



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF HUMANITIES
(SOHS)

Bachelor of Arts (B.A.) Programme

Programme Code: 25

Undergraduate Programme

2020-23

**Approved in the 23rd Meeting of Academic
Council Held on 23 June 2020**




Registrar
K.R. Mangalam University
Sohna Road, Gurugram, (Haryana)



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PREFACE

K.R. Mangalam University envisions all its programmes in the best interest of their students and in this endeavour, it offers a new vision to all its courses. It imbibes an outcome-based curriculum for all its programmes to provide a focused, student-centric syllabus with an agenda to structure the teaching-learning experiences in a more outcome-based perspective. This outcome-based curriculum strengthens students' experiences and prepares the students for academia and employability, sustainability, and life-long learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice, and entrepreneurship skills.

The programmes offered by the School of Humanities aim at imparting and generating knowledge on emerging issues and problems of contemporary society, economy, literature, history, psychology and Chinese studies. The programme structure is flexible and is interdisciplinary. At the end of the programme, a student would be equipped with analytical skills, and theoretical knowledge, and would be prepared for practical application of those skills.

K.R. Mangalam University hopes the outcome-based curriculum will help students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

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Verified by: Dr. Kanupriya, School Coordinator, SOHS

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1. Introduction

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, management, journalism and media study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

K. R. Mangalam University is unique because of its

- i. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.
- ii. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

Objectives

- i. To impart undergraduate, post-graduate and Doctoral education in identified areas of higher education.
- ii. To undertake research programmes with industrial interface.
- iii. To integrate its growth with the global needs and expectations of the major stakeholders through teaching, research, exchange & collaborative programmes with foreign, Indian Universities/Institutions and MNCs.
- iv. To act as a nodal centre for transfer of technology to the industry.
- v. To provide job oriented professional education to the student community with particular focus on Haryana.

2. School of Humanities

The School of Humanities at KRMU comprises five departments (English, Economics, Psychology, Chinese, and Historical Studies) offering diverse graduate, post graduate & doctoral programs.

2.1 Vision

Our vision is to equip the students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

2.2 Mission

In order to achieve its vision, SOHS intends to focus on the following mission objectives:

1. To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base
2. To contribute significantly towards the larger institutional mission of instilling lifelong learning
3. To promote humanitarian goals of global peace, sensitivity and cooperation through inclusive and dynamic curriculum
4. To promote analytical and critical research skills, scientific enquiry and creative thinking among the students
5. To provide opportunities to acquire language proficiency and socio-cultural-philosophical awareness
6. To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

3. Programmes offered by the School

School offers undergraduate B.A and B.A (Hons) Programmes, postgraduate Programmes, and Doctoral Programmes.

3.1. About B.A. Program

B.A Programme is a three-year undergraduate program. The School of Humanities introduced this programme to integrate various subjects pertaining to the broad discipline of Humanities. The curriculum is designed using a combination of classroom teachings; practice based learning, presentations, assignments, industry visits, internship, and fieldwork. The program has an innovative pedagogy and dynamic course structure which fosters critical thinking in students.

The greatest strength of BA Programme is that it takes a multidisciplinary approach at undergraduate level. It gives students the opportunity to explore and experiment with many different disciplines before settling down on one towards the end of the course. The range of

subjects available to students opens gates for specialization in many different disciplines for higher studies. Another advantage is that it is academically less burdensome program which allows students to prepare for competitive exams. Further, it opens up avenues for professional courses such as Journalism & Mass Communications, Business Administration, Hotel Management, etc. Students can choose to pursue their masters in any of the major subjects they have chosen during their course. This course offers variety to students since they have the opportunity to choose from a pool of subjects offered to them.

Eligibility Criteria: - The student should have passed the 10+2 examination conducted by the Central Board of Secondary Education or equivalent examination from a recognized Board in Science with mathematics as one of the subjects and with an overall aggregate of 50% or more.

Course Outline: - The programme includes core courses from a pool of subjects, such as English, Psychology, Economics and Chinese along with open electives (OE), generic electives (GE) and skill enhancement courses (SEC).

Career Options: - Corporate sectors / Civil Services/ Journalism & Mass Communications/ Business Administration/ Banking Services/ Hotel Management, to name a few. Students have the choice to diversify into great many fields after successful completion of the undergraduate program.

4. Duration: - 3 Years (6 Semesters)

The minimum period required for the B.A. Program offered by the University shall extend over a period of three Academic Years.

The maximum period for the completion of B.A. Program offered by the University shall be five years.

5. Class Timings

The classes will be held from Monday to Friday from 09:10 am to 04:00 pm.

6. Syllabi

The syllabi of the B.A. Program offered by School of Humanities are given in the following pages:

For each course, Course Code and Credits (C) of the course are given at the beginning. This is followed by the course objectives, course outcome and the syllabus (Unit I to IV), Textbook and reference book.

**THREE YEAR B.A.
UNDERGRADUATE
PROGRAMME AT A GLANCE
BATCH -2020-2023**

	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI	Total
Courses	5	5	3	4	5	5	27
Credits	20	28	15	18	26	26	133

**Scheme of Studies B.A. Programme Based on Choice Based
Credit System (CBCS) Batch -2020-2023**

SEMESTER-I			
Serial number	Course Code	Course Title	Credits
1	SHEL155A	Communication Skills	2
2	SHCH125A	Environmental Studies	3
3	SHDM301A	Disaster Management	3
4		Open Elective(University Pool)	6
5		Discipline I (Core)*	6
Total Credits			20

Discipline I (Core)*- Based on Student's Choice

S.No	Subject	Course Code	Course Title	Credits
1	English	SHEL143A	British Literature: 18th Century	6
2	Psychology	SHPS131A	Introduction to Psychology	6
3	Historical Studies	SHHS107A	Oral Histories in India	6
4	Economics	SHES107A	Introductory Microeconomics	6
5	Chinese	IIBC103A	Listening & Speaking Chinese-I (口语)	4

SEMESTER-II			
Serial number	Course Code	Course Title	Credits
1		Open Elective(University Pool)	6
2	SHEL214A	Creative Writing	4
3		Discipline II (Core)*	6
4		Discipline III (Core)*	6
5		Discipline I V(Core)*	6
Total Credits			28

Discipline II,III,IV (Core)*- Based on Student's Choice (ANY THREE)

S. No	Subject	Course Code	Course Title	Credits
1	English	SHEL141A	Indian Writing in English	6
2	Psychology	SHPS133A	Perspective in Social Psychology	6
3	Historical Studies	SHHS106A	Understanding Oral Histories in India	6
4	Economics	SHES110A	Introductory Macroeconomics	6
5	Chinese	IIBC104A	Listening & Speaking Chinese-II (口语)	4
6	Political Science II	SLHA116A	Political Science II	6
7	Journalism	1) SBJJ110A	1) Digital Photography	4
		2) SBJJ150A	2) Digital Photography Lab	2

SEMESTER-III			
Serial number	Course Code	Course Title	Credits
1	SHEL217A	Personality development and Communication Skills	3
2		Discipline/ CORE V	6
3		Discipline /CORE VI	6
Total Credits			15

Discipline V, VI(Core)*- Based on Student's Choice (ANY TWO)

S. No	Subject	Course Code	Course Title	Credits
1	English	SHEL243A	American Literature	5
	English	SHEL283A	American Literature Practical/Lab	1
2	Psychology	SHPS233A	Introduction to Personality	4
		SHPS123A	Introduction to Personality Practicum/Lab	2
3	Economics	SHES211A	Macro Economics – I	6
4	Chinese	IIBC 213A	Chinese Oration Skills-I (口语)	5
		IIBC251A	Chinese Oration-I (口语)- Practicum/Lab	1
5	Historical studies	SHHS231A	History of art Part I	6

SEMESTER-IV			
Serial number	Course Code	Course Title	Credits
1	SHEL248A	Language and Linguistics	6
2		DSE/CORE VII	6
3		DSE/CORE VIII	6
4		VAC	0
Total Credits			18

Discipline VII, VIII (Core)*- Based on Student's Choice (ANY TWO)

S. No	Subject	Course Code	Course Title	Credits
1	English	SHEL246A	Postcolonial Literature	6
2	Psychology	SHPS234A	Counselling Skills	4
		SHPS124A	Counselling Skills - Practicum/Lab	2
3	Economics	SHES214A	Macro Economics II	6
4	Chinese	IIBC214A	Chinese Oration Skills -II (口语)	5
		IIBC252A	Chinese Oration Skills -II (口语)- Practical	1
5	Historical studies	SHHS232A	History of Art - Part II	6

SEMESTER-V

Serial number	Course Code	Course Title	Credits
1		DSE - Paper I	6
2		DSE - Paper II	6
3	SHEL371A	SEC: Business Communication	4
4	SHEL147A	Academic Writing & Composition	6
5		Open Elective (University Pool)	4
Total Credits			26

Discipline CORE V, VI (Semester V-Any One)

S. No	Subject	Course Code	Course Title	Credits
1	English	1) SHEL345A 2) SHEL347A	1) Literary Theory 2) Literature of Indian Diaspora	6
2	Psychology	1) SHPS335A	1) Clinical Psychology	6
		2) SHPS337A	2) Health Psychology	6
3	Economics	1) SHES311A 2) SHES313A	1) Indian Economy-I 2) Development Economics-I	6
4	Chinese	IIBC 313A	1.Advanced Chinese Oration-I (口语) - Theory	5

		IIBC351A	1.Advanced Chinese Oration-I (口语) - Practical	1
		IIBC 317A	2.India- China Relation	6
5	Historical Studies	SHHS345A: SHHS347A	1. Understanding Sufism in India 2. Travel, Trade and pilgrimage	6

SEMESTER-VI			
Serial number	Course Code	Course Title	Credits
1		DSE - Paper III	6
3		DSE - Paper IV	6
4	SHEL372A	SEC: Soft Skills	4
5	SHEL146A	Media & Communication	6
		Open Elective(University Pool)	4
Total Credits			26

TOTAL HOURS: LECT [L]+PRAC [P]+TUT [T] (EXCLUDING NO L, T, S, P COURSES)	133
TOTAL CREDITS [C]	131*
*Students would opt for 'Research Publication and Presentation (SHPS238A) (4 credits)' in case of shortage of credits for any reason.	

Discipline CORE V, VI (Semester VI ANY ONE)

S.No	Subject	Course Code	Course Title	Credits
1	English	1) SHEL346A 2) SHEL348A	1) Literary Criticism 2) Modern Indian Writing in English Translation	6
2	Psychology	1) SHPS332A 2) SHPS336A	1) Advanced Social Psychology 2) Forensic Psychology	6
3	Economics	1) SHES312A 2) SHES314A	1) Indian Economy-II 2) Development Economics-II	6
4	Chinese	IIBC 314A	1)Advanced Chinese Oration-II (口语)	5

		IIBC 352A	Advanced Chinese Oration-II (口语) - Practical	1
		IIBC318A	2.China and the world	6
5	Historical Studies	SHHS346A, SHHS348A	1. Approaches to South Asian History: Society, Polity & Economy (1200-1800); 2. Dissertation/ Practical	6

*CC-Core Course

* DSE/Choice based Credit System

*SEC= Skill Enhancement Course

*VAC= Value Addition Course

*OE= Open Elective

*AEC/AECC= Ability Enhancement Course

*SEC= Skill Enhancement Courses

Syllabus

SEMESTER-I			
Serial number	Course Code	Course Title	Credits
1	SHEL155A	Communication Skills	2
2	SHCH125A	Environmental Studies	3
3	SHDM301A	Disaster Management	3
4		Open Elective	6
5		Discipline I (Core)*	6
Total Credits			20

Semester I

SHEL155A	Communication Skills	L
Version 1.0		2

Course Objectives

The course will enable the student-teacher to:

1. Identify key elements and principles of communication.
2. Demonstrate understanding of the communication process
3. Describe individual communication strengths and growth areas
4. Demonstrate ability to prepare and present a short oral presentation
5. Appreciate the role of body language and voice tone in effective communication
6. Communicate their message in an effective and engaging way for the recipient

Course Level Learning Outcomes

On completion of this course, the student-teacher will be able to:

1. Understand the basics of Grammar to improve written and oral communication skills.
2. Understand the correct form of English with proficiency
3. Improve student's personality and enhance their self-confidence.

