit</li> <li>• Correlation Analysis, Klein's rule of thumb</li> <li>• Variance-Inflation Factor, Tolerance, Condition Number, remedial measures- Increasing sample size</li> <li>• Transformation of variables, using extraneous estimate, dropping variables, other method</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Publication
1.	Principles of Economics	Stiglitz, J.E. and C.E. Walsh	Oxford Univ. Press
2.	Modern Microeconomics	Koutsoyiannis, A	MacMillan Press
3.	Principles of Econometrics- A Modern Approach using EViews,	Bhaumik, S.K	Oxford Univ. Press

**COURSE OUTCOMES**

Students would be able to:

CO1: Demonstrate depth of understanding, observing complexity, improve insight and develop independent thought and persuasiveness.

CO2: Determine the main ideas of the text by using key details and compare & contrast the most important points with the help of their perspective.

CO3: Practice the qualities of writing style by applying the concepts of sentence conciseness, accuracy, readability, coherence and by avoiding wordiness or ambiguity.

CO4: Distinguish words and phrases as per their intonation patterns and interpret the audios based on different situations

CO5: Demonstrate the understanding of impactful conversational skills, presentation skills & telephonic conversation by considering the need of the audience.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Intrapersonal/Interpersonal Skills	8
2	Reading Skills	2
3	Writing Skills	4
4	Listening Skills	2
5.	Speaking Skills	8

**B. DETAILED SYLLABUS**

LIST OF LABS	
1.	Self – Awareness & Self-Introduction
2.	Goal Setting: Ambition induced, interest induced or environment conditioned
3.	Cultivating Conversational Skills
4.	Role Plays : Selection of varied plots, characters & settings
5.	Reading skills I: Newspaper Reading & General Article Reading
6.	Writing Skills I: Story Making by jumbled words
7.	Understanding and Applying Vocabulary
8.	Listening Skills I: Types and practice by analyzing situational listening
9.	Speaking Skills I: JAM
10.	PowerPoint Presentation Skills-I
11.	Telephonic Etiquettes and Communication
12.	Recognizing, understanding and applying communication style (Verbal/Non-Verbal)

**COURSE OUTCOMES**

Students would be able to:

CO1: Understand the concepts of hardware and software components of computers.

CO2: Acquire the knowledge of basics of computer and data representation.

CO3: Create ms-word document and use of different key in that document.

CO4: Understand the use of mathematical tool and hyperlink.

CO5: Create a mail id and write an e-mail.

**LIST OF EXPERIMENTS:**

1	Prepare a document about any tourist destination of your choice with appropriate pictures and editing features.
2	Prepare a News Paper Layout. Insert appropriate pictures wherever necessary. Use the following Features: Three Column and Four Column setting Set One or Two Advertisements. Use Bullets and Numbering
3	Create a Document consisting of Bio-data. It includes A table giving your qualification and/or experience of work. Table should be Bordered and Shaded. A Multilevel list giving your areas of interest and further areas of interest. The subareas should be numbered as „a“, „b“, etc. while the areas should be numbered as „1“, „2“, etc. The information should be divided in “General” and “Academic” sections. The header should contain “BIO-DATA” while the footer should have page numbers in the format Page 1 of 10. Assign a password for the document to protect it from unauthorized access.
4	Assume that you are coordinating a seminar in your organization. Write a letter to 10 different IT companies asking them to participate in the seminar using mail merge facility.
5	Prepare a document which contains template of marks card of students. Assume that there are 10 students. The footer for the document should be, Poornima University Jaipur
6	Prepare a document about any topic In mathematics which uses mathematical symbols. (At least 5 mathematical symbols should be used). Assign a password for the document to protect it from unauthorized access. Demonstrate the use of Hyperlink Option. Sets margins to your document, a font of size and double spaced document.
7	Open a new workbook, save it as JavaCoffeeBar.xls. In sheet1 write following sales data for Java Coffee bar to show their First 6 months sales. Select cell B4:D4 and change the horizontal alignment to center and text to 90 degree. All titles should be in bold Format all cells numbers to currency style and adjust width as necessary. Add border to data. Select the cell range A1:H1, merge and center these cells. Apply same format to A2:H2. Give border, shading and pattern to data in sheet Apply different font settings for all titles in sheet Apply green color and bold setting to sales above 10000 (use conditional formatting) Rename current worksheet as First Half Sales
8	Prepare a worksheet to maintain student information. The work sheet should contain Roll Number, Name and marks in 5 subjects. (Max Marks is 100). Validate the marks. Calculate the total marks. Assign the grade according to the following. Poornima University, Jaipur Assign grade „A“ if the total marks is above 450.



	From 401 to 449 assign the grade as “B”. From 351 to 400 assign the Grade as C. From 300 to 350 the grade to be assigned is „D”. For the total marks less than 300 No grade is assigned. A student eligible to get a grade only when he gets 40 and above in all the subjects. In such cases the grade is “FAIL”. (Assume that there are 10 students).
9	Prepare a pay-bill using a worksheet. The work sheet should contain Employee Id, Name, Designation, Experience and Basic Salary and Job ID. If Job Id is 1 then DA is 40% of the basic salary. HRA is Rs. 4500. If Job Id is 2 then DA is 35% of the basic salary. HRA is Rs. 3500. If Job Id is 3 then DA is 30% of the basic salary. HRA is Rs. 2500. If Job Id is 4 then DA is 25% of the basic salary and HRA is Rs. 2500. For all the other Job ids DA is 20% of the basic salary and HRA is Rs. 1500. For all the above Job ids PF to be deducted is 4%. For the job ids between 1-4 Rs. 100 to be deducted as Professional Tax. Find the net pay.
10	For the above employee worksheet perform the following operations 1. Use filter to display the details of employees whose salary is greater than 10,000. 2. Sort the employees on the basis of their net pay 3. Use advance filter to display the details of employees whose designation is “Programmer” and Net Pay is greater than 20,000 with experience greater than 2 yrs.
11	Using Excel project the Product sales for any five products for five years. Compute the total sales of each product in the five years. Compute the total sales of all the products in five year. Compute the total sales of all products for each year. Represent annual sale of all the products using Pie-Chart. Represent annual sales of all products using Bar Chart. Represent sale of a product for five years using Pie-Chart. Label and format the graphs
12	Assume that you are going to give a presentation about Information Technology. (Choose some latest technologies). The presentation should have minimum 10 slides. Insert appropriate images wherever necessary. Use proper formatting. Diagrams and tables. Show the usage of action buttons, hyperlinks, and animations.

**OVERVIEW AND OBJECTIVES** The objective of Discipline and TEP is to provide students with the opportunities to enhance job-fetching skills and at the same time to cultivate the student's personal interests and hobbies while maintaining the good disciplinary environment in the University.

TEP is integrated into the curriculum for holistic development of students through active participation in various activities falling in Technical and non-technical categories.

Discipline and Talent Enrichment Programme (TEP) shall be evaluated irrespective of period/time allocation (as in the case of Extra Curricular activity) in the teaching scheme as a 1 credit course. The record related to discipline, related activities are maintained for each student, and they shall be evaluated for the same. It shall be counted in calculation of SGPA but it is not a backlog subject. However, the attendance of these classes shall be recorded and accounted in the total attendance.

**COURSE OUTCOMES**

Students will be able to:

CO1: Understand how ideas and historical events and processes are reciprocal

CO2: Develop a good idea of history of the twentieth century world

CO3: Evaluate how the modern world has shaped up

CO4: Contemplate how these ideas informed politics and economics of various nations

CO5: Understanding the developments that led to the Second World War

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	1919: A New World Order	8
2.	Rise of Totalitarianism	8
3	Anti-Imperialist Movements between the Great Wars	7
4.	Crisis on Capitalism	9
5.	Quest for Security and Road to Second World War	8

**B .DETAILED SYLLABUS**

Unit	Unit Details
1	<b>1919: A New World Order</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Formation of the League of Nations: Organizations, Achievements &amp; Failures</li> <li>• Formation of ICJ &amp; ILO</li> <li>• New Imperialism: Mandate System</li> <li>• Democracies between the wars</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Rise of Totalitarianism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Failure of Weimar Republic &amp; Rise of Nazism in Germany</li> <li>• Factors leading to Growth of Fascism in Italy and concept of corporate state</li> <li>• Rise of Totalitarianism in Russia &amp; Stalin</li> <li>• Rise of Militarism in Japan</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Anti Imperialist Movements between the Great Wars</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Arab uprisings</li> <li>• Nationalist Movement in China: Role of Dr. Sun Yat-Sen</li> <li>• Anti Imperialist Movement in Indo-China</li> <li>• Anti Imperialist Movement in Egypt</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Crisis on Capitalism</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Rise and Role of trusts in USA</li> <li>• The progressive Movement &amp; Trust Busting in USA</li> <li>• Crisis on Capitalism : 1929</li> <li>• F.D Roosevelt &amp; Policy of New Deal</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Quest for Security and Road to Second World War</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• French search for security</li> <li>• International Issues leading to Second World War</li> <li>• Formation of U.N.O its Organization</li> <li>• A New Bi-Polar world</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr .No	Reference Book	Author	Edition	Publication
1.	From Dawn to Decandence 500 years of western Cultural life : 1500- present	Barzun Jacques	2001	Harper Collins
2.	International Relations between two World Wars (1919-1939)	Car, E.H	1948	Macmillan and Co
3.	The European revolutions of 1848	Cayley, E.S	Vol I and II	Cambridge university press
4.	The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830	Crawley C.W	1965	Cambridge University Press

**COURSE OUTCOMES**

Students will be able to:

CO1: Introduce the students to the Greek political tradition, specifically to the ideas of Plato and Aristotle.

CO2. Explain the ideas of medieval and early modern political thinkers like St. Augustine and Machiavelli.

CO3. Familiarize the students with the exponents of the Social Contract Theory- Hobbes, Locke and Rousseau.

CO4: Help the students to develop and elaborate understanding of Marxian political thought

CO5: Introduce the concept of such thinkers and to the contributions.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Plato	8
2.	Aristotle	7
3.	Machiavelli & Hobbes	7
4.	Locke & Rousseau	7
5.	Hegel & Green	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Plato</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Plato (Concept of Justice&amp; Ideal State, Views on Education, Communism of Wives and Property, Plato's second best state)</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Aristotle</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Aristotle (Criticism of Plato; Slavery, Citizenship, Concept of Best State; Theory of Revolution)</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Machiavelli &amp; Hobbes</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Niccollo Machiavelli (Human Nature, Political ideas : Monarchy; National sovereignty; Statecraft, Church vs. State, as a modern thinker)</li> <li>• Thomas Hobbes( Natural Laws, Social Contract , State)</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Locke &amp; Rousseau</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• John Locke (Ideas on Natural rights with reference to property, Social Contract, limited State, Theory of Consent)</li> <li>• Jean Jacques Rousseau (State of Nature, Social Contract, General Will)</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Hegel &amp; Green</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• George Wilhelm Fredrick Hegel (Dialectics &amp; Theory of State)</li> <li>• Thomas Hill Green (Theory of State, Resistance to State &amp; War)</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S. No.	Reference Book	Author	Edition	Publication
1.	Greek Political Theory: Plato and His Predecessors	E. Barker	London, 1947	Methuen
2.	Western Political Thought	Brian R. Nelson	Delhi, 2004.	Pearson,
3.	Political Thinkers	David Boucher and Paul Kelly	2003 Oxford	Oxford University Press,

**COURSE OUTCOMES**

Students will be able to:

CO1: Discuss the major issues of international relations and diplomacy affecting a region of the world today.

CO2: Apply the major theories of international relations to a regional case study.

CO3: Identify the major threats to world and regional peace emanating from the selected region.

CO4: Compare and contrast the use of diplomatic and military means in a hypothetical case.