4. Improve professional communication.
5. Enhance academic writing skills.

Course Content

UNIT I
 Introduction to Communication: Meaning, Forms & Types of Communication; Process of Communication; Principles of Effective Communication/7Cs, Barriers in Communication.

UNIT II
 Academic Writing: Précis (Summary – Abstract – Synopsis – Paraphrase – Précis: Methods), Letter & Résumé (Letter Structure & Elements – Types of letter: Application & Cover - Acknowledgement – Recommendation – Appreciation – Acceptance – Apology – Complaint –Inquiry), formal emails.

UNIT III
 Building Vocabulary: Word Formation (by adding suffixes and prefixes); Common Errors; Words Often Confused; One word substitution, Homonyms and Homophones; Antonyms &Synonyms, Phrasal Verbs, Idioms & Proverbs (25 each); Commonly used foreign words(15 in number);

UNIT IV
 Soft Skills in a Virtual Age: Virtual Media and Etiquettes & Manners; Attitude; Public Speaking; Body Language: Posture, Gesture, Eye Contact, Facial Expressions; Presentation Skills/ Techniques;

TEXT BOOK:

Kumar, Sanjay and Pushplata. Communication Skills. Oxford University Press, 2015.

REFERENCE BOOKS / SITES:

1. Mitra, Barun K. Personality Development and Soft Skills. Oxford University Press, 2012.
2. Tickoo, M.L., A. E. Subramanian and P.R. Subramaniam . Intermediate Grammar, Usage and Composition. Orient Blackswan, 1976.
3. Bhaskar, W.W.S., AND Prabhu, NS., — English Through Reading, Publisher: MacMillan, 1978
4. Business Correspondence and Report Writing -Sharma, R.C. and Mohan K. Publisher: Tata Mc Graw Hill 1994
5. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: Hospitality Press
6. Business Communication- K.K.Sinha
7. Essentials of Business Communication By Marey Ellen Guffey, Publisher: Thompson Press
8. How to win Friends and Influence People By Dale Carnegie, Publisher: Pocket Books
9. Basic Business Communication By Lesikar & Flatley, Publisher Tata Mc Graw Hills
10. Body Language By Allan Pease, Publisher Sheldon Press

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHDM301A	Disaster Management	L	T	P	C	
Version 1.0		3	0	0	3	
Pre-requisites/Exposure	--					
Co-requisites	--					

Course Objectives

1. To create awareness about various types of disasters.
2. To educate the students about basic disaster management strategies and problem solving.
3. To examine disaster profile of our country and illustrates the role of governmental and non-governmental organizations in its effective management.
4. To acquaints students with the existing legal frame work for disaster management and understanding the appropriate rules and regulations.

Course Outcomes (CO)

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

1. To enable the students to know the difference between natural and man- made disaster
2. Acquire the knowledge related to disaster preparedness
3. To aware the student about recovery after disaster
4. To know the structure and functioning of disaster management framework of our country
5. To provide the knowledge about disaster management act

Course Content

UNIT I

Introduction to Disasters:

Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.
 Different Types of Disaster: Causes, effects and practical examples for all disasters.
 Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

UNIT- II

Disaster Preparedness:

Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management, Relief and Recovery, Medical Health Response to Different Disasters

UNIT III

Rehabilitation, Reconstruction and Recovery:

Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institute.

UNIT IV

Disaster Management in India

Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority

Liability for Mass Disaster : Statutory liability, Contractual liability, Tortious liability, Criminal liability, Measure of damages

Epidemics Diseases Act, 1897: Main provisions, loopholes.

- Project Work: The project/ field work is meant for students to understand vulnerabilities and to work on reducing disaster risks and to build a culture of safety. Projects must be conceived based on the geographic location and hazard profile of the region where the institute is located.

Reference Books:

1. Government of India, Department of Environment, Management of Hazardous Substances Control
2. Act and Structure and Functions of Authority Created Thereunder.
3. Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
4. Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.

5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
6. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
7. J. P. Singhal Disaster Management Laxmi Publications.
8. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
9. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
10. Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
11. Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
12. Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose
13. Industrial Hazards in a Transnational world (1989)
14. Gurudip Singh, Environmental Law: International and National Perspectives (1995), Lawman (India) Pvt. Ltd.
15. Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, New Delhi.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHCH125A	ENVIORNMENTAL STUDIES	C
		3

Course Objectives

1. To aware the students about the environment.
2. To learn the students concepts and methods from ecological and physical sciences and their application in environmental problem solving.
3. To think across and beyond existing disciplinary boundaries, mindful of the diverse forms of knowledge and experience that arises from human interactions with the world around them.
4. To communicate clearly and competently matters of environmental concern and understanding to a variety of audiences in appropriate forms.

Course Outcomes

1. To comprehend and become responsive regarding environmental issues.
2. Acquire the techniques to protect our mother earth, as without a clean, healthy, aesthetically beautiful, safe and secure environment no specie can survive and sustain.
3. Enable the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies.
4. To know that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradatation of earth at all levels.
5. Become consciousness about healthy and safe environment.

UNIT I

Introduction of Environmental Studies: Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.

Natural Resources: Renewable and Non-renewable Resources

Land resources: land use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

Energy resources: Renewable and non- renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

UNIT II

Ecosystems: Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.

Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem

- d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biological Diversity: Levels of biological diversity; genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

UNIT III

Environmental Pollution: Types, causes, effects and controls; Air, water, soil and noise pollution. Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

Environmental Policies and practices: Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. International agreements: Montreal & Koyoto protocol and convention on biological diversity. Nature reserves, tribal population and rights, human wild life conflicts in Indian context.

UNIT IV

Human Communities and the Environment: Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Field work:

Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.

-Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.

-Study of common plants, insects, birds and basic principles of identification.

- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Discipline I (Core Courses)

SHEL143A	BRITISH LITERATURE: 18TH CENTURY	L	T	P	C
		5	1		6

Course Objectives

- To develop an understanding of 18th-century British literature within its cultural and historical context. To analyze 18th-century literature from a variety of critical and theoretical frameworks.
- To analyze the mechanisms of canon formation and the import of canonicity within literary studies.
- To recognize and analyze 18th-century British literature within broader literary contexts.
- To provide students with guided research and writing experience in 18th-century studies

Course Level Learning Outcomes

1. Develop working knowledge of the historical and cultural contexts of British literature of the 18th century.
2. Identify and Analyze distinct literary characteristics of British literature of the time.
3. Evaluate and compare various thematic perspectives, genres and styles within British Literature of 18th century.
4. Demonstrate an understanding of the historical, political and cultural context of the works written.

Course Content

UNIT

Introduction:- The Enlightenment and Neoclassicism; Restoration Comedy; The Country and the City; The Novel and the Periodical Press; Prose

UNIT II

Daniel Defoe: Moll Flanders

UNIT III

Dryden: —Mac Flecknoel

Thomas Gray: “Elegy Written in a Country Churchyard”

Robert Burns: —A Red Rosel

UNIT IV

Samuel Johnson: Preface to Shakespeare

Suggested Readings:

Abrams.M.H. *A Glossary of Literary terms*. 11th ed., 2015.

Burns, Robert. *A Red,Red Rose and other Poems*. Michael.O'Mara Books, 2016. Defoe, Daniel. *Moll Flanders*. Penguin Classics, 1989.

Gray, Thomas. "Elegy Written in a Country Churchyard" H. L. Caldwell Co., 1920.

Johnson, Samuel. *Preface to Shakespeare*. Surjeet publications, 2018.

Long, William J. *English Literature*. A.I.T.B.S. Publishers, 2003.

Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publishing, 2015.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHPS131A	INTRODUCTION TO PSYCHOLOGY	L	T	P	C
		5	1		6

Course Objectives

1. Define psychology as a discipline and explain its history, and how it is distinct from and related to other disciplines.
2. Explore the subject matter of the field of psychology and become familiar with the vocabulary, major concepts, theories, and research findings of psychology.
3. Further develop critical thinking skills by applying them to the field of psychology
4. Become a cautious and analytical consumer of psychological information that is proclaimed to be scientific or based on research and recognize the usefulness and limitations of research findings.
5. Understand and apply psychological principles to personal, social, and organization issues.
6. Become aware & respectful of diversity issues which affect behaviour & psychological processes and recognize that socio cultural contexts may influence the development and application of psychological principles.

Course Learning Outcomes

- To introduce students to the basic concepts of the field of psychology with an emphasis on Applications of psychology in everyday life
- Appreciation of the scope and the field of psychology
- Developing familiarity with basic concepts related to some foundational themes of study in Psychology such as learning, memory, perception, and thinking

Course Content

UNIT I

Introduction: Nature, Scope, Origin, Definition, Psychology- as a Science, Specialties within Psychology.

UNIT II

Approaches in Psychology: Psychodynamic, Behavioural, Humanistic, Bio-psychological, Evolutionary, Socio-cultural, Cognitive.

UNIT III

Methods of Assessment in Psychology :Goals of Psychological Enquiry, Introspective Method, Observation Method, Experimental Method, Correlation Method, Case Study Method, Clinical Method, Genetic Method, Interview Method, Survey Method, Cross-cultural Method.

UNIT IV

Attention and Perception

(a) Attention: Definition, Characteristics, Types, Determinants of Attention

(b) Perception: Principles of Perceptual Organization, Constancies in Perception - Size, Shape, Form, Space, Movement etc., Depth Perception, Life-span Changes in Perception, Extra Sensory Perception (ESP), Illusions.

Suggested Readings

- Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
- Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata McGraw Hill.
- Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata McGraw Hill.
- Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today.

London: McGraw Hill.

- NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.
- Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.
- Parameshwaran, E. G. & Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamal
- Brenman, J. F. (2004). History and Systems of Psychology (6thEd). Delhi. Pearson Pub.
- Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
- Dalal, A.K. & Mishra, G (2002) . New Directions in Indian Psychology: Social Psychology, Vol.1. New Delhi, Sage Publications.
- Marx, M.H. & Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw-Hill. Publication Ltd.
- Schultz, D. & Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
- Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE
- Viney, W. & King, D. (1998) History of Psychology. Boston: Allyn and Bacon.
- Wolman, B.B. (1995). Contemporary Theories and Systems in Psychology. Delhi: Freeman.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHHS107A	Oral Histories in India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NA				
Co-requisites	NA				

Course Objectives:

The course objectives are to -

1. Develop a working definition of oral, locate it historically within genres of personal narrative, and explain how oral interviews are different from other kinds of interviews.
2. Plan an oral project from beginning to end, according to best practices in the field.
3. Plan, conduct, and follow up on an oral interview, according to best practices in the field.
4. Apply the legal exigencies and some of the ethical concerns of oral.
5. Apply oral as processes of social change.
6. Develop your critical thinking, reading, and writing skills

Course Outcomes:

After the completion of the course, students will be able to-

1. Design, undertake, and critique cultural documentation field projects apply diverse research methods such as observation, writing, photography, video, and/or sound recordings to identify and nurture oral traditions of knowledge and practice.
2. Demonstrate knowledge of the major theoretical concepts within oral scholarship,
3. Critically reflect on the work of key scholars in the field of oral learn a variety of methods of interpreting oral sources.
4. Students will gain the ability to plan, conduct, transcribe, analyze, and archive an oral interview.

Course Content:

Unit-1: An Introduction to Oral Culture in India

10 Lectures

- (a) Orality, Oral Tradition and Oral Culture in India: Meaning and Differences
- (b) Oral: Nature and of Orality in India
- (c) Distinction between Oral Tradition and Oral

Unit II: The Socio-Economic and Politico-Cultural aspects of Oral Histories in India
10 Lectures

- (a) Oral as a tool for cultural and religious analysis: Oral epics, Language, themes and tropes
- (b) Social issues: Gender, conflict, violence, etc.
- (c) Economic issues: Development schemes and their impact, displacement, etc.

Unit III: Methodology of Oral Histories **10 Lectures**

- (a) Collection, preservation and interpretation of historical information through recorded interviews
- (b) Documentation and Archiving: Written, Audio and Visual

Unit IV: Potential areas for Oral research **10 Lectures**

- (a) Oral Traditions: Customs, Beliefs, Practices and World view;
- (b) Life Histories: Participants in past events: ethnic conflicts; Personal stories.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHES107A	INTRODUCTORY MICRO ECONOMICS	L	T	P	C
		4	2	0	6

Course Objective: This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

Course Learning Outcomes

The course introduces the students to the first course in economics from the perspective of individual decision making as consumers and producers. The students learn some basic principles of microeconomics, interactions of supply and demand, and characteristics of perfect and imperfect markets.

Course Content

UNIT I

Introduction: What is microeconomics? Scope and method of economics; the economic problem: scarcity and choice; the concept of opportunity cost; the question of what to produce, how to produce and how to distribute output; science of economics; institutions for allocating resources; the basic competitive model; prices, property rights and profits; incentives and information; rationing; positive versus normative analysis.

UNIT II

Supply and demand: How markets work, markets and welfare Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets

UNIT III

The Households: The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision; choice between leisure and consumption

UNIT IV

The firm and perfect market structure: Behaviour of profit maximizing firms and the production process; short-run costs and output decisions; costs and output in the long-run

- Mankiw, N. Gregory: Principles of Economics, Cengage learning.

- Chopra, P.N.: Principles of Economics, Kalyani Publishers.
- Lipsey, R.G. & Chrystal, K.E.: Principles of Economics, Oxford University Press.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC103A	LISTENING & SPEAKING CHINESE-1 (THEORY)	L	T	P	C
		3	1	0	4

Objective:

Objective of this course is to introduce Chinese sound-system, phonetic alphabet, basic pronunciation of Chinese sounds chart i.e. initials, finals and their combinations, basic intonations and their combinations in monosyllabic, disyllabic and tri-syllabic words as well as phrases. And then start with listening and speaking basic sentences in Chinese with the help of different audio-video aids.

Course Outcomes (CO):

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

- 1: Master the Initials and finals of Chinese sound chart.
- 2: Master tones of the Chinese language and their combination.
- 3: Do basic greetings, self-introduction
- 4: Do day to day conversation in Chinese.
- 5: Reading of Chinese texts with accurate sounds, tones and pauses in a sentence.

Course Content:

Unit-1: Initials and finals of Chinese sound chart.

Unit-2: Mastering tones of the Chinese language and their combination.

Unit-3: Basic greetings, self-introduction and day to day conversation in Chinese.

Unit-4: Reading of Chinese texts with accurate sounds, tones and pauses in a sentence.

Suggested Readings:

- *Elementary Chinese Reader*, Book-1, Revised Edition, General Book Depot, (Sinolingua, Beijing, China,) General Book Depot, New Delhi, 2008.
- *Chinese for Beginners*, Foreign Languages Press, Beijing, 1983.
- *China, ABC*, New World Press, Beijing-1985.
- *New Practical Readers*, 2nd Edition, Beijing Language & Culture University Press, Beijing, 2013.
- *Road to Success.Threshold*, Beijing Language & Culture University Press, Beijing, 2010.
- *Road to Success.Lower Elementary*, Beijing Language & Culture University Press, Beijing, 2010.
- *Conversational Chinese 301*, Part-1, Beijing Language and Culture University Press, Beijing, 2013.
- Han Ying Cidian – A Chinese- English Dictionary, Shangwu Yin Shuguan, Beijing-1986.

- Concise English-Chinese, Chinese-English Dictionary, Oxford University Press, Oxford-1986.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER-II			
Serial number	Course Code	Course Title	Credits
1		Open Elective(University Pool)	6
2	SHEL214A	Creative Writing	4
3		Discipline II (Core)*	6
4		Discipline III (Core)*	6
5		Discipline I V(Core)*	6
Total Credits			28

Discipline II, III, IV (Core)*- Based on Student's Choice (ANY THREE)

S. No	Subject	Course Code	Course Title	6
1	English	SHEL141A	Indian Writing in English	6
2	Psychology	SHPS133A	Perspective in Social Psychology	6
3	Historical Studies	SHHS106A	Understanding Oral Histories in India	6
4	Economics	SHES110A	Introductory Macroeconomics	6
5	Chinese	IIBC 104A	Listening & Speaking Chinese-II (口语)	5
			Listening & Speaking Chinese-II (口语) - Practicum/ Lab	1
6	Political Science II	SLHA116A	Political Science II	6
7	Journalism	1) SBJJ110A	1) Digital Photography	4
		2) SBJJ150A	2) Digital Photography Lab	2

SHEL214A	Creative Writing	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives:

- To recognize creativity in writing and discern the difference between academic/ non creative and creative writing
- To develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- To develop a comprehensive understanding of some specific genres such as fiction, poetry, drama, and newspaper writing
- To distinguish between these as well as look at the sub divisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc.)
- To process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print

Catalogue Description:

This course will enable the students to understand various genres of creative writing and to develop their original ideas and writing style.

Course Content

UNIT I: **10 Lecture Hours**
Introduction: Creative Writing, Difference between Academic and Creative Writing

UNIT II: **10 Lecture Hours**
Narrative Techniques: Point of View (first person, Second person, third person)
Narration (Direct narration, frame narration, indirect narration)
Speech (Quoted Speech, reported speech, free indirect speech)

UNIT III: **10 Lecture Hour**
Stylistic Devices: Simile, metaphor, personification, hyperbole, understatement, transferred epithet, pun, Allegory, Allusion, imagery

UNIT IV: **10 Lecture Hours**
Types of creative writing: Fantasy writing, Thriller Writing, Travel memoirs, Reflective Writing
Preparing for Publication: editing and proofreading

Reference Books/Materials:

1. Dev, Anjana Neira (2009). *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.
2. Morley, David (2007). *The Cambridge Introduction to Creative Writing*. Cambridge, New York.
3. York.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Core Courses

SHEL141A	Indian Writing in English	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives:

- Identify the characteristics of Indian Literature of 19th century.
- Interpret texts written by Indian writers.
- Identify features of literary works and their influences on the society.
- Analyze different writing techniques employed by writers.
- Express concepts through assignments
- Analyze the texts through modern Indian perspectives

Catalogue Description:

The learning program will enable the learners to comprehend the various features of Indian Literature in English and understand the socio-cultural aspect of Indian society.

Course Content

UNIT I	15
lecture hours	
Introduction: Indian English Literature and its message and contexts of the Indian English Novel; The appreciation of Indian English Poetry; Modernity in Indian English Literature	
UNIT II	15
lecture hours	
Rabindranath Tagore: <i>The Home and the World</i>	
UNIT III	15 lecture
hours	
Sujata Bhatt: "White Asparagus"	
Kamala Das: "Introduction", "My Grandmother's House"	
Eunice D' Souza: "The Road", "Forgive Me, Mother".	
UNIT IV	15 lecture
hours	
Ismat Chughtai : <i>Lihaf</i> (The Quilt)	
Premchand: <i>The Holy Panchayat</i>	

Text Books:

1. Tagore, Rabindranath. *Home and the World* . Penguin Classics , 2005.
2. Chughtai, Ismat. *The Quilt & Other Stories*. Sheep Meadow Press,1994.
3. Das, Kamala.*Selected Poems*. Modern Classics, 2014.
4. Trivedi, Harish. *Modern Indian Literature*. Oxford University Press.2015

Reference Books/Materials:

1. *Modern Indian Literature*. Oxford University Press, 2013.
2. *Modern Indian Thought* . Worldview Publications , 2012.
3. Mukherjee, Meenakshi, 'Divided by a Common Language', in *The Perishable Empire*. OUP, 2000.
4. Naik, M.K. *History of Indian English Literature*. Sahitya Academy, 2004
5. King, Bruce, 'Introduction', in *Modern Indian Poetry in English*. 2nd ed. , OUP, 2005

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHPS133A	Perspective in Social Psychology	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES

- Understanding the basic social psychological concepts and familiarize with relevant methods.
- Developing skills pertaining to mapping of social reality and understanding how people Evaluate social situations.
- Developing an understanding pertaining to social influence processes particularly the Influence of others on individual behaviour and performance.
- Develop an understanding of the individual in relation to the social world

Course Content

UNIT 1

Introduction: Nature and scope of Social Psychology; Levels of social analysis; Critique to Social Psychology; Overview of the history and current trends of Social Psychology (Including development in India)

UNIT 2

Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes (Attitude-Behaviour Link; Strategies for attitude change)

UNIT 3

Social Interaction and Influence: Interpersonal Attraction, Pro-social Behaviour, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)

UNIT 4

Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction (Facilitation, Loafing)

Suggested Readings

- Husain, A. (C.E) Social Psychology. New Delhi: Pearson. ISBN: 978-81-317-6000-0.

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). Social Psychology. Upper Saddle Rives, New Jersey: Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.
- Misra, G. (2009). Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.) New Delhi: Pearson.
- Branscombe, N.R., Baron, R.A., Baumeister, R.F., & Kapur, P. (2019). Social Psychology, 14th Ed. New Delhi: Pearson.
- Crisp, R.J., & Turner, R.N. (2014). Essential Social Psychology. New Delhi: Sage
- Forsyth, D.R. (2014). Group Dynamics, 3rd Ed. New Delhi: Cengage Learning.
- Stainton-Rogers, W. (2003). Social Psychology: Experimental and Critical Approaches. UK Higher Education, Oxford University Press

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHHS106A	Understanding Oral Histories in India	L	T	P	C
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Version 1.0		3	1	0	4
Pre-requisites/Exposure	NA				
Co-requisites	NA				

Course Objectives:

The course enables students to-

1. To demonstrate the origins, purpose and methods of Oral History in India
2. To analyze the problems and challenges in using oral histories as a source of Historical studies
3. To understand the questions of testimonies, memories, and the relationship between text and orality in Historical studies
4. To summarize the journey of oral narratives from the ancient to the modern times
5. To classify the narratives of oral histories of India according to caste, class and gender

Course Outcomes:

After the completion of this course, students will be able to-

- 1:** Analyze the nature, history and implications of oral narratives
- 2:** Develop a foundational understanding of the methods, procedures, techniques and challenges of writing oral history and will be able to pursue oral history as a skill or vocation
- 3:** Develop a theoretical and conceptual understanding of oral archives, testimonies and transcription of the texts.
- 4:** Collect folklore, poems and songs as potential sources of historical studies

Course Content:

Unit 1: Oral Texts in Ancient India 10

Lectures

- (a) The Upanishadic Tradition: Guru-shishya tradition
- (b) Ramayana and Mahabharata: Oral and Performative Traditions
- (c) Political Panegyrics and its Oral and Performative Traditions

Unit 2: Oral Texts in the Medieval India 10

Lectures

- (a) Sufi Literature and the interactions in the sufi silsilah
- (b) Rajputana Bardic and Warrior traditions
- (c) Bhakti Movement and the Oral Tradition: Kabir and Mira-Case Study

Unit 3: Oral Texts in the Colonial Period

10

Lectures

- (a) Colonial Government approach towards Oral Traditions
- (b) Codification of Oral Texts: Colonel Todd's Annales, Colin Mckenzie's Archives
- (c) Indian National Movement and Oral Tradition: Role of Rumours in 1857 and Gandhian Movements

Unit 4: Oral Traditions in the Post-Independence Period

10

Lectures

- (a) Partition Project and Orality: Testimonies related to the Partition
- (b) Orality and the voices of the marginalized: Dalit, women and tribal assertions (1 Case Study from each)
- (c) Oral performance as Dying art form: Rustam Bharucha and the Oral folklore, Phad tradition of Pabu ji maharaj etc.