CO5: Describe how policymaking involves several discreet steps in a process, from initial visibility and definition to enactment and implementation.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1.	Approaches	8
2.	Cold War	7
3.	Issues in International Politics	7
4.	Dialogue between Countries	7
5.	Associations of Cooperation	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>Approaches</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Approaches to International Politics- Idealism; Realism – Morgenthau; Neo-Realism- Kenneth Waltz;</li> <li>• Concepts - National Interest; Balance of Power;</li> <li>• Post-War International Developments- End of Colonialism, De-Europeanization of International Politics, Emergence of New States &amp; Democratization of the World</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Cold War</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Cold War &amp; Bipolarity; Arms Race and Disarmament; Collective Security</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Issues in International Politics</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Issues in International Politics- Arab- Israel Conflict; Oil Politics</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Dialogue between Countries</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Non-Alignment- Evolution and contemporary relevance;</li> <li>• New International Economic Order (NIEO); North – South Dialogue; South- South Dialogue</li> <li>• Conclusion of the Unit</li> </ul>
5	<b>Associations of Cooperation</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Associations of Regional Co-operation- ASEAN; SAARC; EU</li> <li>• Contemporary Global Concerns- Human Rights; Environment and Ecological concerns</li> <li>• Conclusion of the Unit</li> </ul>
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### C. RECOMMENDED STUDY MATERIAL

Sr. No.	Reference Book	Author	Edition	Publication
1.	The Analysis of International Relations	Deutsch, Karl. W	1989	Prentice Hall, New Delhi
2.	Approaches and Theories in International Relations	Taylor, Trevor (ed.)	1978	Longman, New York
3.	International Relations	Palmer and Perkins	2004	AITBS Publishers, Delhi
4.	The Clash of Civilizations and the Remaking of World Orde	Samuel P. Huntington	1996	Simon and Schuster, New York



**COURSE OUTCOMES**

Students will be able to:

CO1: Analyze and think critically about the historical and general overview of the Indian Economy.

CO2: Evaluate the role of agriculture in the Indian economy.

CO3: Evaluate the role of Industry and its Growth in the Indian economy.

CO4: Evaluate the role of International trade and its Growth in the Indian economy.

CO5: Analyze the objectives and achievements of planning in India.

**A OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Historical and General Overview	7
2	Agriculture	7
3	Industry	7
4	International Trade	7
5	Planning in India	8

**B. DETAILED SYLLABUS**

Unit	Unit details
1	<b>Historical and General Overview</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Basic Features and Present Position of Indian Economy , Natural Resources,</li> <li>• Population: Demographic Features and Major trends</li> <li>• Concept of Population Dividend, Population Policy</li> <li>• Human Resource Development. National Income in India: trends and composition</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Agriculture</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Agriculture: Role and Importance of Agriculture in the Indian Economy</li> <li>• Land Reforms, Growth of Modern Inputs: Irrigation, HYV, Fertilizers. Institutional Credit, Microfinance</li> <li>• Marketing of Agricultural Goods Support Price, Concept of Crop Insurance, Food Security</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Industry</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Industry: Role Strategy and Challenges</li> <li>• Growth of MSMEs, Public and Private Sector Industries</li> <li>• Industrial Finance, Industrial Policy of 1991 , New Policy Initiatives for Industrial Development. New Economic Policy and Disinvestment, Foreign direct investment, Services Sector in India: IT, Education and Health</li> <li>• Conclusion of the Unit</li> </ul>

<b>4</b>	<b>International Trade</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Foreign Trade: Size, Composition and Direction</li> <li>• Recent trends</li> <li>• Foreign Trade Policy</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Planning in India</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Planning in India: Objectives and Achievements</li> <li>• NITI Aayog, National Development Agenda</li> <li>• Problems of Poverty; Unemployment, Inflation And Regional Inequalities; Rural Development programmes and Policy; Sectoral Reforms in Infrastructure after 1991</li> <li>• Conclusion of the Unit</li> </ul>

**C. RECOMMENDED STUDY MATERIAL:**

Sr. No	Reference Book	Author	Publication
1.	Indian Economy	Rudra Datt and K.P.M Sundaram	S. Chand, New Delhi.
2.	Indian Economy	S.K. Mishra and V.K. Pure	Himalaya Publishing House, New Delhi
3.	Indian Economy Since Independence	Uma Kapila	Academic Foundations

**COURSE OUTCOMES**

Students will be able to:

CO1: Explain the historical trends in the discipline of psychology.

CO2: Describe the major empirical findings in psychology.

CO3: Be able to describe the basic characteristics of the science of psychology and explain different research methods used by psychologists.

CO4: Describe the ethical principles pertaining to all aspects of the science and practice of psychology.

CO5: To become familiar with the theories concerning human behavior in a social context.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Introduction to Social Psychology	8
2	Applications of Social Psychology	6
3	Social cognition and attitudes	6
4	Affective processes in social context	6
5.	Group Process and Collective behavior	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
<b>1.</b>	<b>Introduction to Social Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Definition and nature of social psychology, Brief history of social Psychology, Methods of social psychology: Quantitative and qualitative methods,</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Applications of Social Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Social cognition and attitudes</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Social cognition and information processing: Schemas, stereotypes and cognitive strategies, Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management, Attitudes: Nature and measurement, attitude change, Attribution: nature and applications</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Affective processes in social context</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion), Pro-social behavior, Aggression and social violence, Interpersonal attraction</li> </ul>

<b>5.</b>	<b>Group Processes and Collective behavior</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Group: Nature and group formation, Group and performance: Social facilitation, social loafing and social conformity, Leadership: Qualities of leaders, types of leadership</li> <li>• Democratic, autocratic, laissez-faire and nurturant task leader, Collective Behavior: Crowd</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No.	Reference Book	Author	Edition	Publication
1	Social Psychology	Baron, R. A., Byrne, D., & Bhardwaj, G	2010	Pearson , New Delhi
2	Social Psychology	Hogg, M. A., & Vaughan, G. M.	2005	Pearson , New Delhi
3	Social Psychology	Husain, A.	2012	Pearson , New Delhi
4	Social Psychology	Myers, D. G.	2008	Tata McGraw-Hill

**COURSE OUTCOME**

Students will be able to:

CO1: Elaborate on Caste, Minorities, and Problems in Modern India.

CO2: Elaborate social issues like gender discrimination, secularism and religious minorities.

CO3: Explain Women related issues like Dalit women and OBC and affirmative actions.

CO4: Describe social disorganization, corruptions, drug addiction etc.

CO5: Understand violence against caste, gender and minorities.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1	Evolution of Indian Society	7
2	Social Problem	8
3	Social Issues and Problems	8
4	Social Disorganization	8
5	Structural Issues	8

**B. DETAILED SYLLABUS**

Unit	Contents
<b>1.</b>	<b>Evolution of Indian Society</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Traditional bases of Indian Society</li> <li>• Unity and Diversity in India</li> <li>• India as a Pluralistic Society</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Social Problem</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning and Definition</li> <li>• Importance of the Study of Social Problems</li> <li>• Sociological Perspectives on Social Problem-Anomie (Durkheim)</li> <li>• Differential Association (Sutherland)</li> <li>• Labeling (Becker)</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Social Issues and Problems</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Gender Discrimination, Secularism and Religious Minorities</li> <li>• Problems of Dalit's Women and OBC and Affirmative Actions</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Social Disorganization</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Crime and Juvenile Delinquency</li> <li>• Corruption, Drug Addiction, &amp; Suicide, Prostitution and AIDS</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Structural Issues</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> </ul>

	<ul style="list-style-type: none"> <li>• Inequality of Caste</li> <li>• Class Gender and Ethnicity, Communalism</li> <li>• Problems of Minorities</li> <li>• Conclusion of the Unit</li> </ul>
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### C. RECOMMENDED STUDY MATERIAL

S.No	Reference Book	Author	Edition	Publication
1	Indian Society: Themes and Social Issues	Nadeem Hasnain	2021	McGraw Hill
2	Indian Society & Social Issues	Dhyeya IAS	2022	True Word Publications

**COURSE OUTCOMES**

Students will be able to:

CO1: To interpret and appreciate selected texts from the genre of poetry.

CO2: To understand the basic features of poetry and writing style of poets of different eras.

CO3: To identify, analyze, interpret and delineate critical ideas, values and themes.

CO4: To evaluate critical and theoretical approaches towards the texts.

CO5: To inculcate critical thinking and creativity in students.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Reference to the Context, Forms, genre and background to the age	8
2.	From Blake to Wordsworth	6
3.	From Byron to Shelley	6
4.	From Tennyson to Browning	6
5.	From Hopkins to Spender	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Reference to the Context, Forms, genre and background to the age</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Reference to the context from the prescribed poems, forms, genre and background to the age</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>From Blake to Wordsworth</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• William Blake: The Lamb; The Tyger; A Poison Tree</li> <li>• William Wordsworth: She Dwelt among the Untrodden Ways; The World is too Much with Us; Daffodils; Sonnet</li> <li>• Coleridge: Kubla Khan</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>From Byron to Shelley</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Byron: She Walks in Beauty; There is Pleasure in the Pathless Woods Feedback concept</li> <li>• Keats: On his First Looking into Chapman's Homer; To Autumn</li> <li>• Shelley: Ode to the West Wind</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>From Tennyson to Browning</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Tennyson: Ulysses, Tears, Idle Tears</li> <li>• Arnold: Dover Beach</li> <li>• Browning: My Last Duchess</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>From Hopkins to Spender</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• G. M. Hopkins: The Windhover; The Sea and the Skylark</li> <li>• T. S. Eliot: The Love Song of J. Alfred Prufrock</li> <li>• Yeats: When you are Old; A Prayer for My Daughter</li> <li>• Philip Larkin: Church Going</li> <li>• Spender: The Express</li> <li>• Conclusion of the Unit</li> </ul>

#### A. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Edition		Publication
1.	A History of English Literature	Albert, Edward	1979		Harrap
2.	A Glossary of Literary Terms	Abrams, M.H	Latest		Macmillian
3.	The Anatomy of Poetry	Boulton, Marjorie	Latest		
4.	History of English Literature	Legouis and Cazamian	Latest		Macmillian
5.	Elements of Poetry	Robert Scholes	1969		Oxford University Press



**COURSE OUTCOMES**

Students will be able to:

CO1: Analyze and explain the foreign trade of India and its growth.

CO2: Analyze the balance of trade and balance of payment position in India.

CO3: Evaluate the various factors problems and challenges of Indian Economy.

CO4: Evaluate the Inflation and Fiscal Policy in India.

CO5: Analyze the role of planning in India.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Foreign Trade and its Growth	7
2	Balance of Trade and Balance of Payment	7
3	Problems and Challenges of Indian Economy	7
4	Inflation and Fiscal Policy	7
5	Planning in India	8

**B. DETAILED SYLLABUS**

Unit	Unit details
1	<b>Foreign Trade and its Growth</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Foreign trade: Size, Composition and direction of India's exports and imports</li> <li>• Structural changes in India's exports: changes in commodity composition</li> <li>• Move towards value addition, moving away from traditional exports towards new manufactured products, Exports of services</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Balance of Trade and Balance of Payment</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Causes and measure to correct unfavorable balance of trade</li> <li>• Foreign trade policy. Trends of India's balance of payments</li> <li>• Current account and capital account. IMF and WTO</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Problems and Challenges of Indian Economy</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Problems and Challenges of Indian Economy</li> <li>• Unemployment and Poverty; concepts and measurement of unemployment, strategies and policy for employment generation</li> <li>• Magnitude and determinants of poverty in India: State level poverty ratios, anti-poverty programmes and role of MNREGA.</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Inflation and Fiscal Policy</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Inflation and Fiscal policy: trends in whole sale prices and consumer prices, fiscal reforms</li> <li>• FRBM Act, Fiscal deficit and worsening state finances</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Planning in India</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Planning in India: Objectives of planning.</li> <li>• Plan financing, developments strategy, review of economic progress under the plans.</li> <li>• Evolution of NITI Aayog. Critical appraisal of 12th five year plan</li> <li>• Conclusion of the Unit</li> </ul>

**C. RECOMMENDED STUDY MATERIAL:**

Sr. No	Reference Book	Author	Publication
1.	Indian Economy	Rudra Dutt and Sundaram	S. Chand
2.	Indian Economy	Uma Kapila	Academic Foundation
3.	Indian Economy	Mishra & Puri	Himalaya Publishing House

**COURSE OUTCOMES**

Students will be able to:

CO1: Enhance mental health and alleviate the symptoms of psychological ill-ease or mental illness, using mind-body-lifestyle interventions to cultivate a healthy, productive, flourishing life.