Readings:

1. Bharucha, Rustom. 1984. "A Collision of Cultures: Some Western Interpretations of the Indian Theatre." *Asian Theatre Journal* 1, no. 1 (Spring):1-20
2. -----, **Rajasthan: An Oral History - Conversations with Komal Kothari, 2003**
3. Roberts, Elizabeth, *A Woman's Place: An Oral History of Working Class Women, 1890-1940* (Blackwell, Oxford, 1996).
4. Uma Chakravarti, 'Women, Men and Beasts: The Jatakas as Popular Tradition', *Studies in History*, 9, 1, nÈ., 1993, New Delhi, pp. 43-70
5. ed. J. Vacek et. al. Prague: Institute of South and Central Asia, Seminar of Indian Studies, Charles University General Editor Kapila Vatsyayan, New Delhi: D.K. Printworld and IGNCA (Vol. 1: Primal Elements : The Oral Tradition; Vol. 2: Vedic, Buddhist and Jain Traditions; Vol. 3: The Agamic Tradition and the Arts; Vol. 4 The Nature of Matter; Vol. 5 Man in Nature)
6. Scott, James C., *Weapons of the Weak: Everyday Forms of Peasant Resistance*, Yale University Press, 1985
7. James Tod: *Annals and Antiquities of Rajasthan*, 2 Vols. Reprint, New Delhi, 1829-1832
8. Prathama Banerjee, *Politics of Time: 'Primitives' and History-writing in a Colonial Society*. New Delhi: Oxford University Press, 2006 3.
9. Godavari Parulekar, *Adivasis Revolt: The Story of Warli Peasants in Struggle*, Calcutta: National Book Agency, 1975.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHES110A	Introductory Macro-Economics	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	---				
Co-requisites	--				

Course Objectives:

The main objective of the course is to:

- Understand the forces determining macroeconomic variables
- Understand causes of business cycles
- Analyze how changes in policy are expected to impact the economy

Course Outcomes

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

1. Understand the aggregate macroeconomic variables and determinants of macroeconomic conditions.
2. Integrate the role of fiscal and monetary policies in regulating economy.
3. Apply the principle of Macroeconomics in explaining the behaviour of Macroeconomic variables at national as well as global level.
4. Associate the current economic phenomenon with existing theory and put their views on contemporary economic issues.
5. Understand the theory and causes of business cycles.
6. Understand various school of economic thought.

Catalogue Description

This is the first module in a two-module sequence that introduces students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like GDP, savings, investment, money, inflation, and the balance of payments.

Course Content

UNIT I 10 lecture hours

Macro-Economic Policies

Introduction to macroeconomics and national income accounting :Basic issues studied in macroeconomics: Measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts

UNIT II 15 lecture hours

Money: Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy

UNIT III 10 lecture hours

Inflation Inflation and its social costs; hyperinflation

UNIT IV 15 lecture hours

The closed economy in the short run Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers

TEXT BOOKS:

Mankiw, N. Gregory: Principles of Economics, Cengage learning.

SUGGESTED READINGS:

- Ahuja, H.L., — Macro Economics Theory and Policy, S. Chand & Company Ltd.
- Jhingan M.L., —Macro Economic Theory, Vrinda Publications (P)Ltd.
- R T Froyen (2008), Macroeconomics, Theory and policies, Prentice Hall.
- Gardner Ackley (1978), Macroeconomics, Theory and Policy, Macmillan Library
- Shapiro, E. —Macroeconomics analysis. Harcourt Brace Jovanovich.
- Mankiw N. Gregory: (2007) —Principles of Economics, Thomson, Indian Reprint.
- Dwiwedi, D.N. —Macro Economics. Tata McGraw Hill, New Delhi.

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC104A	LISTENING & SPEAKING CHINESE-II (THEORY)	L	T	P	C
		3	1	0	4

Objective:

Objective of this course is to improve listening and speaking ability. This course will expose students to everyday Chinese and they will be able to use the sentences of common use.

Course Content:

Unit-1: Practice basic conversations related to seasons, travelling, visiting Great Wall of China, see a doctor, spring festival etc.

Unit-2: Learn the basic conversation and texts related to visit a farmer's house, meet an old friend, sports meet, going back to one's village in vacation, basic information about China etc.

Unit-3: Learn how to search a Chinese dictionary and write a letter in Chinese.

Unit-4: Learn various historic as well as idiomatic stories etc.

Suggested Readings:

- *Elementary Chinese Reader*, Book-1 & 2, Reprint, General Book Depot, New Delhi, 2008.
- *Chinese for Beginners*, Foreign Languages Press, Beijing, 1983.
- *China, ABC*, New World Press, Beijing-1985.
- *New Practical Readers*, 2nd Edition, Beijing Language & Culture University Press, Beijing, 2013.
- *Road to Success*.Elementary, Beijing Language & Culture University Press, Beijing, 2010.
- *Road to Success*.Upper Elementary, Beijing Language & Culture University Press, Beijing, 2010.
- Han Ying Cidian – A Chinese- English Dictionary, Shangwu Yin Shuguan, Beijing-1986.
- Concise English-Chinese, Chinese-English Dictionary, Oxford University Press, Oxford-1986.

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SLHA116A	POLITICAL SCIENCE – II	C
		6

Course Objective:

To familiarize the law student about the use of political concepts and institutions in the understanding of law. The course attempts to present a theoretical perspective to the modern-day political structures and the latter linkages with legal framework. The aim is to familiarize the students with the political concepts, institutions, machinery, etc. The content of the course is designed to have a critical understanding of the forms of government, their working and the principles on which they are based.

LEARNING OUTCOME:

The course curriculum will inculcate among students a basic understanding of the political system. The aim is to enable them to understand the inter-relationship between citizens and government. Through this, they will be able to analyse and predict socio political phenomena based on the study of existing socio-economic determinants and past experiences.

Unit-I

This unit starts with the concept of Democracy, theories of democracy, different kinds of democracy, merits and demerits of democracy. The student will also learn about the Election Commission and Electoral System. This will include Universal Adult Franchise, organized method of periodical popular expression, system of representation, territorial and functional representation, functions and role of representatives. Further, the role of political parties, pressure group and Interest Groups will also be explained.

Unit-II

The student in this unit will learn about State and Government, Forms of government i.e. Unitary and Federal, Parliamentary and Presidential forms of government. This unit will discuss the selection and appointment of the Prime Minister and his Council of Ministers, tenure, powers and functions of the President of India, Vice-President. This will also explain the rule of law, the system of courts, judiciary and the role of parliament.

Unit-III

This unit will deal with Indian Federalism and regional political parties, center-state relations in terms of Legislative, Administrative, Financial division of powers, politics of regional movement and national integration. They will also learn about the Federal Features of Indian Constitution, Unitary Features of Indian Constitution and the Quasi-Federal nature of Indian Constitution.

Unit-IV

The concluding unit will deal with the Doctrine of Separation of Powers and system of Checks and Balances with reference to USA and India, Principles of Independence of Judiciary in Presidential and other forms of government.

Text Book:

Indian polity by M. Laxmikanth

Reference Books:

1. Harold. J. Laski, *A Grammar of Politics*, Routledge, 2016.
2. M.V.Pylee, *Constitutional Government of India*, S Chand, 2004
3. O.P.Gauba, *An Introduction to Political Theory*, Mayur Publications, 2018
4. SubhashKashyap, *Our Parliament*, 2011.
5. J.C. Johari, *Principles of Modern Political Science*, Sterling Publisher, 2009.
6. J.C.Johari, *Comparative Politics*, Sterling Publisher, 2011.
7. *The Indian Constitution: Cornerstone of A Nation* by Austin Granville

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SJBJ110A	DIGITAL PHOTOGRAPHY	L	T	P	C
		4	0	0	4

Overview:

The students after studying this course will be able to understand techniques of photography and how these are used in journalism. By the end of the course, the students will be able to visualize the relevant images and enhance their creativity through it.

Objectives and Expected Outcomes:

Photography is an art to express who grab our attention and speak directly to our emotions. It allows us to express ourselves through an art form. We notice a beautiful landscape or an old man’s face with aging lines. Each of us will have a different reason and style to capture such images. And according to his/her requirement, he/she will focus it to retain that expression in the form of the image. In this course, students will get learn the art to capture the reality and present it aesthetically.

In this course, students will get to know about the history of photography, how the Camera Obscura was invented. From the exposure time of 8 hours to just few fractions of seconds all the technologies related to camera will be introduced to the students. Students will get to know about how to use photography as a medium of communication. They will also understand the different parts of their camera and their respective functions. Students will learn about various types of camera and their design. This course will help the students to learn different types of lenses required for different purposes such as wide-angle lens to cover broad area, telephoto lens to cover longest distance. Students will get to know about the exposure triangle which is the most important element of photography. This course will help the student to learn important camera composition, camera shots and camera angles.

A good picture can only be captured in an appropriate amount of light, students have to learn different lighting source and so that they can use it according to their needs in photography. Students will learn different types of lighting such as one point, two point and three-point lighting in this course.

While a journalist will use their pen and paper to tell stories, a photojournalist will use their camera to capture the visual representation of a story. A single picture in some cases becomes so powerful, that it changes the public opinion and also has a real impact on politics. Photojournalism in its core is an objective way to educate people about the stories that a photojournalist is covering. Students will be trained in different types of photography like portrait, product, fashion and food photography.

Syllabus

Unit I – 8 lectures

Brief History of photography, Photography as a medium of communication, How photography works? Principles of camera obscura, Different parts of camera and their function

Unit II – 12 lectures

Camera design- Pinhole camera, view camera, compact camera, TLR Camera, SLR Camera, Polaroid Camera, underwater camera, digital camera, camera in mobile phone, Lenses-controlling image, Photographic lenses- prime and zoom lens, angle of view Aperture and Shutter, Depth of field, Lens care, Exposure - Meaning and definition of Exposure F-number and shutter speed relationship, equivalent exposure settings Camera accessories: Tripod, Lens hood, Flash unit, filters, close up attachment etc. Photographic Composition: Elements of composition, Rule of thirds, Placement of subject, Framing, Principles of composition, shots and camera angles.

Unit III – 12 lectures

Various types of photography- Portrait Photography, Wildlife Photography, Nature and Landscapes Photography, Food Photography, Fashion Photography, Product Photography and Night photography. Lighting- Sources of light: Natural & Artificial, Nature and physical properties of light, Direction & angle of light: Front, side, top & back, Lighting contrast and its control by fill in lights, One, two & three point lighting : Key, fill and back light.

Unit IV- 8 lectures

Photo journalism- Role and impact of a photograph in print media, Review and analysis of some outstanding photographs, Photo editing- selection of photograph, cropping, caption writing. Digital Photo Editing- Introduction to Photoshop, creating a document and saving a file, Importing camera images, the tools palette, Selecting, cutting and pasting, Levels and Contrast, Photo Appreciation, Photo Stories, Photo Features and Photo Essays Legal and Ethical Issues.

Students will learn about various editing techniques through software to get a photograph more presentable in terms of news. They will be able to produce theme-based photo features required in the specialized types of photography.

SJBJ150A	DIGITAL PHOTOGRAPHY LAB	L	T	P	C
		0	0	4	2

Overview:

The course will give students practical exposure to learn all the technical techniques of Digital Photography. They will learn how to do use various camera angles and shots to capture a moment. It will also familiarize the students with numerous techniques of Lighting in indoor and outdoor areas and what all can be done through editing in post-production.

Objective and Expected Outcome:

This course exposes the students with the structure of digital camera with its functions.

The course gives hands-on experience of capturing interesting and breath-taking moments. These students will be assigned to capture various events of university such as conferences, lectures, official events to give them the exposure of practical lighting framing etc. During the course student will get the exposure of Feature photography, Product Photography, Night and Landscape photography.