CO2: Explain the major perspectives of psychology (e.g., biological, cognitive, behavioral, and sociocultural, etc.)

CO3: Explain the historical trends in the discipline of psychology.

CO4: Describe the ethical principles pertaining to all aspects of the science and practice of psychology.

CO5: Design, conduct, and evaluate research that addresses psychological questions.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Introduction to Health Psychology	8
2	Stress and Coping	6
3	Promoting Healthy Behaviors-I	6
4	Promoting Healthy Behaviors-II	6
5.	Health promotion through Yoga	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Introduction to Health Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Emergence and development of the field, Concept of ‘health’ and Cross-cultural definitions of health (including Indian), Biomedical and Biopsychosocial models, Cultural approaches to medicines (especially with respect to Traditional Indian medicine: Ayurveda)</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Stress and Coping</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Theories of Stress (Cannon's fight-or-flight theory, Taylor et al.'s Tend-and- Befriend Theory, Selye's General Adaptation Syndrome, Lazarus’ Cognitive Appraisal Model), Physiology of stress, Types of psychological stressors, coping with stress and stress management (including biofeedback)</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Promoting Healthy Behaviors-I</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Determinants of health behaviors, Theories of health behaviors: Health Belief Model, Theory of Planned, Behavior, Self-Determination Theory,</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Promoting Healthy Behaviors-II</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Cognitive-Behavioral Approaches, Transtheoretical Model of Behavior Change, and other Current Trends, Using the mass media for health promotion</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Health promotion through Yoga</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Yoga intervention for lifestyle disorders, Research evidence on the impact of yoga intervention on lifestyle disorders.</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

<b>Sr. No.</b>	<b>Reference Book</b>	<b>Author</b>	<b>Edition</b>	<b>Publication</b>
1.	Health Psychology	Taylor, S.E.	2009	Tata McGraw-Hill
2.	Introduction to Health Psychology	Morrison, V., & Bennett, P	2009	Pearson Education Limited, New York
3.	Health Psychology: A Cultural Approach	Gurung, R. A. R.	2014	Wadsworth: Cengage learning
4.	New Directions in Health Psychology	Dalal, A. K., & Misra, G.	2012	Sage Publications

**COURSE OUTCOME**

Students will be able to:

CO1: Understand Gender and Women’s Studies as an academic field of study, be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character.

CO2: Recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class and sexuality

CO3: Analyze the ways in which societal institutions and power structures impact the material realities of women’s lives.

CO4: Demonstrate adequate skills in listening, speaking, and writing effectively, performing critical thinking and analysis, incorporating feminist theoretical perspectives in problem solving and research methodologies.

CO: Articulate connections between global, regional, and local issues, and their relationship to women’s experiences and to human rights, with an awareness of the importance of context.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1	Introduction to Women’s Studies Nature	7
2	Concepts and Theoretical Perspectives Social construction of Gender	8
3	Major Issues of Women in Contemporary India Issues Related to Female Children	8
4	Gender in Indian context Gender & Family- Gender Socialization	8
5	Emerging Concerns Gender Violence in Family	8

**B. DETAILED SYLLABUS**

Unit	Contents
<b>1.</b>	<b>Introduction to Women’s Studies Nature</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Scope and objectives of women’s studies in India.</li> <li>• National Committees and Commissions for women</li> <li>• Women’s movement in Post Independent India</li> <li>• Women’s Studies- An International perspective</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Concepts and Theoretical Perspectives Social construction of Gender</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Gender and Sex,</li> <li>• Gendering, Patriarchy Liberal feminism – Rationality</li> <li>• Freedom, Marxist feminism – production</li> <li>• reproduction, Class, Alienation, Radical Feminism-gender, patriarchy, reproductive Technology</li> <li>• Socialist feminism – Class and gender, Division of Labor, Exploitation</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Major Issues of Women in Contemporary India Issues Related to Female Children</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Female feticide, Female infanticide</li> <li>• Child marriage</li> <li>• Issues Related to Women</li> <li>• Dowry, Divorce, Widowhood, Commercial Sex Workers, Domestic violence, Problems of Elderly and Single Women</li> <li>• Issues Related to Marginalized Women</li> <li>• Problems of Dalit and Tribal Women</li> <li>• Devadasis-discrimination and exploitation in the name of tradition. Problems of Women prisoners</li> <li>• Women living with HIV/AIDS and women who are physically and mentally challenged</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Gender in Indian context Gender &amp; Family- Gender Socialization</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Gender Roles,</li> <li>• Gender Division of Labour Gender &amp; Economy- Feminization of Labour</li> <li>• Glass Ceiling</li> <li>• Women in Un-organized Sector</li> <li>• Challenges of Transgender</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Emerging Concerns Gender Violence in Family</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Workplace and Media</li> <li>• Human Trafficking</li> <li>• LGBT issues</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S.No	Reference Book	Author	Edition	Publication
1	Gender, School and Society	Girish Pachauri	2019	R.LALL
2	RC Gender and Society	P.Jain	2019	Narains

### **COURSE OUTCOMES**

Students will be able to:

CO1: Develop a comprehensive understanding of the theories and practice of language use.

CO2: Demonstrate advanced critical thinking skills, inclusive of information literacy.

CO3: Communicate to diverse audiences in a variety of contexts and genres.

CO4: Prepare for a wide range of writing-related careers or graduate

CO5: Have the ability to use, analyze, and learn communication technologies.

### **A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	<b>Vijay Tendulkar</b>	7
2.	<b>George Bernad Shaw</b>	6
3.	<b>Ibsen</b>	6
4.	<b>John Osborne</b>	6
5.	<b>Oliver Goldsmith</b>	6

### **B DETAILED SYLLABUS**

Unit	Unit Details
<b>1.</b>	<b>Vijay Tendulkar</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Silence! The Court is in Session</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>George Bernad Shaw</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Arms and the Man</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Ibsen</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Doll's House</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>John Osborne</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Look Back in Anger</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Oliver Goldsmith</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• She Stoops to Conquer</li> </ul>

- Conclusion of the Unit

**C. RECOMMENDED STUDY MATERIAL:**

Sr.No	Reference Book	Author	Edition	Publication
1.	The Cambridge Companion to English Restoration Theatre	Deborah Payne Fisk	2000	Cambridge University Press
2.	The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama London	Eric Bentley	1992	Penguin



**COURSE OUTCOMES**

Students will be able to:

CO1: Demonstrate knowledge of the major theoretical approaches and findings in psychology.

CO2: Know the research methods used in psychology, apply their knowledge in research design, and data analysis.

CO3: Critically assess information related to the study of behavior and mental processes, and use the critical assessment in forming conclusions and arguments.

CO4: Develop tolerance for ambiguity and opinions that differ from their own.

CO5: Use technology for studying concepts and conducting research.

**LIST OF ACTIVITIES**

<b>Sr. No.</b>	<b>Details of Practical</b>
<b>1.</b>	<b>Activity No. 1: Value</b>
<b>2.</b>	<b>Activity No. 2: Social Support Scale</b>
<b>3.</b>	<b>Activity No. 3: Social Adjustment Inventory</b>
<b>4.</b>	<b>Activity No. 4: Leadership</b>
<b>5.</b>	<b>Activity No. 5: Parent Child Relationship</b>
<b>6.</b>	<b>Activity No. 6: Stress Management</b>
<b>7.</b>	<b>Activity No. 7: Prejudices &amp; Stereotypes</b>
<b>8.</b>	<b>Activity No. 8: Forgiveness Test</b>

**COURSE OUTCOMES**

Students will be able to:

CO1: Discuss the advent of Europeans and their administration

CO2: Evaluate the Anglo-Mysore wars and Anglo-Sikh wars.

CO3: Realize the Permanent Revenue system and Lord Ripon’s Local Self Government.

CO4: Understand about the Socio-religious reform movements in 19th century

CO5: Evaluate the role of moderates and extremists in the freedom movement and recalling the major revolts that were led in the period.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	<b>Downfall of Mughals and Maratha Power</b>	8
2.	<b>Indian States</b>	7
3.	<b>Expansion of East India Company’s Rule</b>	7
4.	<b>Administration of East India Company</b>	7
5.	<b>Resistance to Colonial Power</b>	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
<b>1</b>	<b>Downfall of Mughals and Maratha Power</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Disintegration of Mughal Power: Main Political Trends</li> <li>• Expansion of Maratha Kingdom under Peshwas and Maratha confederacy</li> <li>• Administration and Socio- Economic condition under Marathas</li> <li>• Causes of the Downfall of Maratha power</li> <li>• Conclusion of the Unit</li> </ul>
<b>2</b>	<b>Indian States</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Rise of Punjab under Ranjit Singh: Conquests and Administration</li> <li>• Rise of Bengal and Awadh in the 18th Century</li> <li>• Rise of Hyderabad and Mysore in the 18th Century</li> <li>• Political conditions in South India: Cochin &amp; Travancore</li> <li>• Conclusion of the Unit</li> </ul>
<b>3</b>	<b>Expansion of East India Company’s Rule</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Arrival of European companies: Rivalry for Control</li> <li>• Ascendancy of English East India Company: Battle of Buxar and Plassey; Their effects</li> <li>• Territorial Expansion of east India Company 170- 1813 (From ring fence to Subordinate isolation)</li> <li>• Territorial Expansion of East India Company 1813-1856</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Administration of East India Company</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Economic Policies- Agriculture, Trade, Banking, Land revenue</li> <li>• Administrative Apparatus under East India Company</li> <li>• Theories of Cultural Ascendency: Utilitarianism, Evangelicals and White Men Burden Theory</li> <li>• Response of Indian Society and beginning of Cultural Resistance</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Resistance to Colonial Power</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Peasant Revolts in the 19th Century: Deccan, Indigo and Pabna</li> <li>• Tribal Revolts: Bhil, Kol, Santhal, Gond and others</li> <li>• First War of Independence: Causes, Nature</li> <li>• Main Leaders and People's resistance in 1857 and Geographical Areas</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL:

Sr. No	Reference Book	Author	Edition	Publication
1.	The New History of modern India (1707-1947)	A.C Banerjee	2016	Pearson
2.	Rise and Fall of Christian Power in India	B.D Basu	2019	Bloomsbury publishing
3.	A New look on Modern Indian History	B. L Grover	2018	S. Chand
4.	An illustrated History of Modern India 1600-1947	C.A Bayley	2012	Cambridge

### **COURSE OUTCOMES**

Students will be able to:

CO1: Analyze and think critically about basic econometric concepts and techniques.

CO2: Classify the various concepts of statistical concepts of hypothesis testing, estimation

CO3: Evaluate the diagnostic testing of simple and multiple regression models.

CO4: Determine the income and employment state in the country

CO5: Evaluate the consequences of and tests for violation of classical assumptions of regression model

### **A OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
<b>1</b>	<b>Dummy Variables</b>	<b>7</b>
<b>2</b>	<b>Distributed Lag Models</b>	<b>7</b>
<b>3</b>	<b>Panel Data Regression Models</b>	<b>7</b>
<b>4</b>	<b>Time Series Econometrics</b>	<b>7</b>
<b>5</b>	<b>Simultaneous Equations System</b>	<b>8</b>

### **B DETAILED SYLLABUS**

Unit	Unit Details
<b>1</b>	<b>Dummy Variables</b>
	<ul style="list-style-type: none"> <li>Introduction to the Unit</li> <li>Dummy Variables</li> <li>Definition, Simple Regression Model with Dummy variable, interaction dummy, comparing two regressions(Chow test),</li> <li>Models with Dummy Dependent Variable- Linear Probability</li> <li>Model, Logit Model, Probit Model, Comparison between Logit and Probit Models, problem of disproportionate sampling,</li> <li>Measuring goodness of fit- Effron's R<sup>2</sup> and McFadden's Pseudo R<sup>2</sup>, Examining the overall significance of regression</li> <li>Conclusion of the Unit</li> </ul>
<b>2</b>	<b>Distributed Lag Models</b>
	<ul style="list-style-type: none"> <li>Introduction to the Unit</li> <li>Distributed Lag Models</li> <li>Definition and Specification, Geometric Lag Approach,</li> <li>Estimation of Geometric Lag Model- The Koyck Method</li> <li>Adaptive Expectations Model</li> <li>Partial Adjustment Model</li> <li>Almon's Polynomial Lag Model.</li> <li>Conclusion of the Unit</li> </ul>
<b>3</b>	<b>Panel Data Regression Models</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Panel Data Regression Models</li> <li>• Definition, usefulness and types,</li> <li>• Panel Data Models- Constant Coefficients Model,</li> <li>• Fixed-Effects Model</li> <li>• Random Effects Model</li> <li>• The Hausman Test</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Time Series Econometrics</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Time Series Econometrics</li> <li>• Important concepts- stochastic process, stationary stochastic process, white noise stochastic process, random walk(with and without drift), unit root stochastic process,</li> <li>• Tests for stationarity- Graphical approach, Autocorrelation function and Correlogram, Unit root test, Dickey-Fuller test, Augmented Dickey-Fuller test, Phillips-Perron test, Sources of non-stationarity, limitations of unit root test,</li> <li>• Spurious regression problem. Cointegration and Error Correction Mechanism- Engle-Granger cointegration test and ECM, ARIMA Forecasting- Box-Jenkins Methodology,</li> <li>• Vector Autoregressive Model- Specification, estimation, forecasting, Vector Error Correction Model, merits and demerits of VAR Causality tests- Granger Causality test and Sims Causality test ARCH Model and GARCH model</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Simultaneous Equations System</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Simultaneous Equations System</li> <li>• Meaning, features and examples,</li> <li>• OLS estimation ignoring simultaneity,</li> <li>• Structural and reduced form equations,</li> <li>• Identification problem- Rules and application,</li> <li>• Estimation of Simultaneous Equations System</li> <li>• Indirect Least Squares and Two-Stage Least Squares.</li> <li>• Conclusion of the Unit</li> </ul>

### C RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Publication
1.	Principles of Economics	Stiglitz, J.E. and C.E. Walsh	Oxford Univ. Press
2.	Modern Microeconomics	Koutsoyiannis, A	MacMillan Press
3.	Principles of Econometrics- A Modern Approach using EViews	Bhaumik, S.K	Oxford Univ. Press

**COURSE OUTCOMES**

Students would be able to:

CO1: Demonstrate depth of understanding, observing complexity, improve insight and develop independent thought and persuasiveness.

CO2: Determine the main ideas of the text by using key details and compare & contrast the most important points with the help of their perspective.

CO3: Practice the qualities of writing style by applying the concepts of sentence conciseness, accuracy, readability, coherence and by avoiding wordiness or ambiguity.

CO4: Distinguish words and phrases as per their intonation patterns and interpret the audios based on different situations

CO5: Demonstrate the understanding of impactful conversational skills, presentation skills & telephonic conversation by considering the need of the audience

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Advanced Listening & Speaking Skills	12
2	Advanced Reading & Writing Skills	6
3	Art of Negotiation Skills	2
4	Email Etiquettes	2
5	Group Discussion	2

LIST OF LABS	
	Listening Skills II: Analysis of videos/audios by famous personalities
	Speaking Skills II: Extempore, Debate etc.
	Public Speaking: Key Concepts, Overcoming Stage Fear
	Story-Telling Skills: Techniques of Story Telling, Prompts for story creation
	Situational Conversational Skills
	PowerPoint Presentation Skills-II
	Reading Skills II: Technical Writings, Research Papers& Articles
	Writing Skills II: Blog Writing &Review Writing
	Picture Perception & Discussion
	Art of Negotiation: Identify the qualities of successful and unsuccessful negotiators. Identify different negotiation situations to practice during class.
	Email Etiquettes
	Group Discussion: Dos &Don'ts, Informal GD

**COURSE OUTCOMES:**

Students would be able to:

CO1: Understand the components on the motherboard.

CO2: Perform system administration tasks.

CO3: Understand different storage media and manage network connection.

CO4: Install, upgrade and configure operating system.

CO5: Understand system related problems and methods of troubleshooting.

**LIST OF EXPERIMENTS:**

1.	Study and identification of standard desktop personal computer.
2.	Understanding of Motherboard and its interfacing components
3.	Install and configure computer drivers and system components.
4.	Disk formatting, partitioning and Disk operating system commands
5.	Install, upgrade and configure Windows operating systems.
6.	Remote desktop connections and file sharing.
7.	Identify, install and manage network connections Configuring IP address and Domain name system
8.	Install, upgrade and configure Linux operating systems.
9.	Installation Antivirus and configure the antivirus.
10.	Installation of printer and scanner software.
11.	Disassembly and Reassembly of hardware.
12.	Troubleshooting and Managing System.

**OVERVIEW AND OBJECTIVES** The objective of Discipline and TEP is to provide students with the opportunities to enhance job-fetching skills and at the same time to cultivate the student's personal interests and hobbies while maintaining the good disciplinary environment in the University.

TEP is integrated into the curriculum for holistic development of students through active participation in various activities falling in Technical and non-technical categories.

Discipline and Talent Enrichment Programme (TEP) shall be evaluated irrespective of period/time allocation (as in the case of Extra Curricular activity) in the teaching scheme as 1 credit course. The record related to discipline, related activities are maintained for each student, and they shall be evaluated for the same. It shall be counted in calculation of SGPA but it is not a backlog subject. However, the attendance of these classes shall be recorded and accounted in the total attendance



**COURSE OUTCOMES**

The students will be able to:

CO1: Explain the rise of nationalism.

CO2: Identify the various phases of national movement.

CO3: Understand the Gandhian era.

CO4: Understand the circumstances of partition and independence.

CO5: Analyze the history of constitutional development in India.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	<b>First War of Independence and Rise of Mass Nationalism</b>	8
2.	<b>From Swadeshi to Home Rule</b>	7
3.	<b>Mass Movements of Congress &amp; Alternative Ideologies</b>	7
4.	<b>Rise of Peasant, Workers, Tribals's &amp; Linguistic Organizations</b>	7
5.	<b>Road to Partition &amp; Independence</b>	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>First War of Independence and Rise of Mass Nationalism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Circumstances leading to First War of Independence</li> <li>• Geographical area of great upsurge, Debates on 1857 and Impact on British Policies.</li> <li>• Theories pertaining to Nationalism &amp; Nation state</li> <li>• Factors leading to growth of Nationalism in India &amp; Social Background of Indian Nationalism.</li> <li>• Two ideas of Early Nationalist : Issue of Classes vs. Masses</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>From Swadeshi to Home Rule</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Idea of Swadeshi, Swadeshi Movement &amp; Congress Split at Surat &amp; British response to the Swadeshi Movement.</li> <li>• Idea &amp; formation of Muslim league: Demands and Early Programs</li> <li>• First World War: Lucknow Pact, Home Rule Movement</li> <li>• Entry of Gandhi: Regional Movements, Rowlatt Satyagrah, Khilafat Issue</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Mass Movements of Congress &amp; Alternative Ideologies</b>
	<ul style="list-style-type: none"> <li>• Non Cooperation, Regional variations and Swarajists</li> <li>• Revolutionary Movement, Trial of Bhagat Singh, Rise of leftist Ideology</li> <li>• Simon Commission, Nehru Report and Civil Disobedience Movement</li> <li>• Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement</li> </ul>

	<ul style="list-style-type: none"> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Rise of Peasant, Workers, Tribals &amp; Linguistic Organizations</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madanmohan Malviya &amp; Sahjanand Saraswati.</li> <li>• Rise of Industrial Worker Class, its issues and Formation of Trade Unions.</li> <li>• Colonial Policies &amp; Tribal Issues (1857- 1947)</li> <li>• Rise and Challenges of Linguistic Identities</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Road to Partition &amp; Independence</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Challenges of Communalism (1942- 1947)</li> <li>• Role of INA, INA Trials &amp; RIN Mutiny</li> <li>• Constitutional Formulas : Wavell Plan, Cripps and Cabinet Mission</li> <li>• Mountbatten plan, Circumstances leading to Partition &amp; Independence</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	Modern India 1885 n 1947	Sumit Sarkar	1983	Mac Millian
2.	From Rebellion to the Republic	R. Jeffery , J M Asseloss	2006	OUP
3.	Social History of Modern India	K.K Dutta	1975	OUP
4.	The politics of India since Independence	Paul Brass	2003	Cambridge University Press

**COURSE OUTCOMES**

**Students will be able to:**

CO1: Understand the basic concepts of Public Administration along with its founding principles and history.

CO2. Analyze the primary administrative theories and the basic principles of organization, which will help the students to develop a comprehensive understanding of the subjects.

CO3 learn about structure of organization and their intricacies.

CO4: understands the basics of personnel administration- both processes and institution

CO5: introduce the concept of development administration and to the contributions.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Approaches	8
2.	Relevance of Public Administration	7
3.	Thinkers	8
4.	Agencies of Administration	8
5.	Principles of Organization	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
<b>1.</b>	<b>Approaches</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning, Nature and Scope of Public Administration</li> <li>• Approaches to the study of Public Administration</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Relevance of Public Administration</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Public and Private Administration;</li> <li>• New Public Administration;</li> <li>• Importance and Relevance of Public Administration</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Thinkers</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Administrative Thinkers- Classical (W.Wilson, H.Fayol, Mooney, Fredrick Taylor, Mary .P. Follet, Ferrell Heddy)</li> <li>• Modern (Elton Mayo, Herbert Simon, Fredrick Riggs, Weidner)</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Agencies of Administration</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Structures of Organization – Line, Staff and Auxiliary;</li> <li>• Agencies of Administration- Public Corporations, Independent Regulatory Commissions</li> </ul>

	<ul style="list-style-type: none"> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Principles of Organization</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Principles of Organization- Hierarchy; Span of Control; Delegation; Coordination; Supervision; Unity of Command</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No.	Reference Book	Author	Edition	Publication
1.	Public Administration, Concepts and Theories (2nd Ed.)	RumkiBasu	1990	Sterling, New Delhi
3.	Issues and Concepts In Public Administration	S.R.Maheshwari	1991	Allied Publishers, New Delhi
4.	Classics of Public Administration	Jay. M. Shafritz. and Albert. C.Hyde	1980	The Dorsey Press, Chicago, Illinois

**COURSE OUTCOMES**

**Students will be able to:**

CO1: Demonstrate the advanced understanding of the discipline of political science, including familiarity with each of the four major Fields.

CO2: Think critically and analytically about government, political processes, and political theories, including the components of a good society

CO3: Describe theoretical approaches to understanding international cooperation. Outline the range of functions performed by various international organizations

CO4: Apply these theories to specific behaviors in the international system to evaluate their validity.

CO5: Explain how international law varies from national legal systems.

**A.OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	<b>Kinds of International Law</b>	7
2.	<b>Evolution</b>	9
3.	<b>Laws of Peace</b>	7
4.	<b>Laws of War</b>	9
5.	<b>Laws of War &amp; Neutrality</b>	9

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Kind of International Law</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning, Nature, Scope and Kinds of International Law;</li> <li>• Sources of International Law</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Evolution</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Evolution of International Law-New states, Codification of International Law and their role in International Law, Progressive development of International law.</li> <li>• International Transactions- Diplomatic Agents and Immunities with special reference to 1961 and 1962 convention.</li> <li>• Treaties</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Laws of Peace</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Laws of Peace- Nature of State; Rights and Duties of State; State Responsibility;</li> <li>• Recognition -Theories and Process of Recognition including Belligerency and Insurgency)</li> <li>• State Succession. Intervention- Problems of Nationality and Citizenship</li> </ul>

	<ul style="list-style-type: none"> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Laws of War</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Laws of War- Meaning, features and Declaration of War; Belligerents; Combatants and Non-Combatants</li> <li>• Effects of War Laws of Land Warfare; Laws of Maritime Warfare; Laws of Ariel Warfare</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Laws of War &amp; Neutrality</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Laws of the Sea and Sea-bed (Maritime Belt, Continental Shelf, Territorial Waters) Seabed Disputes Resolution, Piracy</li> <li>• Extradition, Laws of Neutrality-Concept; Rights and Duties of Neutrals; Right of Angary; Contrabands; Blockade; Unneutral Service</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No.	Reference Book	Author	Edition	Publication
1.	International Law	Malcolm N. Shaw	2008	Cambridge University Press
2.	International Law: Selected Documents	Barry E Carter, Allen S Weiner	2013	Wolters Kluwer Law & Business
3.	An Introduction to International Law	Joseph Gabriel Starke	1950	Butterworth

**COURSE OUTCOMES**

The students will be able to:

CO1: Analyze and think critically about various theories of international trade and gains from them.