Syllabus

Unit I – 10 lectures

1. Practice photographs at different f-stops (aperture)
2. Practice photographs at different shutter speeds
3. Practice photographs with different focal lengths

Unit II – 10 lectures

1. Practice Photographs with different camera shots
2. Practice Photographs with different camera angles
3. Capture photo with Dutch angle

Unit III – 10 lectures

1. Capture photos in outdoor lighting.
2. Capture portraits using Single Point Lighting
3. Use different accessories of lighting
4. Capture portraits using Three Point Lighting

Unit IV- 10 lectures

1. Capture Silhouette effect
2. Capture Bokeh Effect
3. Black and White Photography
4. Product Photography: photograph a product for commercial purpose
5. Use editing software and its various tools.

After completion of the course, students will have an overall exposure of Digital Photography from framing stage to post-production stage.

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER-III			
Serial number	Course Code	Course Title	Credits
1	SHEL217A	Personality development and Communication Skills	3
2		Discipline/ CORE V	6
3		Discipline /CORE VI	6
Total Credits			15

Discipline V, VI (Core)*- Based on Student's Choice (ANY TWO)

S. No	Subject	Course Code	Course Title	Credits
1	English	SHEL243A	American Literature	5
	English	SHEL283A	American Literature Practical/Lab	1
2	Psychology	SHPS233A	Introduction to Personality	4
		SHPS123A	Introduction to Personality Practicum/Lab	2
3	Economics	SHES211A	Macro-Economics- I	6
4	Chinese	IIBC213A	Chinese Oration Skills-I (口语)	5
		IIBC251A	Chinese Oration Skills-I (口语)- Practicum/Lab	1
5	Historical studies	SHHS231A	History of art Part I	6

SHEL217A	Personality Development and Communication Skills	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. To foster soft skills and Leadership traits
2. To develop analytical and critical thinking
3. To build awareness about the various dynamics of personality development.
4. To foster self-confidence, positive attitude, emotional intelligence and social sensitivity.
5. To augment linguistic proficiency for both personal and professional communication

Course Outcomes

On completion of this course, the students will be able to

- 1: Be able to manage and encourage constructive collaboration
- 2: Develop awareness of appropriate communication strategies.
- 3: Improve student's personality and enhance their self-confidence
- 4 Create a basic awareness about the significance of soft skills in professional and inter-personal communications
- 5 Facilitate an all-round development of personality

Catalogue Description

This course makes the students groom their personality and prove themselves as good Samaritans of the Society. This course consists of individual or in-group class presentations pertaining to the applications of concepts, Theories or issues in human development.

Course Content/Course Syllabus:

UNIT I

10 hours

Remedial Grammar: Errors of Accidence and syntax with reference to parts of speech; Confusion of adjectives and adverbs; Agreement of subject and verb; Simple, Complex and Compound Sentences; Sentence Errors; Indianism & Idiomatic expressionism; The Chimney Sweeper by William Blake

UNIT II

10 hours

Listening & Reading Skills: Listening & Hearing; Tips for effective listening; Role of listening in personality development; Types of reading: Comprehension of unseen passages; Summarizing;

UNIT III

10 hours

Personality Development: Non-verbal communication; Etiquette & Manners; Self-esteem & Self-confidence; Leadership traits; Effective Communication; Inter & Intra personal skills; Motivation & Appraisal; Mending Wall by Robert Frost

UNIT IV

10 hours

Verbal Communication: Formal speech; Role play; Effective public speaking; Interview; Etiquettes at formal gathering; Etiquettes in Official & Business correspondence; The Grief by Anton Chekhov

Text book [TB]:

Mitra, Barun K. Personality Development and Soft Skills. Oxford University Press, 2012.

Reference Books/Materials

1. Raman Meenakshi & Sharma, Sangeetha. Technical Communication Principles and Practices, 2nd Ed. Oxford University Press, New Delhi, 2011
 2. Sinha, K.K. Business Communication. Galgotia Publishers.
 3. Tickoo, M.L, Subramanian A. E. and Subramaniam
 4. P.R. Intermediate Grammar, Usage and Composition. Orient Blackswan'
 5. "Best Poems", <http://100.best-poems.net/>, 20 July 2016
 6. "Classic English Short Stories", <http://www.eastoftheweb.com/short-stories/Collections/ClasEngl.shtml>, 20 July 2016.
 7. Mitra, Barun K. Personality Development and Soft Skills, OUP, Delhi, 2012.
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Core Courses

SHEL243A	American Literature	L	T	P	C
Version 1.0		5	0	0	5
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives:

- To have a historical overview of major literary theorists, particularly of the 20th century
- To show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- To historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- To identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts
- To apply various theoretical frameworks and concepts to literary and cultural texts.
- To evaluate and analyse strengths and limitations of theoretical frameworks and arguments
- To sharpen interpretative skills in the light of various theoretical frameworks

Catalogue Description:

The learning program will enable the students to interpret the works with due sensitivity to both textual and contextual signs and apply interpretive strategies developed in literary study to other academic and professional contexts to write lucidly and with sensitivity to audience.

Course Content

UNIT I: Introduction

10 lecture hours

The American Dream; Social Realism and the American Novel; Folklore and the American Novel

Ralph Waldo Emerson: Excerpts from *The American Scholar*

UNIT II: Poetry

15 lecture hours

Edgar Allan Poetry: "The Raven"

Walt Whitman: "When Lilacs Last in the Dooryard Bloom'd"

Emily Dickinson: "This is My Letter to the World"

Robert Frost: "The Road Not Taken"

UNIT III: Play**10 lecture hours**

Introduction to American Drama, its characteristics and features
Edward Albee: *Who is Afraid of Virginia Woolf?*

UNIT IV: Novel**15 lecture hours**

Introduction to American Novel, its characteristics
Ernest Hemingway: *A Farewell to Arms*

Reference Books/Materials:

1. Matthiessen, F.O. *American Renaissance*. Oxford University Press, 1968.
2. McMichel, George. *Concise Anthology of American Literature*. Pearson Education, 2014.
3. Palwekar, S.D., *Literature and Environment: A Select Study of British, American and Indian*
4. Spiller, Robert. *Literary History of the UNITED States*. Amerind Publishing, 1972.
5. *Writings*. Lambert Academic Publishing, 2012.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL283A	American Literature- Practical	L	T	P	C
Version 1.0		0	0	2	1
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

To apply the fundamental theories of American Literature in conceptualizing and writing a research paper.

Course Outcomes

After completion of course the students will be able to -

- 1 .Apply the fundamentals of the theories of this genre in formulating a research problem
2. Write and present a research paper
3. Express concepts through assignments
4. Implement critical thinking components while analyzing texts

Catalogue Description

This learning program will create literary sensibility for appreciation in students, expose them to artistic and innovative use of language by writers in American Literature and teach them to apply this knowledge in to a research paper.

Course Content

02 Lecture Hours

Practical I:

Critical appreciation of poems: Content analysis, Theme, Message, Structure, Figures of speech, Appealing aspect and Critical comments [from the course- American Literature]

02 Lecture Hours

Practical II:

Character analysis: Types of characters in a play: Central Charcters, Major & Minor characters; Flat & Round characters; Climax & Anti climax; Aristotle's concept of Character;

Components of a tragic play; Character analysis of selected plays [from the course- American Literature]

03 Lecture Hours

Practical III:

Writing a Seminar Paper: Purpose, Structure, Style, Objectives of Research Paper, Literature survey, Documentation of different sources, Foot note & End note; Writing a paper on given topic [from the course- American Literature]

03 Lecture Hours

Practical IV:

Presentation: Oral & Written Presentation, Visual & Power point presentation; Strategies for effective presentation; Presentation of the prepared Seminar paper

Reference Books/Materials

MLA Handbook for Writers of Research Papers. 7th ed. New Delhi, EWP, 2009.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHPS233A	INTRODUCTION TO PERSONALITY	L	T	P	C
		3	1	0	4

Course Outcomes

1. Apply the fundamentals of the theories of this genre in formulating a research problem
2. Write and present a research paper
3. Express concepts through assignments
4. Implement critical thinking components while analyzing texts

Course Content

Practical I:

Critical appreciation of poems: Content analysis, Theme, Message, Structure, Figures of speech, Appealing aspect and Critical comments [from the course- American Literature]

Practical II:

Character analysis: Types of characters in a play: Central Characters, Major & Minor characters; Flat & Round characters; Climax & Anti climax; Aristotle's concept of Character; Components of a tragic play; Character analysis of selected plays [from the course- American Literature]

Practical III:

Writing a Seminar Paper: Purpose, Structure, Style, Objectives of Research Paper, Literature survey, Documentation of different sources, Foot note & End note; Writing a paper on given topic [from the course- American Literature]

Practical IV:

Presentation: Oral & Written Presentation, Visual & Power point presentation; Strategies for effective presentation; Presentation of the prepared Seminar paper

Reference Books/Materials

MLA Handbook for Writers of Research Papers. 7th ed. New Delhi, EWP, 2009.

COURSE LEARNING OUTCOMES

At the end of this course student will able to learn about what is the main theories of personality that are used to explain and understand personality and how personality influences thought and behaviour.

Students learn that personality is complex and includes thoughts, behaviours and emotions and also learn that several theories can be used to explain and understand personality and that each theory has advantages and disadvantages.

Course Content

UNIT- I

Introduction: Nature and Definitions, Conceptual History; Basic Assumptions about Human Nature; Genetic and Environmental Determinants of Personality.

UNIT- II

Theories of Personality

Psychoanalytic Theories: Sigmund Freud, Alfred Adler, Carl Gustav Jung.

Phenomenological Perspective: Carl Rogers, Abraham Maslow

UNIT-III

Theories of Temperament and Trait Theories

Galen's Theory of Temperament; Sheldon's and Kretschmer's Personality Typology

Trait Theories: Allport's Theory, Cattell's Theory; Basic Concepts, Identification of Temperament, Ability, and Dynamic traits

Eysenck's Theory: Structure, Physiological Basis and Behavioral Correlates.

UNIT-IV

Models of Personality

Five Factor Model: Domains, Behavioral Correlates

Zuckerman's Alternative Five Factor Model.

Triguna theory of Personality, Ancient Model of Personality by Upanishads: Indian Perspective

Suggested Readings

- Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. Hong Kong: Wiley-Blackwell.
 - Adams, D. P. (2000). The person: An integrated introduction to personality psychology. Hoboken, NJ: John Wiley
 - Friedman, H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson
 - Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). Handbook of Indian psychology. New Delhi, India: Foundation Books.
 - John, O.P., Robins, R.W. & Pervin, L.A. & (2008). HB of Personality: Theory and Research (3Ed.). NY: Oxford Press.
 - Larsen, R.J. & Buss, D.M. (2011). Personality Psychology: Domains of Knowledge about Human Nature. New Delhi: Tata McGraw-Hill.
 - Misra, G., & Mohanty, A. K. (Eds.) (2002). Perspectives on indigenous psychology. New Delhi, India: Concept Publishing Company.
 - Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). HB of Indian Psychology. Delhi: Foundation Sons.
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SHPS123A	INTRODUCTION TO PERSONALITY_ PRACTICUM/LAB	L	T	P	C
		0	0	4	2

Course Outcomes

On completion of this course, the students will be able to

- To familiarize the students with the use of elementary statistical techniques
- Students would acquire the ability to administer, interpret and report psychological tests.
- Students would gain proficiency in data analysis using statistical software.

Note:

Each student would perform four to six experiments/test from the areas mentioned below along. It would be mandatory for each student to submit a record file containing a report of all tests/ experiments, duly signed by the respective teachers. During examination one experiment/test, would be conducted. Evaluation would be based on performance in conduct, written and viva.