CO2: Analyze the foreign exchange market and exchange rate determination.

CO3: Evaluate the current position of Balance of payments and its components.

CO4: Evaluate the roles and current positions of International Financial Institutions.

CO5: Apply the measures and theories of economic growth and development.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	International Trade - Introduction	8
2	Foreign Exchange Market and Exchange Rate	7
3	Balance of Payment	7
4	International Financial Institutions	7
5	Economic Growth and Development	7

**B. DETAILED SYLLABUS**

Unit	Unit details
1	<b>International Trade - Introduction</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Features of International Trade</li> <li>• Gains from Trade. Trade Theories: Adam Smith, Ricardo, Harberler, Mill and H O Theory (Elementary treatment).</li> <li>• Free Trade and Protection</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Foreign Exchange Market and Exchange Rate.</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Foreign Exchange Market – Features</li> <li>• Types of transactions, types of participants, Appreciation and depreciation of currency</li> <li>• Exchange Rate quotations, Bid &amp; Ask rates, Exchange rate determination</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Balance of Payment</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Balance of Trade and Balance of payment: Definition and Structure,</li> <li>• Components of BOP</li> <li>• Importance and Limitations of BOP</li> <li>• Conclusion of the Unit</li> </ul>

<b>4</b>	<b>International Financial Institutions</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• International Monetary Fund,</li> <li>• WTO -Scope and Impact</li> <li>• International Bank for Reconstruction and Development</li> <li>• Asian Development bank</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Economic Growth and Development</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Economic Growth and Development: Factors affecting Economic Growth, Measures of Development</li> <li>• Lewis Theory of Unlimited Supply of Labor, Balanced V/S Unbalanced Growth Model, HarrodDomer and solow Models</li> <li>• Concept of Poverty and Inequality</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Publication
1.	International Economics	B.O. Souderton & G.Reed	Palgrave Macmillan
2.	Economic decelpment	Michael P. Todaro	Macmillan
3.	Ecomimics of Development and Planning Theory	S.k. Misraand V.K Puri	Himalaya Publishing



**COURSE OUTCOMES**

Students will be able to:

CO1: Practice ethical & clinical behavior in all aspects of the science and practice of psychology.

CO2: Demonstrate effective written and oral skills in various formats and for various purposes.

CO3: Practice ethical behavior in all aspects of the science and practice of psychology.

CO4: Use critical thinking effectively in evaluating information quality, recognizing thinking fallacies, and making connections between observations, facts, and theories.

CO5: Apply psychological content and skills to professional work, exhibit self-regulation, refine project management skills, enhance team work ability, and develop life direction.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	<b>Introduction to Clinical Psychology</b>	8
2	<b>Clinical Assessment and Classification</b>	6
3	<b>Anxiety and Obsessive-Compulsive Disorders</b>	6
4	<b>Trauma &amp; Stressor-related, Dissociative and Personality Disorders-I</b>	6
5.	<b>Trauma &amp; Stressor-related, Dissociative and Personality Disorders-II</b>	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Introduction to Clinical Psychology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Definition of Clinical Psychology, Historical development of Clinical Psychology in (with special reference to India), Ethics of the profession, Concept of Abnormal behavior.</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Clinical Assessment and Classification</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination – MSE and Case History Interview), Observation, Psychological testing, neuropsychological testing, Classification and Diagnosis: Classification models: DSM V (latest) and ICD (latest)</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Anxiety and Obsessive-Compulsive Disorders</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Clinical Picture and Etiology Generalized Anxiety Disorder, Specific Phobia and Social Anxiety Disorder (Social Phobia), Panic Disorder, Obsessive-Compulsive disorder</li> <li>• Conclusion of the Unit</li> </ul>
4.	<b>Trauma &amp; Stressor-related, Dissociative and Personality Disorders-I</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> </ul>

	<ul style="list-style-type: none"> <li>• Clinical Picture and Etiology, Adjustment Disorder, Post-Traumatic Stress Disorder</li> <li>• Conclusion of the Unit</li> </ul>
5.	<b>Trauma &amp; Stressor-related, Dissociative and Personality Disorders-II</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Dissociative Identity Disorder, Personality Disorders (Clusters A, B and C): Only Clinical Picture</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL:

Sr. No.	Reference Book	Author	Edition	Publication
1	Logotherapy and the Vedantic view of life and mental well-being	Beg, M. A., & Beg, S.	1996	Journal des Viktor-Frankl-Instituts, 1, 97-112
2	Abnormal Psychology	Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B	2017	New Delhi: Pearson
3	Introduction to clinical psychology	Hecker, J. E., & Thorpe, G. L.	2005	Pearson Education
4	Psychology of humanity and spirituality	Husain, A., Beg, M. A., & Dwivedi, C. B.	2013	Research India Press

**COURSE OUTCOME**

Students will be able to:

CO1: Understand of founding father of sociology like Auguste Comte and his different contributions on thoughts like law of three stages, social statics, social dynamics, cybernetic hierarchy of sciences, positivism.

CO2: Understand Herbert Spencer different contributions on sociological thought like biological Analogy, Evolutionism, social types, simple and compound, militant and industrial, non-intervention and survival of fittest

CO3: Understand Karl Marx contributions infrastructure and superstructure, historical materialism, class conflict, alienation

CO4: Learn about Emile Durkheim different thoughts on sociology like social fact, division of labour, elementary forms of religious life and subside

CO5: Understand Max Weber's social action, ideal types, protestant ethics and the spirit of capitalism, power and authority for the development of sociology as an independent science

**A. OUTLINE OF THE COURSE**

Sr.No.	Title of the Unit	Time Required for the Unit (Hours)
1	Conflict	7
2	Inter-Actionalism	8
3	Social Change and Development	8
4	Development Programs in India	8
5	Theories of Social Change	8

**B. DETAILED SYLLABUS**

Unit	Contents
1.	<b>Conflict</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Marx's concept of Dialectical Historical Materialism</li> <li>• Class &amp; Class Conflict</li> <li>• Coser's Approach to Social Conflict</li> <li>• Positivism: Comte's Law of three stages</li> <li>• Social Static &amp; Dynamics, Evolutionism- Spencer's Evolutionary Approach</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Inter-Actionalism</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Weber's Interpretative Sociology</li> <li>• Types of Social Action, G.H. Mead's Concept of Self &amp; Society</li> <li>• Functionalism: Durkheim's Concept of Social Fact</li> <li>• Division of labour in Society</li> <li>• Radcliffe Brown's Structural-Functional Approach</li> <li>• Conclusion of the Unit</li> </ul>

<b>3.</b>	<b>Social Change and Development</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Trends and Processes of Change- Sanskritisation, Westernisation, Modernisation and Secularisation</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Development Programs in India</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Development Program in India,</li> <li>• The Five-Year Plans, Community Development Program,</li> <li>• Panchayati Raj,</li> <li>• Impact of new Panchayati Raj on Women Empowerment</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Theories of Social Change</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Linear (Spencer),</li> <li>• Cyclical (Pareto),</li> <li>• Fluctuation (Sorokin),</li> <li>• Conflict Theory (Marx)</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S.No	ReferenceBook	Author	Edition	Publication
1	Critical Social Theory: Culture, Society and Critique	Tim Dant	2003	SAGE
2	Sociological Theory	George Ritzer	2016	McGrawHill

### COURSE OUTCOMES

The Students will be able:

CO1: Acquaint students with the work of significant Prose and Fiction writers and selected texts from the genre.

CO2: Understand the basics features and writing style of the age and writers prescribed.

CO3: Identify, analyze, interpret and describe the critical ideas, values and themes

CO4: Evaluate critical and theoretical approaches towards the texts.

CO5: Interpret and appreciate of selected texts from the genre of Prose and fiction

### A. OUTLINE OF THE COURSE

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Jane Austen	7
2.	Raja Rao	6
3.	Chinua Achebe	6
4.	Essays	6
5.	Short Stories	6

### B. DETAILED SYLLABUS

Unit	Unit Details
<b>1.</b>	<b>Jane Austen</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Pride and Prejudice</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Raja Rao</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Kanthapura</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Chinua Achebe</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Things Fall Apart</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Essays</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Rabindranath Tagore : The Religion of The Forest</li> <li>• George Eliot : Silly Novels of Lady Novelists</li> <li>• Charles Lamb : ‘Chimney sweeper’, ‘Dream Children’</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Short Stories</b>
	<ul style="list-style-type: none"> <li>• Introduction to Unit</li> <li>• Alice Munro – Red Dress</li> </ul>

	<ul style="list-style-type: none"> <li>• Alice Munroe - The Photographer</li> <li>• Gita Hariharan : The Remains of the Feast</li> <li>• Conclusion of the Unit</li> </ul>
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### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Edition	Publication
1.	Critical response to Indian Fiction in English	A.N Prasad	2005	Atlantic
2.	Chinua Achebe: A study of his novels	S.A Khayoom	1990	Atlantic
3.	Mosaics: An Anthology of Canadian Literature	Russell Bennett, Donna Brown	1976	Mainspring Publishers

**COURSE OUTCOMES**

The students will be able to:

CO1: Explain the meaning of statistics and demonstrate the basic terminologies used.

CO2: Analyze the measures of central tendency and dispersion.

CO3: Apply the various methods of correlation, regression, least square to find out solution to the problems.

CO4: Evaluate the various types of probabilities and their calculations.

CO5: Apply the various tools of testing hypothesis.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Introduction to Statistical Methods	8
2	Measure of Central Tendency and Dispersion	7
3	Correlation, Regression and Other Methods	7
4	Probability	7
5	Testing of Hypothesis	7

**B. DETAILED SYLLABUS**

Unit	Unit details
1	<b>Introduction to Statistical Methods</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Statistics- Nature and Use, Methods of Data collection and tabulation</li> <li>• Census and Sample survey</li> <li>• Sampling and Non sampling Errors</li> <li>• Diagrammatic and Graphical representation of date</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Measure of Central Tendency and Dispersion</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Measure of Central Tendency: Arithmetic Mean, Median, Mode. Geometric mean, Harmonic Mean,</li> <li>• Concept and Measure of Dispersion,</li> <li>• Skewness and Kurtosis</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Correlation, Regression and Other Methods</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Simple Correlation; Karl Pearson and Rank Correlation, Regression analysis, Fitting of linear regression lines using Least Square Method, Analysis of Time Series, Components, Determination of trend by straight line trend equation,</li> <li>• Index numbers: Laspayer's, Pasche's. Fisher's Ideal Index Number, Splicing Deflating Interpolation (Binomial Expansion and Newton's Method)</li> <li>• Association of Attributes</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Probability</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Elementary Probability Theory</li> <li>• Binomial, Poisson and Distribution</li> <li>• Numerical</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Testing of Hypothesis</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Testing of Hypothesis: Concepts of Degree of Freedom</li> <li>• Level of Significance, critical Region</li> <li>• Type I AND II Error, Standard error, t Test</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Publication
1.	Elementary Mathematics for use in Economics	B.C. Mehta and G.M.K. Madnani	Laxmi Agarwal, Agra.
2.	Fundamentals of Applied Statistics	S.C. Gupta and V.K. Kapoor	S Chand and sons. New Delhi.
3.	Mathematics and Statistics for Economics	G.S. Monga	Vikas Publishing House, New Delhi.



**COURSE OUTCOMES****Students will be able to:**

CO1: Demonstrate effective written and oral skills in various formats and for various purposes.

CO2: Practice ethical behavior in all aspects of the science and practice of psychology.

CO3: Use critical thinking effectively in evaluating information quality, recognizing thinking fallacies, and making connections between observations, facts, and theories.

CO4: Apply psychological content and skills to professional work, exhibit self-regulation, refine project management skills, enhance team work ability, and develop life direction.

CO5: Design, conduct, and evaluate research that addresses psychological questions.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Introduction of Mental Health	8
2	Mental Health Issues	6
3	The Invisible Monsters: Anxiety, Depression and Suicide	6
4	Reaching Out and Providing Initial Help	6
5.	Counseling, Therapy, Guidance, Mentoring, Peer mentoring: Concept and Skills	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Introduction of Mental Health</b>
	<ul style="list-style-type: none"> <li>Introduction to the Unit</li> <li>Concept of mental health, Issues of mental health in India and the globe: Some common conditions and their epidemiology, Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness,</li> <li>Conclusion of the Unit</li> </ul>
2	<b>Mental Health Issues</b>
	<ul style="list-style-type: none"> <li>Introduction to the Unit</li> <li>Mental Health issues in adolescence and young adults: Bullying, academic grades, body image, relational issues with parents and friends/romantic partners, sexual orientation.</li> <li>Conclusion of the Unit</li> </ul>
3.	<b>The Invisible Monsters: Anxiety, Depression and Suicide</b>
	<ul style="list-style-type: none"> <li>Introduction to the Unit</li> <li>Anxiety: Signs and Symptoms, Depression: Signs and Symptoms, Causes, Suicide: Preventative treatment measures, becoming gatekeepers of suicide.</li> <li>Conclusion of the Unit</li> </ul>

4.	<b>Reaching Out and Providing Initial Help</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Recognizing the signs that someone may need support, Knowing what to do and what not to do when a person reaches out for help, Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help.</li> <li>• Conclusion of the Unit</li> </ul>
5.	<b>Counseling, Therapy, Guidance, Mentoring, Peer mentoring: Concept and Skills</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Counseling, therapy, guidance, mentoring, peer mentoring: concept and skills,</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL:

S.No.	Reference Book	Author	Edition	Publication
1	Abnormal Psychology.	Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B	2017	New Delhi: Pearson
2	Psychological First Aid: Guide for Field Workers	Snider, Leslie and WHO	2011	
3	Pocketbook of Mental Health	Muir-Cochrane, E., Barkway, P. & Nizette, D	2018	3rd Edition Elsevier

**COURSE OUTCOME**

Students will be able to:

CO1: Understand of founding father of sociology like Auguste Comte and his different contributions on thoughts like law of three stages, social statics, social dynamics, cybernetic hierarchy of sciences, positivism.

CO2: Understand Herbert Spencer different contributions on sociological thought like biological Analogy, Evolutionism, social types, simple and compound, militant and industrial, non-intervention and survival of fittest.

CO3: Understand Karl Marx contributions infrastructure and superstructure, historical materialism, class conflict, alienation.

CO4: Learn about Emile Durkheim different thoughts on sociology like social fact, division of labour, elementary forms of religious life and subside.

CO5: Understand Max Weber’s social action, ideal types, protestant ethics and the spirit of capitalism, power and authority for the development of sociology as an independent science.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1	Development of Sociological Theory Social Philosophy and Sociology	7
2	Pioneers in Sociological Theory Auguste Comte- Positivism	8
3	Development of Academic Sociology	8
4	Materialistic Interpretation of Society Karl Marx	8
5	Theories and perspectives Push and Pull model	8

**B. DETAILED SYLLABUS**

Unit	Contents
1.	<b>Development of Sociological Theory Social Philosophy and Sociology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Philosophy of Social Science-Rationalism and Idealism,</li> <li>• Intellectual and Socio-Political background of the emergence of Sociological Theory,</li> <li>• Science Modernity and Sociology</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Pioneers in Sociological Theory Auguste Comte- Positivism</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Law of three stages,</li> <li>• Hierarchy of sciences,</li> <li>• Social statics and social dynamics.</li> <li>• Herbert Spencer: Theory of Evolution,</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Darwinism, Organic Analogy</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Development of Academic Sociology</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Sociology as study of Social fact,</li> <li>• Division of labour, Social Solidarity,</li> <li>• Theory of Suicide.</li> <li>• Max Weber: Social Action, Ideal types, Power and Authority,</li> <li>• Protestant Ethics and Sprit of Capitalism</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Materialistic Interpretation of Society Karl Marx</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Dialectical Materialism,</li> <li>• Historical materialism,</li> <li>• Economic determinism,</li> <li>• Class and class struggle</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Theories and perspectives Push and Pull model</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Everett S Lee,</li> <li>• Laws of migration – Ernst Georg G Ravenstein,</li> <li>• Network theory, Transnationalism</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S.No	Reference Book	Author	Edition	Publication
1	Of Critical Theory and Its Theorists	Stephen Eric Bronner	2002	Routledge
2	Critical Social Theory	Craig Browne	2016	SAGE

**COURSE OUTCOMES**

Student will be able to:

CO1: Interpret and appreciate selected texts from the genre of poetry

CO2: Understand the basic features of poetry and writing style of poets of different eras.

CO3: Identify, analyze, interpret and delineate critical ideas, values and themes.

CO4: Evaluate critical and theoretical approaches towards the texts.

CO5: Inculcate critical thinking and creativity in students.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	Reference to the context Forms, genre and background to the age	8
2.	Kabir to Kolatkar	6
3.	Daya to Ezekiel	6
4.	Whitman to Angelou	6
5.	Atwood to Soyinka	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Reference to the context Forms, genre and background to the age</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Reference to the context from the prescribed poems, forms, genre and background to the age</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Kabir to Kolatkar</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Kabir: It is Needless to Ask a Saint the Caste to which he Belongs (from Kabir by VinayDharwadker, Penguin Classics)</li> <li>• Rabindranath Tagore – Where the Mind is without Fear</li> <li>• Aurbindo: Tiger and the Deer</li> <li>• A.K.Ramanujan: A River</li> <li>• ArunKolatkar: Heart of Ruin</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Daya to Ezekiel</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• DayaPawar: Oh Great Poet</li> <li>• Kamla Das: The Dance of the Eunuchs; My Grandmother’s House</li> <li>• Nissim Ezekiel : Enterprise; The Night of the Scorpion</li> <li>• Conclusion of the Unit</li> </ul>

<b>4.</b>	<b>Whitman to Angelou</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Whitman: O Captain! My Captain!; Crossing Brooklyn Ferry</li> <li>• Frost: Stopping by Woods on a Snowy Evening; Mending Wall; The Road not Taken</li> <li>• Emily Dickinson: Because I could Not Stop for Death; I Heard a fly Buzz; In a Library; A Bird Came down the Walk</li> <li>• Sylvia Plath: A Life; Barren Women</li> <li>• Maya Angelou: And Still I Rise; Caged Bird</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Atwood to Soyinka</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Atwood: This is a Photograph of Me</li> <li>• Sujata Bhatt: Search for My Tongue</li> <li>• Wole Soyinka: Telephone Conversation</li> <li>• Conclusion of the Unit</li> </ul>

**C. RECOMMENDED STUDY MATERIAL:**

Sr. No.	Reference Book	Author	Edition	Publication
1	The Anatomy of Poetry	Marjorie Boulton	1990	Cambridge Univeristy press
2	An Introduction to the Study of Literature	Hudson	2007	Penguin
3	Elements of Poetry	Robert Scholes	1969	Oxford University Press
4	Texts and their Worlds	Kurian, Anna	2005	Foundation

**COURSE OUTCOMES**

Students will be able to:

CO1: To give practical experiences to students in regard to some of the psychological concepts and principles.

CO2: To enable the students to apply scientific method for the solution of psychological problems in psychological laboratory. CO3: To give students living experience in regard in the conducting of psychological experiences in their class room situation in future.

CO4: To apply the knowledge of various psychological experiments and tests in school situations.

CO5: To apply the psychological tests in during research work.

**LIST OF ACTIVITIES**

<b>Sr. No.</b>	<b>Details of Practical</b>
<b>1.</b>	<b>Activity No. 1: Sentence Completion Test</b>
<b>2.</b>	<b>Activity No. 2: 16 Personality Factors</b>
<b>3.</b>	<b>Activity No. 3: Locus of Control</b>
<b>4.</b>	<b>Activity No. 4: DAQ Dysfunctional Analysis</b>
<b>5.</b>	<b>Activity No. 5: Family Environment Scale</b>
<b>6.</b>	<b>Activity No. 6: 8 SQ</b>
<b>7.</b>	<b>Activity No. 7: Measurement of Stress</b>
<b>8.</b>	<b>Activity No. 8: Ways of Coping</b>

**COURSE OUTCOMES**

The students will be able to:

CO1: Understand the Impact of Colonialism and National Movement in India.

CO2: Comprehending the creation and consolidation of Indian Constitution and India as a Nation.

CO3: Studying the political developments in India since independence.

CO4: Evaluating Socio Economic development since Independence.

CO5: Compare India and the world after its colonization.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	<b>The Impact of Colonialism and National Movement</b>	8
2.	<b>Indian Constitution and Consolidation as a Nation</b>	7
3.	<b>Political Developments in India Since Independence</b>	7
4.	<b>Socio Economic Development Since Independence</b>	7
5.	<b>India and the World</b>	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
1	<b>The Impact of Colonialism and National Movement</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Impact of Colonialism on Political, Social, Economic System and Cultural Values.</li> <li>• National Movements after Independence : Its significance, Value and Legacy</li> <li>• Partition and Independence of India : Role of Congress &amp; Communists.</li> <li>• Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu &amp; Kashmir</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Indian Constitution and Consolidation as a Nation</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Definition of Bharat (India) as 'ShaswatRashtra' and Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Role of Dr. B.R. Ambedkar, Indian constitution - Basic Features and Institutions.</li> <li>• The Linguistic Reorganization of the States, Regionalism and Regional inequality</li> <li>• India's Relations with Neighboring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar.</li> <li>• Evolution and development of Parliamentary Democracy</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Political Developments in India Since Independence</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu &amp; Kashmir, the Punjab crisis.</li> <li>• Development of Science, Technology and Modern Education System &amp; Policies.</li> <li>• Industrial Policy; Emergence of Public Sector Enterprises</li> </ul>



	<ul style="list-style-type: none"> <li>• Social Justice; Law &amp; Politics for the upliftment of the weaker sections and tribal issues</li> <li>• Conclusion of the Unit</li> </ul>
<b>4</b>	<b>Socio Economic Development Since Independence</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Indian Economic development - industrialization, liberalization and globalization.</li> <li>• Land Reforms : Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution and Agrarian Struggles Since Independence</li> <li>• Significance of political &amp; social movements, Women Empowerment and the question of Peasant rights Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>India and the World</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• India's Foreign Policy in the Nehru (1947-1964) &amp; post Nehru (1964-2000) period, challenges and responses.</li> <li>• Issue of Non-Alignment movement after the end of the Cold War.</li> <li>• Emergence of Terrorism, Issues and Challenges</li> <li>• India's Role in the Contemporary World</li> <li>• Conclusion of the Unit</li> </ul>

### C .RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	Shorter Constitution of India	Basu, D.D.	1991	LexiNexis
2.	Outline History of the World	Davies, H.A.	2007	Read Books
3.	A History of Modern World	Palmer, R.A. and Cotton Joel,	2015	FingerPrint

**COURSE OUTCOMES:**

Students will be able to:

CO1: Analyze and explain the Importance of Health, Economics and its growth.

CO2: Analyze the balance of demand and supply position in India.

CO3: Evaluate the various factors problems and challenges of Indian Economy.

CO4: Evaluate the Production and costs of market in India.