Course Content

UNIT I

- DPI
- Semi Projective personality test

UNIT II

- Test of personality
- MMPI
- BFI

UNIT III

- 16 PF
- BFPT
- CAT

Text book [TB]:

- Bhargava, M. (1998). Manual for Dimensional Personality Inventory. Agra: Nandini Enterprises.
 - Dubey, L.N. and Dubay, A. (2006) Sentence Completion Test, National Psychological corporation, Agra
 - Tellegen, A., & Ben-Porath, Y. S. (2008). MMPI-2-RF (Minnesota Multiphasic Personality Inventory-2 Restructured Form): Technical manual. Minneapolis: University of Minnesota Press.
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- The MMPI-2 Restructured Clinical Scales: Development, validation, and interpretation. Minneapolis, MN: University of Minnesota Press.
 - Cattell, R.B. Cattell, A.K. and Cattell, H.E.P. (1993) 16PF Fifth Edition Questionnaire. Champaign, IL: Institute for Personality and Ability Testing.
 - John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), Handbook of personality: Theory and research (Vol. 2, pp. 102–138). New York: Guilford Press
 - Bellak, L.& Bellak,S(1949) CAT, Gracic station: NY; Consulting Psychologist press
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SHES211A	MACRO ECONOMICS- I	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	Principles of Economics				
Co-requisites	--				

Course Objective:

The main objective of the course is to:

- Understand the forces determining macroeconomic variables such as inflation, unemployment, interest rates, and the exchange rate
- To use basic economic principles to be able to predict how changes in policy are expected to impact the economy.

Course Outcomes:

On completion of this course, the students will be able to

- 1:** Explain the origin of macroeconomics and preliminary concepts associated with the discipline
- 2:** Understand aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments
- 3:** Examine various alternative theories of output and employment determination in a closed economy in the short run as well as long run,
- 4:** Apply the analytical tools formal modeling of a macro-economy.
- 5:** Apply the principle of Macroeconomics in explaining the behaviour of Macroeconomic variables at national as well as global level.
- 6:** Associate the current economic phenomenon with existing theory and put their views on contemporary economic issues.

Catalogue Description:

Macroeconomics is an analysis of a country's economic structure and performance and the government's policies in affecting its economic conditions. This course discusses the origin of macro- economics and preliminary concepts associated with the discipline. It studies the macro statics and macro dynamics in pursuit of classical , Keynesian and new classical schools. The course involves understanding of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments. Macroeconomics is an analysis of a country's economic structure and performance and the government's policies in affecting its economic conditions. It tests various theories to see how the overall economy functions, and how the theory is used to forecast the effects of a particular policy and event that was carried out.

Course Content

UNIT-I – 10 lectures

The origin and development of Macro Economics Goals and Instruments of Macroeconomics. Supply and Demand in Macroeconomics, macro equilibrium; Macro-Statics & Macro-dynamics. Brief history and Schools of Macroeconomics – Keynesian, Classical, New Keynesian and New Classical.

UNIT-II -15 Lectures

National Income Components - Circular flow of income in two, three and four sector economy. The Classical System: Say's Law of Market, Classical theory of Employment saving and Investment theory wage and price flexibility criticisms of classical theory.

UNIT-III – 15 Lectures

Consumption Function: The Absolute Income Hypothesis, the Relative Income Hypothesis, the Permanent Income Hypothesis and other factors influencing consumption. Investment Multiplier, Accelerator, Accelerator Multiplier interaction, Savings-Investment Equilibrium.

UNIT-IV- 15 -20 Lectures

The Keynesian Model: The components of aggregate demand The derivation of aggregate demand and supply curves – the Keynesian aggregate demand with vertical aggregate supply curve – sources of wage rigidity and unemployment – the flexible price with fixed money wage model – labor supply and money wage – the shift in aggregate supply Keynes vs. Classics.

SUGGESTED READINGS:

- Ahuja,H.L.,— Macro Economics Theory and Policy, S. Chand & Company Ltd.
- Jhingan M.L., —Macro Economic Theory, Vrinda Publications (P)Ltd

- R T Froyen (2008), Macroeconomics, Theory and policies, Prentice Hall.
- Gardner Ackley (1978), Macroeconomics, Theory and Policy, Macmillan Library
- Shapiro, E. —Macroeconomics analysis.Harcourt Brace Jovanovich.
- Mankiw N. Gregory: (2007) —Principles of Economics, Thomson, Indian Reprint.
- Dwiwedi, D.N. —Macro Economics. Tata McGraw Hill, New Delhi.
- Lipsey R.G. and K.A. Christal (1999) —Principles of Economics 9th Ed., Oxford University

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC213A	Chinese Oration Skills-I Theory	L	T	P	C
		4	1	0	5

Objective: Objective of this course is to equip students with intermediate level speaking skills in Chinese.

Course Content:

- Unit-1: Preparing dialogues on given topic.
- Unit-2: Act on prepared dialogues.
- Unit-3: Making sentences with new words.
- Unit-4: Using Chinese words in daily life.

Suggested Readings:

- *Short Term Spoken Chinese: Elementary* (汉语口语速成：基础篇), Beijing Language And Culture University Press, Beijing, 2011
- *Developing Chinese: Intermediate Speaking Course* (发展汉语：中级口语), Part-1, Beijing Language And Culture University Press, Beijing, 2013

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC251A	Chinese Oration Skills-I Practical	L	T	P	C
		0	0	2	1

Objective: Objective of this course is to make students practice listening different audio clips and practice speaking on common topics.

Course Content:

Unit-1: Practice listening audio clips on different topics.

Unit-2: Practice speaking on different topics

Suggested Readings:

- *Short Term Spoken Chinese: Elementary* (汉语口语速成: 基础篇), Beijing Language And Culture University Press, Beijing, 2011
- *Developing Chinese: Intermediate Speaking Course* (发展汉语: 中级口语), Part-1, Beijing Language And Culture University Press, Beijing, 2013

SHHS231A	History of Art- Part I	L	T	P	C
		5	1	0	6
Version 1.0					
Prerequisites/Exposure	NA				
Co-requisites	NA				

Course Objectives-

The course enables students to-

1. Analyse sculptures and art pieces in its historical and aesthetic sense
2. Identify art and sculptural specimens on the basis of its quality, features and place it historically
3. Develop a scholarly outlook to deal with Indian visual art forms
4. Recognize the symbolism inherent in the production of art and sculptures in Indian subcontinent

Course Outcomes-

After this course, the students will be able to-

1. Develop critical thinking by questioning works of art and architecture and developing arguments about the circumstances of their production and meaning
2. Learn to build extended arguments based upon composite evidence: visual, historical, and textual
3. Engage in creative research problems that yield new insights into art, architecture, history and culture
4. Evaluate the variety of approaches to write about the history of the arts, architecture, and visual culture
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performativity, and experiential

Catalogue Description

Art historical research has two primary concerns- to discover who made a particular art object (attribution), and secondly to authenticate an art object, determining whether it was indeed made by the artist to whom it is traditionally attributed; thirdly, to determine at what stage in

a culture's development or in an artist's career the object in question was made; fourthly, to assay the influence of one artist on succeeding ones in the historical past, and fifthly, to gather biographical data on artists and documentation (provenance) on the previous whereabouts and ownership of particular works of art.

This course will also help the students to understand the stylistic and formal development of artistic traditions on a large scale and within a broad historical perspective; this chiefly involves the enumeration and analysis of the various artistic styles, periods, movements, and schools of the past.

Unit 1: An Introduction to Indian Art

15 Lectures

- (a) Definition of Art and an introduction to Indian Aesthetics
- (b) Classification of Art: Emotive and Applied art
- (c) Forms of Art: Painting, Sculpture and Architecture

Unit 2: Interpreting Art: Content, Style, Medium, Design

15 Lectures

- (a) Introduction to Symbols and Motifs in Indian Art
- (b) Antiquity of Image Worship– Brahmanical, Buddhist and Jaina deities
- (c) Iconography of Vishnu, Shiva and Shakti

Unit 3: Historical Development of Indian Art in Harappan and Mauryan

Period

15 Lectures

- (a) Indus Valley Civilization: Town Planning & Architecture, Sculpture, Seals, Terracotta
 - (b) Mauryan Period: Art, Architecture & Sculptures, punch marked coins
-

Unit 4: Historical Development of Indian Art in Post-Mauryan and Gupta Period

15 Lectures

- (a) Post Mauryan Art and Architecture: Mathura, Gandhara and Amaravati School of Art
(b) Gupta Period: Evolution of Temple Architecture Sculpture, Mathura and Sarnath school of Art

Readings:

1. Ram Raz : Essays on Hindu Architecture
2. Alexander Cunningham : ASI Reports,(23 vols.), Books written by him
3. Dilip K. Chakraborti : A History of Indian Archaeology, from beginning to 1947, New Delhi, 1988.
4. Upinder Singh : The Discovery of Ancient India, New Delhi, 2011.
5. Ram Razz : Essay on Hindu Architecture
6. Percy Brown : Indian Architecture (Buddhist and Hindu Period)
7. S.R.D. Singam : Wisdom of Ananda Coomaraswamy
8. Rama P. Coomaraswami :The Essential Ananda K. Coomaraswamy
9. James Ferguson : History of Indian and Eastern Architecture
10. J.N. Benerjea : The Development of Hindu Iconography
11. T.A.G. Rao : Elements of Hindu Iconography
12. Tapati Guha –Thakurta : Monuments, Objects, Histories- Institutions of Art in Colonial and Postcolonial India
13. D.N. Shukla: Vastu-Sastra, Vol. I, Hindu Science of Architecture
14. Stella Kramrisch : The Hindu Temple, Vol. II
15. C. Sivaramamurti : Natraj in Art, thought and literature
16. M.A. Dhaky, M.W. Meister : Encyclopaedia of Indian Temple Architecture
17. & Krishna Deva

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER-IV			
Serial number	Course Code	Course Title	Credits
1	SHEL248A	Language and Linguistics	6
2		DSE/CORE VII	6
3		DSE/CORE VIII	6
4		VAC	0
Total Credits			18

Discipline VII, VIII (Core)*- Based on Student's Choice (ANY TWO)

S. No	Subject	Course Code	Course Title	Credits
1	English	SHEL246A	Postcolonial Literature	6
2	Psychology	SHPS234A	Counselling Skills	4
		SHPS124A	Counselling Skills - Practicum/Lab	2
3	Economics	SHES214A	Macro Economics II	6
4	Chinese	IIBC214A	Chinese Oration Skills -II (口语)	5
		IIBC252A	Chinese Oration Skills-II (口语)- Practical	1
5	Historical studies	SHHS232A	History of Art - Part II	6

SHEL248A	Language & Linguistics	L	T	P	C
Version 2.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives:

- Awareness about the discipline of Linguistics.
- Recognizing and understanding the analysis of linguistic structures.
- Gaining critical insights about the linguistic identities, language development and acquisition, social and educational policies.
- Fostering, creative ability and cross-cultural linguistic sensitivity.

Catalogue Description:

The learning program will be helpful in understanding the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyse any language and a good theoretical foundation if the student is to continue in linguistics.

Course Content

UNIT I

10 lecture hours

Language: Definition, Features, Scope and Significance; language and communication; Linguistics & Its Branches

UNIT II

20 lecture hours

Phonetics: Definition, Importance, Introduction of IPA and phonetic Transcription

UNIT III

10 lecture hours

Grammar and Syntax, Word Order, Clause and Phrases, Ambiguity

UNIT IV

20 lecture hours

Semantics: Types of Meaning, Hyponyms & Hypernyms, Pragmatics

Reference Books/Materials:

1. Akmajian, A., R. A. Demers and R, M Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. MIT Press, 1984.
2. Akmajian, A., R. A. Demers and R. M. Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. Holt, Rinehart and Winston, 1974.
3. De Saussure, Ferdinand. *Course in General Linguistics*. McGraw Hill, 1966.