CO5: Analyze the role of planning in India.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Introduction to Health Economics	7
2	Demand and Supply of Health Care	7
3	Production & Costs of Health	7
4	Economic Evaluation in Health Care	7
5	Health Insurance and Health Care	8

**B. DETAILED SYLLABUS**

Unit	Unit details
1	<b>Introduction to Health Economics</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Health economics: Importance and growth, Production and allocative efficiency, distribution, and the production possibilities curve,</li> <li>• Health care as an economic good, Wants demand and needs,</li> <li>• Production of health and health care, Deciding who gets what in health care, Public health and economic growth.</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>Demand and Supply of HealthCare</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Factors affecting demand for medical care(economic and non economic),</li> <li>• Consumer choice theory: preferences and utility, budget constraints and maximization,</li> <li>• Demand functions: Estimating demand functions, price and income elasticity of demand, Modeling choices about health : consumption of health and health care, investment in health care, predictions of the Grossman model,</li> <li>• Asymmetry of information and imperfect agency, Aggregate demand for health care, Firms , markets and industries in the health care sector of the economy Structure, conduct and performance in the health care industry ,</li> <li>• Profit maximization models: Perfect competition, monopoly, monopolistic competition, oligopoly, Game theory, Goals other than profit maximization: Growth maximization, Behavioral theories of the firm, Utility maximization.</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Production &amp; Costs of Market</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Theory of production: Production function, isoquants, marginal products, substitutability between inputs, production frontier,</li> <li>• Multi product firms, Returns to scale, additivity and fixed factors, Costs: costs and productivity, cost functions, economies of scale, short run cost functions, economies of scope, Using perfectly competitive markets to allocate resources: equilibrium in competitive markets, efficiency of competitive markets,</li> <li>• Market failure in health care: externalities, market power, public goods, information imperfections,</li> <li>• Government intervention in health care: direct government involvement in the finance and provision of health care, taxes &amp; subsidies, regulations, provision of information, theory of second best, Government failure.</li> <li>• Conclusion of the Unit</li> </ul>
<b>3</b>	<b>• Economic Evaluation in Health Care</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The economic foundations of economic evaluation : cost benefit analysis and cost effectiveness analysis, Economic evaluation applied to health care programmes,</li> <li>• Equity in economic analysis, Economic evaluation methods: estimating costs, measurement of health gain, discounting, modeling based economic evaluation,</li> <li>• The use of economic evaluation in decision making,</li> <li>• Welfarist and non welfarist foundations in economic analysis: welfare economics, the Pareto principle, social welfare functions, the application of welfare economics, non welfarism, link between welfarism and non welfarism.</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Health Care &amp; Insurance</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Uncertainty in health care, Attitude to Risk,</li> <li>• Demand for and supply of health insurance,</li> <li>• The market for health insurance, Health insurance market failures, Integration between Third – Party payers and health care providers,</li> <li>• Options for health care financing, Equity in finance of health care, Equity in distribution</li> <li>• Conclusion of the Unit</li> </ul>

### C RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Publication
1.	Economic Analysis in Health Care	Stephen Morris, Nancy Devlin, David Parkin	John Wiley & Sons
2.	Health Economics.	Palgrave MacMillan	Jay Bhattacharya
3.	The Economics of Health and Health Care	Folland, Goodmand, and Stano (FSG	5th Edition. Pearson Prentice Hall Press

**COURSE OUTCOMES**

Students would be able to:

CO1: Compare the professional and personal approach towards any task and demonstrate their understanding by displaying professional attitude in the assigned tasks.

CO2: Recognize, explain, and use the formal elements of specific genres of organizational communication: reports, proposals, memorandums, web pages, wikis, blogs, business letters, and promotional documents etc...

CO3: Prepare and deliver a clear and fluent demonstrative, informative, and persuasive presentation and enlarge their vocabulary by keeping a vocabulary journal.

CO4: Demonstrate preparedness for any type of interview from classic one-on-one interview to panel interviews, Phone/Skype interviews, Behavioral/Situational etc. along with sharpening the ability to critically analyze a given piece of information and collectively work in a group to arrive at a solution or develop a perspective.

CO5: Understand negotiation and time management to identify steps for proper negotiation preparation & learn bargaining techniques and strategies of inventing options for mutual gain and move negotiations from bargaining to closing.

UNIT NO.	UNIT NAME	HOURS
1	Professional Attitude & Approach	6
2	Professional Writing-I	8
3	Presentation Skills: Structure Study	2
4	Interview Skills & Group Discussion	4
5	Negotiation Skills & Time Management	4

**LIST OF LABS**

1.	Professional & Ethical Approaches : Degree of adherence, Business world & meeting deadlines
2.	Job Hunting and Networking: Skill Branding & Usage of Online Platforms
3.	Trust Building & Cultural Etiquettes
4.	Professional Writing-I: Direct-Indirect approaches to Business Writing-Five main stages of writing Business Messages.
5.	Professional Email Writing
6.	Resume Building-I: Difference between C.V. & Resume, formats, points to cover, practice sessions
7.	E-Learning & E-Content Development-I
8.	Presentation Skills: format & structure of presentations, using tools & techniques
9.	Job Interviews I: Preparation and Presentation
10.	Advanced Group Discussion – I
11.	Negotiation Skills & and Conflict Resolution-I
12.	Professional Code of Ethics & Effective Time Management

**COURSE OUTCOMES:**

Students would be able to:

CO1: Develop advanced and lifelong learning skills.

CO2: Extend the boundaries of knowledge through research and development.

CO3: Write formatted report for explaining the work during industrial training and describing the experience.

CO4: Understand basis of professional practice, administrative functions and company culture.

CO5: Develop greater clarity about academic & career goals and explore options in career plans.

**A. OUTLINE OF THE COURSE**

1	At the end of the Fourth Semester each student would undergo Industrial Training in an Industry/ Professional Organization / Research Laboratory with the prior approval of the Head of Department and Training & Placement Officer for two months.
2	Students shall be required to submit log book and certificate from the organization and power point presentation based on the training.
3	Students shall be required to submit a written typed report and power point presentation based on the training.
4	Students shall be required to give the presentations in the allotted period about the training attended after 4th Semester.
5	The evaluation shall be done as per continuous evaluation process during V <sup>th</sup> semester by the respective department and the marks/result shall be notified accordingly. A department specific panel comprising of <b>HOD/Sr. Faculty/ Project Coordinators</b> shall judge each individual student for the above-mentioned work. The departmental panel shall display the proper schedule for the class/ one to one interaction/presentation for all the students.

**OVERVIEW AND OBJECTIVES** The objective of Discipline and TEP is to provide students with the opportunities to enhance job-fetching skills and at the same time to cultivate the student's personal interests and hobbies while maintaining the good disciplinary environment in the University.

TEP is integrated into the curriculum for holistic development of students through active participation in various activities falling in Technical and non-technical categories.

Discipline and Talent Enrichment Programme (TEP) shall be evaluated irrespective of period/time allocation (as in the case of Extra Curricular activity) in the teaching scheme as 1 credit course. The record related to discipline, related activities are maintained for each student, and they shall be evaluated for the same. It shall be counted in calculation of SGPA but it is not a backlog subject. However, the attendance of these classes shall be recorded and accounted in the total attendance.

**COURSE OUTCOMES**

CO1: Learn about the historiographical trends, interpretation of the historical sources of ancient India

CO2: Acquaint oneself with the pre-history and proto historical period

CO3: Acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India

CO4: Understanding the period and formation of Mahajanapadas

CO5: TracE the history of Guptas

**A.OUTLINE OF THE COURSE**

UNIT NO.	TITLE OF THE UNIT	TIME REQUIRED FOR THE UNIT (HOURS)
1.	Source	8
2.	Pre-History And Proto-History	8
3.	Vedic Period Migrations And Settlements	9
4.	Period of Mahajanapadas	7
5.	Imperial Guptas	8

**B. DETAILED SYLLABUS**

Unit	Unit Details
1.	<b>Sources</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Archaeological Sources Exploration, excavation epigraphy, numismatics, monuments</li> <li>• Literary Sources Indigenous: Primary and Secondary – Problems of dating, myths, legends, poetry, scientific literature, literature in regional languages, religious literature.</li> <li>• Foreign accounts : Greek, Chinese and Arab writers</li> <li>• Conclusion of the Unit</li> </ul>
2.	<b>Pre-History And Proto-History</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Man and Environment – geographical factors, Hunting and gathering (Paleolithic and Mesolithic);</li> <li>• Beginning of agriculture (Neolithic and Chalcolithic).</li> <li>• Indus Valley Civilization– origin, date, extent, characteristics, decline, survival and significance. Iron age; Second urbanization</li> <li>• Conclusion of the Unit</li> </ul>
3.	<b>Vedic Period Migrations And Settlements</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Dating the Vedic, literary and archaeological evidences</li> <li>• Evolution of social and political institutions;</li> <li>• Religious and philosophical ideas, rituals and practices</li> </ul>

	<ul style="list-style-type: none"> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Period Of Mahajanapadas</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Formation of States (Mahajanapadas);</li> <li>• Republics and Monarchies rise of urban centres; trade routes;</li> <li>• Economic growth; introduction of coinage;</li> <li>• Spread of Jainism and Buddhism;</li> <li>• Rise of Magadha and Nandas. Iranian and Macedonian Invasion</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Imperial Guptas</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Sources</li> <li>• Imperial Guptas and their Contemporaries.</li> <li>• Gupta Administration</li> <li>• Gupta Art, Architecture, Religion. Literature and development of Science and Technology</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL:

Sr.No	Reference Book	Author	Edition	Publication
1.	The Archaeology of India	Agarwal, D.P	1985	Select Book Service
2.	The History and Culture of Indian People Vol. II: The Age of Imperial unity	Majumdar, R.C. and Pusalkar, A.D (edited)	2001	Bharatiya Vidya Bhavan
3	Prehistory and Prohistory of India and Pakistan	Sankalia, HD	1974	Poona



**COURSE OUTCOMES**

Students will be able to:

CO1: Demonstrate the advanced understanding of the discipline of political science, including familiarity with each of the four major Fields.

CO2: Think critically and analytically about government, political processes, and political theories, including the components of a good society

CO3: Describe theoretical approaches to understanding international constitutions. Outline the range of functions performed by various international Governments based on their Constitutional Frame Works.

CO4: Apply these theories to specific behaviors in the international system to evaluate their validity.

CO5: Explain how various Constitutions differ from each other.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the unit	Time required for the Unit (Hours)
1.	<b>Constitution- USA</b>	7
2.	<b>USA – Judiciary &amp; Congress</b>	9
3.	<b>Constitution- Russia</b>	7
4.	<b>Constitution- Japan</b>	8
5.	<b>Constitution- China</b>	7

**B. DETAILED SYLLABUS**

Unit	Unit Details
<b>1.</b>	<b>Constitution- USA</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Constitution of United States of America- Salient Features</li> <li>• American Federalism</li> <li>• The President and his Cabinet</li> </ul>
<b>2.</b>	<b>USA – Judiciary &amp; Congress</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Constitution of United States of America- The Congress</li> <li>• The Federal Judiciary</li> <li>• Checks and Balances</li> <li>• Political Parties</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Constitution- Russia</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Constitution of Russia-The Present Constitution</li> <li>• The Legislature</li> <li>• Executive</li> <li>• Communist Party</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>Constitution- Japan</b>
	<ul style="list-style-type: none"> <li>• Constitution of Japan- General Features</li> </ul>

	<ul style="list-style-type: none"> <li>• Fundamental rights in the Constitution, The Executive</li> <li>• Diet</li> <li>• Judiciary</li> <li>• Political Parties</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Constitution- China</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Constitution of China- Salient Features of the 1982 Constitution;</li> <li>• The National People’s Congress- Standing Committee of the National People’s Congress</li> <li>• The President of China; The State Council</li> <li>• The Judicial System</li> <li>• Fundamental Rights and Duties</li> <li>• The Communist Party</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No.	Reference Book	Author	Edition	Publication
1.	World Constitutions,	Vishnoo Bhagwan and Vidhya Bhushan	2001	Sterling Publishers, New Delhi,
2.	Select Modern Governments,	VD Mahajan	2001	S. Chand & Co., New Delhi,
3.	Select Constitutions,	AC Kapur	200	S. Chand & Co., New Delhi.

**COURSE OUTCOMES**

The students will be able to:

CO1: Analyze the concepts of MS office and apply the use to MS Excel in data recording.

CO2: Analyze the methodology of file handling and operations in MS excel.

CO3: Apply the use of MS excel in data analysis.

CO4: Apply the use of MS excel in data analysis.

CO5: Solve numerical problems with the help of SPSS software.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	Introduction to MS Office, MS Excel	8
2	File Handling and Operations	7
3	Summarizing and Analyzing of Data - I	8
4	Summarizing and Analyzing of Data - II	7
5	Numerical using SPSS	7

**B. DETAILED SYLLABUS**

Unit	Unit details
1	<b>Introduction to MS Office, MS Excel</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Introduction to MS Office,</li> <li>• MS Excel: concept of data, record and file</li> <li>• Types of Data and Data Structures, Data analysis</li> <li>• Conclusion of the Unit</li> </ul>
2	<b>File Handling and Operations</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• File Handling and Operations like Opening, appending and cascading, closing and attribute control</li> <li>• Date storage and Retrieval; Date Operations; Algorithms like sorting, Merging, Joining and bifurcation</li> <li>• Conclusion of the Unit</li> </ul>
3	<b>Summarizing and Analyzing of Data - I</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Summarizing and Analyzing of Data</li> <li>• Descriptive Statistics,</li> <li>• Calculation of Mean</li> <li>• Standard Deviation</li> <li>• Coefficient of Variation</li> <li>• Conclusion of the Unit</li> </ul>
4	<b>Summarizing and Analyzing of Data - II</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Correlation and Regression analysis</li> <li>• Estimation of Growth Rates, Elasticity, Trend, Trend Forecasting.</li> <li>• Testing the Significance of Parameters</li> <li>• Conclusion of the Unit</li> </ul>
<b>5</b>	<b>Numerical using SPSS</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Illustration with numerical examples using SPSS software</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr.No	Reference Book	Author	Publication
1.	Introduction to Computer Security	Matt Bishop	Pearson
2.	Computer Organization	G.V. Anjaneyulu	Himalaya Publishing House
3.	Computer fundamentals	Pradeep K. Sinha	BPB Publications

**COURSE OUTCOMES**

The students will be able to:

CO1: Practice ethical behavior in all aspects of the science and practice of psychology.

CO2: Demonstrate effective written and oral skills in various formats and for various purposes

CO3: Practice ethical behavior in all aspects of the science and practice of psychology.

CO4: Use critical thinking effectively in evaluating information quality, recognizing thinking fallacies, and making connections between observations, facts, and theories.

CO5: Apply psychological content and skills to professional work, exhibit self-regulation, refine project management skills, enhance team work ability, and develop life direction.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1	<b>Relational Interconnectedness</b>	8
2	<b>Social Psychology of Relationships</b>	6
3	<b>Loss, Grief and Healing</b>	6
4	<b>The Making and Breaking of Relationships</b>	6
5	<b>Models of Memory</b>	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
<b>1.</b>	<b>Relational Interconnectedness</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Understanding our ‘connected self, Importance of nurturing the self and practicing self-extension to nurture others</li> <li>• Exploring relationship with animals, plants and nature and cosmos</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Social Psychology of Relationships</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Developmental perspective on relating with children, adolescents, adults and the elderly</li> <li>• Understanding the relational dynamics of social exclusion, violence and marginalization (e.g., disabled, LGBT, caste and tribal status etc.).</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Loss, Grief and Healing</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Understanding the effect of loss of relationships (death, divorce, break-up) on people</li> <li>• Healing through deeper listening</li> <li>• Mindfulness and compassion.</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>The Making and Breaking of Relationships</b>

	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Understanding the dynamics of broken and flourishing relationships</li> <li>• Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness, Emotional calm and somatic awareness etc.</li> <li>• Creating future flourishing communities.</li> <li>• Conclusion of the Unit.</li> </ul>
<b>5.</b>	<b>Models of Memory</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Models of memory: Levels of processing</li> <li>• Parallel distributed processing</li> <li>• Information processing</li> <li>• Reconstructive nature of memory</li> <li>• Forgetting; Improving memory</li> <li>• Conclusion of the Unit.</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

Sr. No.	Reference Book	Author	Edition	Publication
1.	Dibs: In Search of Self	Axiline, V. M.	1964	London: Penguin Books.
2.	The Nonobvious Social Psychology of Happiness	Diener, E., & Oishi, S.	2005	Scientific Research-An Academic Publisher
3.	Developmental Social Psychology: From Infancy to Old Age	Durkin, K.	1995	Blackwell Publishing
4.	Romantic Relationships in Emerging Adulthood	Gala, J., & Kapadia, S.	2013	Psychological Studies. 58(4), 406-418

**COURSE OUTCOME**

Students will be able to:

CO1: Understand key concepts and theories about environmental problems, including vulnerability, resilience, adaptation and human security;

CO2: Explain the role that discourses play in framing problems and solutions;

CO3: Recognize different perspectives and approaches to environmental problems, and how these influence research, policy and action

CO4: Explain how environmental problems are linked to development and understandings of human-environment relationships and society-technology dynamics;

CO5: Understand how contributions from the social sciences can contribute to a more comprehensive understanding of environmental problems and solutions.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time Required for the Unit (Hours)
1	<b>Population Composition in India</b>	7
2	<b>Population Planning and Control</b>	8
3	<b>Environment and its Concepts</b>	8
4	<b>Environment and Development</b>	8
5	<b>Rural Economy</b>	8

**B. DETAILED SYLLABUS**

Unit	Contents
<b>1.</b>	<b>Population Composition in India</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Meaning, Scope and Significance</li> <li>• Demographic Processes: Fertility, Mortality and Migration</li> <li>• Age Structure, &amp; Sex-Ratio, Rural-Urban Composition</li> <li>• Literacy in India</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Population Planning and Control</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Needs and Objectives</li> <li>• Population Policy of India</li> <li>• National Rural Health Mission</li> <li>• Demographic Transition</li> <li>• Optimum Population Theory</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Environment and its Concepts</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Ecology, Eco-System,</li> <li>• Environment and Society- their Inter-Relations</li> <li>• Eco-Feminism</li> <li>• Environmental Issues: Sustainable Development, Industrialization and Development, Urbanization and Development,</li> <li>• Environmental Degradation</li> <li>• Conclusion of the Unit</li> </ul>

<b>4.</b>	<b>Environment and Development</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Global Efforts for Resource Conservation</li> <li>• Environmental Movements: Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhiyan, Forest Rights</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Rural Economy</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Land Tenure System, Land Reforms</li> <li>• Green Revolution and Its Impact</li> <li>• Bonded and Migrant Labourers</li> <li>• Major Changes in Rural Society</li> <li>• Conclusion of the Unit</li> </ul>

### C. RECOMMENDED STUDY MATERIAL

S. No	Reference Book	Author	Edition	Publication
1	An Invitation to Environmental Sociology	Bell, Michael Mayerfeld and Loka Ashwood	2019	Thousand Oaks: Sage.
2	Encyclopedia of Environment and Society	Paul Robbins	2007	Sage



**COURSE OUTCOMES**

The Students will be able to:

CO1: Students will develop a comprehensive understanding of the theories and practice of language use.

CO2: Students will demonstrate advanced critical thinking skills, inclusive of information literacy.

CO3: Students will be able to communicate to diverse audiences in a variety of contexts and genres.

CO4: Students will be prepared for a wide range of writing-related careers or graduate.

CO5: Students will have the ability to use, analyze, and learn communication technologies.

CO6: Students will develop exceptional textual, visual, and verbal communication abilities.

**A. OUTLINE OF THE COURSE**

Unit No.	Title of the Unit	Time required for the Unit (Hours)
1.	<b>Rabindranath Tagore</b>	7
2.	<b>Arthur Miller</b>	6
3.	<b>Wole Soyinka</b>	6
4.	<b>Girish Karnad</b>	6
5.	<b>Douglas Stewart</b>	6

**B. DETAILED SYLLABUS**

Unit	Unit Details
<b>1.</b>	<b>Rabindranath Tagore</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Post Office</li> <li>• Conclusion of the Unit</li> </ul>
<b>2.</b>	<b>Arthur Miller</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• All My Sons</li> <li>• Conclusion of the Unit</li> </ul>
<b>3.</b>	<b>Wole Soyinka</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• The Lion and the Jewel</li> <li>• Conclusion of the Unit</li> </ul>
<b>4.</b>	<b>GirishKarnad</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Nagamandala</li> <li>• Conclusion of the Unit</li> </ul>
<b>5.</b>	<b>Douglas Stuart</b>
	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> </ul>

	<ul style="list-style-type: none"> <li>• Ned Kelly</li> <li>• Conclusion of the Unit</li> </ul>
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### C. RECOMMENDED STUDY MATERIAL

Sr. No	Reference Book	Author	Edition	Publication
1.	Anatomy of Drama	Marjorie Boulton	1990	Cambridge University Press
2.	An Introduction to the Study of Literature	Hudson	2007	Penguin
3.	Elements of drama	Robert Scholes	1971	Oxford University Press

**COURSE OUTCOMES**

Students would be able to:

CO1: Learn how to update and manage the experience, education, and skills & expertise sections on social media & formulate appropriate updates as a means to promote business activities.

CO2: Understand how to leverage grammar and formatting in formal documents & demonstrate how to follow the stages of the writing process

CO3: Evaluate presentation's weak spots and areas for improvement & learn, practice and acquire the skills necessary to deliver effective presentation with clarity and impact.

CO4: Evaluate basic factors such as personal skills & abilities, career fields, willingness to learn and strengthen the chances to get desirable jobs.

CO5: Understand negotiation and team skills dynamics and how to prepare for uncertainty & learn to craft agile strategy and be quick on your feet in changing circumstances.

UNIT NO.	Title of the Unit	Time required for the Unit (Hours)
1	Personal Branding	2
2	Professional Writing-II	8
3	Presentation Skills: Professional Setting	2
4	Job Interview & Group Discussion : Preparation by Mock Practice	4
5	Negotiation Skills, Team Management & Professional Awareness	8+

**LIST OF LABS**

1.	Personal Branding : Its best practices
2.	Professional Writing II: Abstract Writing, Statement of purpose and other formal documents
3.	Expanding Professional Vocabulary
4.	Resume Building-II: Revising & Updating
5.	E-Learning & E-Content Development-II
6.	Presentation Skills in Professional Setting
7.	Job Interviews II: Preparation and Presentation for Mock Interviews
8.	Advanced Group Discussion-II: Analysis of professional GD Videos and Practices on Topics/Video/Article based topics
9.	Negotiation Skills & and Conflict Resolution-II
10.	Change and Transition Management
11.	Team Building Strategies: Project Management
12.	Career Awareness & Productive Mindset

**COURSE OUTCOMES**

Students would be able to:

CO1: Identify literature for review and research methods.

CO2: Apply knowledge and understanding in relation to the agreed area of study.

CO3: Communicate in written form by integrating, analysing and applying key texts and practices.

CO4: Develop responses on the basis of the evaluation and analysis undertake.

CO5: Demonstrate advanced critical research skills in relation to career development or work-related learning studies.

1	Dissertation consists of finalization of thesis based on literature review carried out during semester break of third year.
2	Objective finalization & presentation
3	Design & experimentation/survey details
4	Thesis preparation and submission
5	Final presentation

**OVERVIEW AND OBJECTIVES** The objective of Discipline and TEP is to provide students with the opportunities to enhance job-fetching skills and at the same time to cultivate the student's personal interests and hobbies while maintaining the good disciplinary environment in the University.

TEP is integrated into the curriculum for holistic development of students through active participation in various activities falling in Technical and non-technical categories.

Discipline and Talent Enrichment Programme (TEP) shall be evaluated irrespective of period/time allocation (as in the case of Extra Curricular activity) in the teaching scheme as a 1 credit course. The record related to discipline, related activities are maintained for each student, and they shall be evaluated for the same. It shall be counted in calculation of SGPA but it is not a backlog subject. However, the attendance of these classes shall be recorded and accounted in the total attendance.