4. Mesthrie, Rajend and Rakesh M. Bhatt. *World English: The Study of New Linguistic Varieties*. Cambridge University Press, 2008.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Core Courses

SHEL246A	Postcolonial Literatures	L	T	P	C
Version 2.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives:

- Identify key questions, authors, and literary forms in postcolonial literature
- Think critically about these texts in relation to postcolonial theory
- Situate these works in their larger cultural contexts
- Develop interpretative skills of close reading
- Offer nuanced interpretations, articulate coherent arguments and develops research skills through your written essays

Catalogue Description:

The learning program will enable the learners to develop a global perspective as they would be familiar with the variety of world literatures as well as cultures.

Course Content

UNIT- I: Introduction

15 Lecture Hours

Colonization, De-colonization, Post-colonization, Third World Literature, New Literature, Postcolonial Literature, Orientalism; Edward Said (selected ideas)

UNIT- II: Poetry

15 Lecture Hours

Derek Walcott: "A Far Cry from Africa", "Names"

UNIT- III: Novel

15 Lecture Hours

Chinua Achebe- *Things Fall Apart*

UNIT- IV: Short Story

15 Lecture Hours

Gabriel Garcia Marquez: *Chronicles of a Death Foretold*

Reference Books/Materials:

1. Franz Fanon, “The Negro and Language”, in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi waThiong’o, “The Language of African Literature”, in *Decolonizing the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHPS234A	COUNSELLING SKILLS	L	T	P	C
		4	0	0	4

Course Objectives:

To enable the students to understand the processes and steps involved in administered the psychological Tests in laboratory setup. The students are supposed to administer four tests based on the following along with a detailed introductory report on ‘Psychological Testing and Assessment’

COURSE LEARNING OUTCOMES

- To develop an understanding of basic concepts, processes, and techniques of Counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

Course Content

UNIT I

Counselling: Definition, Purpose and Goals of Counselling, Ethics in Counselling

UNIT II

Theories of Counselling: Person Centred Counselling, Cognitive Counselling, Behavioural counselling.

UNIT III

Areas of Counselling: Group counselling, counselling with Families, Child counselling, counselling the Delinquent, Pre-marital counselling, Marriage counselling, counselling Drug Addicts, Crisis Intervention counselling, Career counselling

UNIT IV

Counselling Process: Stages of the counselling Process, Basic skills for counselling: communication and relationship skills. Assessment and formulation in counselling

Suggested Readings

- Patterson, L. W. & Welfel, E. R. (2000). The Counseling Process. 5th ed. Belmont, CA: Brook/Cole.
- Corey, G. (1996). Theory and Practice of Counseling and Psychotherapy. 5th ed. Belmont, CA: Brook/Cole.
- Belkin, G. S. (1988). Introduction to Counseling. W. G.: Brown Publishers.
- Nelson, J. (1982). The Theory and Practice of Counseling Psychology. New York: Holt Rinehart & Winston.

SHPS124A	CONSELLING SKILLS PRACTICUM	L	T	P	C
		0	0	0	2

Course Objectives:

To enable the students to understand the processes and steps involved in administered the psychological Tests in laboratory setup. The students are supposed to administer four tests based on the following along with a detailed introductory report on ‘Psychological Testing and Assessment’

- i) Intelligence Testing—SFB/ Koh Block design
- ii) Sentence Completion Test
- iii) Test of Aptitude assessment
- iv) Interest Assessment
- v) Creativity Assessment
- vi) Verbal Learning and Recognition

Suggested Books/ Readings:

- Anastasi, A. & Urbina, S. (1977). Psychological testing. N J: Practice Hall.
- Freeman, F. S. (1962). Theory and practice of psychological testing. New York: Kinchart & Winston.
- Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues (6th edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
- Kline T.J.B (2005). Psychological testing: A practical approach to design and evaluation. Sage Publication

SHES214A	MACRO ECONOMICS II	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	MACRO ECONOMICS I				
Co-requisites	--				

Course Objectives:

The main objective of the course is to:

- Understand the forces determining macroeconomic variables
- Understand causes of business cycles
- Analyze how changes in policy are expected to impact the economy

Course Outcomes

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

- 1:** Understand of aggregate macroeconomic variables and determinants of macroeconomic conditions.
- 2:** Integrate the role of fiscal and monetary policies in regulating economy.
- 3:** Apply the principle of Macroeconomics in explaining the behaviour of Macroeconomic variables at national as well as global level.
- 4:** Associate the current economic phenomenon with existing theory and put their views on contemporary economic issues.
- 5:** Understand the theory and causes of business cycles.
- 6:** Understand equilibrium in closed and open economy.

Catalogue Description

This course is a sequel to Macroeconomics I. It is required to understand the integration of major economic phenomena at the national and international levels. It would cover the concepts like measuring the economic performance of the economy, determinants of economic performance, fiscal, monetary policy, trade policy, etc. The students will learn about business cycles and reasons behind market fluctuations.

Course Content

UNIT I

10 lecture hours

Macro-Economic Policies

Monetary and Fiscal Policy- Targets and instruments; The Great Depression; Lags in the effects of policies; Expectations and Reactions; Uncertainty and Economic Policy; Economic Policy - Rules vs. Discretion.

UNIT II**20 lecture hours**

Theory of Inflation: Concept – Types – Categories, Excess demand Inflation Keynesian Income Expenditure approach, Inflationary gap –Cost push Inflation – Wage Push and profit push inflation, Phillips curve Controversy, Tobins modified Phillips Curve, Policies to control inflation. Rational expectation hypothesis,

UNIT III**15 lecture hours**

IS-LM Model: The goods market and derivation of IS curve – real influences and Shift in IS schedule – the money market and derivation of LM curve – the shift in LM curve – determination of equilibrium income and interest rates, the liquidity trap – the implications of increase in money supply, the relative efficacy of fiscal and monetary policy.

UNIT IV**15 lecture hours**

a) **The Mundell-Fleming model:** Determining equilibrium output in a small open economy – the monetary and fiscal policy under flexible and fixed exchange rates regimes – the Mundell Flemming model with changing price level. Rigidity of wages and prices

b) **Theory of Business Cycles:** Business Cycle Theories of Schumpeter, Kaldor, Samuelson and Hicks; Control of business cycles – relative efficacy of monetary and fiscal policies.

SUGGESTED READINGS:

- Ahuja,H.L.,— Macro Economics Theory and Policy, S. Chand & Company Ltd.
- Jhingan M.L., —Macro Economic Theory, Vrinda Publications (P)Ltd.
- R T Froyen (2008), Macroeconomics, Theory and policies, Prentice Hall.
- Gardner Ackley (1978), Macroeconomics, Theory and Policy, Macmillan Library
- Shapiro, E. —Macroeconomics analysis. Harcourt Brace Jovanovich.
- Mankiw N. Gregory: (2007) —Principles of Economics, Thomson, Indian Reprint.
- Dwiwedi, D.N. —Macro Economics. Tata McGraw Hill, New Delhi.

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC214A	Chinese Oration Skills–II (Theory)	L	T	P	C
Version 1.0		5	0	0	5
Pre-requisites	--				
Co-requisites	--				

Course Objectives

1. To prepare dialogues
2. To play roles on dialogues
3. Making sentences in the context using new words
4. To discuss on different themes

Course Outcomes

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

- 1: Improve listening ability
- 2: Prepare own dialogues
- 3: Play different roles in conversations
- 4: do new sentence constructions.
- 5: develop different themes
- 6: Participate in discussions

Catalogue Description

This course equips students with intermediate level speaking skills in Chinese.

Course Content

Unit-1

10 lecture hours

Preparing dialogues on given topics.

Unit-2 **10 lecture hours**

Role plays on prepared dialogues.

Unit-3 **15 lecture hours**

Making sentences with new words.

Unit-4 **15 lecture hours**

Discussions on selected themes

Text Books

1. *Conversational Chinese 301*, Part-1, Beijing Language and Culture University Press, Beijing, 2013.

Reference Books/Materials

1. Short Term Spoken Chinese: Pre-Intermediate (汉语口语速成：提高篇), Beijing Language And Culture University Press, Beijing, 2011
2. *Developing Chinese: Intermediate Speaking Course* (发展汉语：中级口语), Part-2, Beijing Language And Culture University Press, Beijing, 2013

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC252A	Chinese Oration-II - Practical	L	T	P	C
Version 1.0		0	0	2	1
Pre-requisites					
Co-requisites					

Course Objectives

1. To listen and understand the dialogues in Chinese
2. To speak on different seen or unseen topics

Course Outcomes

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

- 1: Understand more dialogues and sentences on different topics
- 2: To speak on different topics including unseen topics

Catalogue Description

This course equips students with intermediate level spoken Chinese.

Course Content

Unit-1 **5 lecture hours**

Practice listening with audio and video

Unit-1 **5 lecture hours**

Practice speaking with other classmates

Text Books

1. *Conversational Chinese 301*, Part-1, Beijing Language and Culture University Press, Beijing, 2013.

Reference Books/Materials

1. Short Term Spoken Chinese: Pre-Intermediate (汉语口语速成：提高篇), Beijing Language And Culture University Press, Beijing, 2011
2. *Developing Chinese: Intermediate Speaking Course* (发展汉语：中级口语), Part-2, Beijing Language And Culture University Press, Beijing, 2013

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHHS232A	History of Art- Part II	L	T	P	C
		5	1	0	6
Version 1.0					
Prerequisites/Exposure		NA			
Co-requisites		NA			

Course Objectives-

The course enables students to-

1. Analyse sculptures and art pieces in its historical and aesthetic sense
2. Identify art and sculptural specimens on the basis of its quality, features and place it historically
3. Develop a scholarly outlook to deal with Indian visual art forms
4. Recognize the symbolism inherent in the production of art and sculptures in Indian subcontinent

Course Outcomes-

After this course, the students will be able to-

1. Develop critical thinking by questioning works of art and architecture and developing arguments about the circumstances of their production and meaning
2. Learn to build extended arguments based upon composite evidence: visual, historical, and textual
3. Engage in creative research problems that yield new insights into art, architecture, history and culture
4. Evaluate the variety of approaches to write about the history of the arts, architecture, and visual culture
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performativity, and experiential

Catalogue Description

Art historical research has two primary concerns- to discover who made a particular art object (attribution), and secondly to authenticate an art object, determining whether it was indeed made by the artist to whom it is traditionally attributed; thirdly, to determine at what stage in a culture's development or in an artist's career the object in question was made; fourthly, to assay the influence of one artist on succeeding ones in the historical past, and fifthly, to gather biographical data on artists and documentation (provenance) on the previous whereabouts and ownership of particular works of art.

This course will also help the students to understand the stylistic and formal development of artistic traditions on a large scale and within a broad historical perspective; this chiefly involves the enumeration and analysis of the various artistic styles, periods, movements, and schools of the past.

Unit I: Development of Indian Art in the Early Medieval India

- (a) Cave Architecture: Ellora, Kailashnath Temple
- (b) Temple Architecture- Nagara, Dravida and Vesara Styles

Unit II: Development of Art and Architecture in the Medieval Period

- (a) Development of Paintings in Medieval India: Mughal and Rajput
- (b) Development of Calligraphy and Book Illustrations as Art

Unit III: Development of Art and Architecture in the Colonial Period

- (a) Development of Modern Architecture in Colonial India
- (b) Development of Museums in Colonial India

Unit IV: Interpreting Art: Content, Style, Medium, Design

- (a) Post-Modern and Contemporary art in India
- (b) A survey of major artists in India

Readings:

1. Mitter, Partha (2001) Indian Art, Oxford University Press.
2. Nath, R. (1995) Elements of Indian Art and Architecture, Historical Research Documentation Programme.
3. Ahir, D.C. (2003) Buddhist sites and shrines in India – History of Art and Architecture, India Book Centre.
4. Brown, Percy (2007) Indian painting under the Mughals, Penguin Books.
5. Volwahsen, Andreas (2004) Splendors of Imperial India: British Architecture in the 18 th. and 19th .Century, Prestel Publishing.
6. Pande, Rekha (2005) Religious movements in Medieval India, Gyan Publishing House.
7. Losensky Paul; Sharma Sunil (2011) In the bazaar of Love: The selected Poetry of Amir Khusro, Penguin Books
8. Michell, George (2000) Hindu Art and Architecture, Thames & Hudson.
9. Mishra, D.B. (2006) Heritage of Indian Art and Architecture, Kalyani Publishers.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER-V			
Serial number	Course Code	Course Title	Credits
1		DSE - Paper I	6
2		DSE - Paper II	6
3	SHEL371A	SEC: Business Communication	4
4	SHEL147A	Academic Writing & Composition	6
5		Open Elective (University Pool)	4
Total Credits			26

Discipline CORE V, VI (Semester V-Any One)

S.No	Subject	Course Code	Course Title	Credits
1	English	1) SHEL345A 2) SHEL347A	1) Literary Theory 2) Literature of Indian Diaspora	6
2	Psychology	1) SHPS335A	1) Clinical Psychology	6
		2) SHPS337A	2) Health Psychology	6
3	Economics	1) SHES311A 2) SHES313A	1) Indian Economy-I 2) Development Economics-I	6
4	Chinese	IIBC313A	1.Advanced Chinese Oration-I (口语) - Theory	5
		IIBC351A	1.Advanced Chinese Oration-I (口语) - Practical	1
		IIBC 317A	2.India China Relation	6
5	Historical Studies	SHHS345A: SHHS347A	1. Understanding Sufism in India 2. Travel, Trade and pilgrimage	6

Core Courses/DSE English

SHEL345A	Literary Theory	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. To have a historical overview of major literary theorists, particularly of the 20th century
2. To show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
3. To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
4. To historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
5. To identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
6. To apply various theoretical frameworks and concepts to literary and cultural texts
7. To evaluate and analyze strengths and limitations of theoretical frameworks and arguments
8. To sharpen interpretative skills in the light of various theoretical frameworks

Course Outcomes

On completion of this course, the students will be able to

- 1: Introduces to the basics of Literary Criticism
- 2: Defines the basic theories, knowledge areas, and analytical tools of the field through a number of contemporary and historical schools of literary world
- 3: Widens the knowledge of literary concepts and focuses on their importance
- 4: Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis
- 5: Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods
- 6: Finally, the learner would be exploring The World, the Text, and the Critic in Literary Criticism and Theory

Catalogue Description

This learning program will help to intensify student's proficiency in the following skills: the ability to reason, think critically, communicate effectively and appreciate excellent writing and thinking.

Course Content

15 lecture hours

Unit I :

Literary Theory: An Introduction

Terry Eagleton: "What is Literature?"

15 lecture hours

Unit II:

Post colonialism: Edward Said's 'Introduction' in *Orientalism*

Mahatma Gandhi, 'Passive Resistance' & 'Education' in *Hind Swaraj*

15 lecture hours

Unit III:

Marxism: Antonio Gramsci – Hegemony, Althusser's Ideology & Ideological State Apparatuses, Marx's False Consciousness, Class Consciousness.

15 lecture hours

Unit IV:

Feminism: Mary Wollstonecraft's *A Vindication of the Rights of Women*

Elian Showalter: Twenty Years on: "A Literature of Their Own" Revisited

Reference Books/Materials

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*.

Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky:

University Press of Kentucky, 1993.

Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL347A	Literature of Indian Diaspora	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. Awareness about the literary traditions
2. Recognizing and comprehending different writing skills and developing writing skills
3. Exposure to social and cultural texts
4. Fostering, creative ability and cross cultural sensitivity

Course Outcomes

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

- 1: Identify the characteristics of Indian Diaspora
- 2: Interpret texts written by Indian Diasporic writers
- 3: Identify features of Diasporic literary works and their influences on the world
- 4: Identify contemporary trends in Diasporic literature
- 5: Analyze human experience connected to displacement
- 6: Analyze problems connected to Diasporic identities

Catalogue Description

The aim of this learning program is to refine the understandings of the complex realities of contemporary Diasporic times.

Course Content

15 lecture hours

UNIT I

Introduction: The Diaspora; Nostalgia; New Medium; Alienation; Pain of Displacement

15 lecture hours

UNIT II

Chitra Banerjee Divakaruni: *The Mistress of Spices*

15 lecture hours

UNIT III

Rohinton Mistry: *A Fine Balance* (Alfred A Knopf)

15 lecture hours

UNIT IV

Jhumpa Lahiri: *Interpreter of Maladies*

Text book [TB]:

1. Divakaruni, Chitra. *Mistress of Spices*. Black Swan.2005
2. Mistry, Rohinton. *A Fine Balance*. Faber and Faber.2004
3. Syal, Meera. *Anita and Me*. Harper Perennial.2004
4. Lahiri, Jhumpa. *Interpreter of Maladies*. HaperCollins.2017

Reference Books/Materials

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Psychology

SHPS335A	Clinical Psychology	L	T	P	C
Version 2.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Developing a foundational knowledge of Clinical Psychology
2. To develop deeper understanding and sensitivity towards psychological disorders ranging from childhood to old age in an evidenced based framework.
3. To develop clinical acumen in understanding the latest treatment modalities for various disorders.

Course Outcomes

On completion of this course, the students will be able to

1. Understand mental health and the relation between mind and body.
2. Identify the characteristics of healthy behaviours and promoting them.
3. Demonstrate understanding of the professional activities and employment setting for clinical psychologists
4. Develop an understanding of pursuing research in clinical psychology domains and developing interventions.

Catalogue Description

This course is designed to provide a broad overview of the field of Clinical Psychology. Special attention will be given to helping the student become a better thinker, by learning to take charge of ideas one has about clinical psychology. An important goal of this course is to think consciously, deliberately and skillfully about psychological disorders, their etiology, treatment and therapy. Topics such as models of clinical psychology, diagnosis, psychotherapy and ethics in clinical practice as well as others are included.

Course Content

UNIT I

15 lecture hours

Introduction: Definition of Clinical Psychology, Historical development of Clinical Psychology in India. Professional Activities of Clinical Psychologists, Clinical psychology in practice, Employment settings for Clinical Psychologists Ethics and values of the profession.

UNIT II

15 lecture hours

Diagnostic Techniques: Nature and purpose of clinical diagnosis and assessment. Behavioural assessment and case study. Psychological Assessment: Interviewing and Observing behaviour. Cognitive and Personality Assessment

UNIT III

15 lecture hours

Treatment of Abnormal Behaviour: Biological Approaches. Psychological Approaches: Behavioural, Cognitive, Humanistic, Psychoanalytic, Indian Approaches: Guru-Chela relationship and Logo therapy: Vedantic Approach

UNIT IV

15 lecture hours

Humanistic-Existential therapy- Humanistic therapy: client- centered therapy; meaning of existence and purpose in life, self-actualization, self-psychology. Existential therapy, logo therapy; contributions of Frankl, May, Rank and Yalom Gestalt therapy, Group therapy Humane approach Spirituality

Text Books

- Llewelyn, S., Murphy, D. (Eds.) (2014). *What is clinical psychology?* Oxford UK: Oxford University Press.
- Korchin, S. J. (1986). *Modern clinical psychology*. Delhi: CRR Publishers and Distributors.

Reference Books/Materials

- Bellack, A. S., & Hersen, M. (1980). *Introduction to clinical psychology*. New York: Oxford University Press.
- Plante, T. G. (2011). *Contemporary clinical psychology*. (3rd edition). New York: John Wiley & Sons.
- Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage Publications.
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology*. Delhi: Pearson Education.
- Ray, S. D. (1996). *The practice of psychotherapy*. New Delhi: New Age International.

- Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*. New Delhi: Research India Press.
- Beg, M. A., & Beg, S. (1996). Logo therapy and the Vedantic view of life and mental well-being. *Journal des Viktor-Frankl-Instituts, 1*, 97-112.

SHPS337A	HEALTH PSYCHOLOGY	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Demonstrating knowledge of health psychology
2. Developing an understanding and appreciation of the complex interplay between an individual's physical well-being and other aspects like biological, psychological and social factors.
3. Developing adequate knowledge about the promotion of healthy behaviour.

Course Outcomes

On completion of this course, the students will be able to

1. Understand the close inter-relationship between mind-body.
2. Learn about how the mind contributes the diseases in the body
3. Learn about the role of life style patterns and diseases linked to it.
4. Learn how the behavioural principles explain healthy and unhealthy habits
5. Understanding the role of positive emotions in developing resilience
6. Demonstrate adequate knowledge about issues related to stress, stress management and coping.

Catalogue Description

This course is designed to provide a broad overview of the field of Health Psychology. Special attention will be given to helping the student become a better thinker by learning to take charge of ideas one has about physical and psychological. A major goal of this course is to be able to conceive and carry out research practice, and consultation in the domain of health psychology. Topics such health enhancing behaviour, life satisfaction and resilience as well as others are included.

Course Content

UNIT I

15 lecture hours

Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health

UNIT II

15 lecture hours

Behaviour and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

UNIT III**15 lecture hours****Health Enhancing Behaviours:** Exercise, nutrition, safety, pain, stress management**UNIT IV****15 lecture hours****Health and Well-being:** Happiness; Life satisfaction; Resilience; Optimism and Hope**Text Books**

- Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Kindersley.
- Misra, G. (1999). Stress and Health. New Delhi: Concept.

Reference Books/Materials

- Routledge. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4thEd.). NY: Wiley.
- Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage.
- Taylor, S.E. (2006). Health psychology. (6th Ed.) New Delhi: Tata McGraw Hill.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHES311A	Indian Economy-I	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

- To learn the process involved in the development of Indian Economy.
- To understand the role of agriculture in economic growth and development
- To be aware of the economy as a whole

Course Outcomes (CO)

On completion of this course, the students will be able to

- 1:** Develop ideas of the basic characteristics of Indian economy, its potential on natural resources.
- 2:** Understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development.
- 3:** Grasp the importance of planning undertaken by the government of India, have knowledge on the various objectives, failures and achievements as the foundation of the ongoing planning and economic reforms taken by the government.
- 4:** Understand agriculture as the foundation of economic growth and development, analyse the progress and changing nature of agricultural sector and its contribution to the economy as a whole.
- 5:** To understand the past and present economic conditions of the country.
- 6:** To Identify major issues debates, or approaches concerning economy.

Catalogue Description

At the end of the course, a student should be able to understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress and wellbeing.

UNIT I 15 Hours

Introduction to Indian Economy –

Basic characteristics and features of Indian economy.

Changes in structure of Indian Economy (Primary Sector, Secondary Sector & Tertiary Sector). Economic Planning in India: Features, Objectives and Assessment of Indian Planning. (Plan wise details to be excluded).

UNIT II 15 Hours

Demographic features of India's population:

Inter-state disparities in the pattern of development.

Structural Change in the distribution of Income and Workforce in India.
National Income: Growth and composition; Contribution of different sector & growth pattern.

UNIT III **15 Hours**

Poverty in India-

concepts, incidence & extent of poverty in India, Inequality and Social Justice; Human Development Index, Gender Development Indices.

Poverty and unemployment in India.

Programmes for eradication of poverty and unemployment with special reference to the post – reform era.

UNIT IV **15 Hours**

Agriculture: Features of Indian Agriculture; Land relations and land reforms; technological aspects, rural credit; pricing of agricultural produce; Impact of Green Revolution on Indian Agriculture.

Recent Trends in Agricultural Development -- Causes of Deceleration and Future Challenges.
New Agricultural strategy.

SUGGESTED READINGS:

- Brahmananda, P.R. and Panchmukhi : The Development Process of Indian Economy, V.R. (eds.) 1987 Himalaya Publishing House, Bombay.
- Lucas ,E.B., and Papanek, G.F.: The Indian Economy- Recent Developments and (eds.) 1988 Future Prospects, Oxford University Press, New Delhi.
- Jalan, Bimal 1992 : The Indian Economy – Problem and Prospects, Viking, New Delhi.
- Byres, T J (Ed.) (1998): The Indian Economy: Major Debate Since Independence, Oxford University Press, New Delhi.
- Economic Survey: Government of India. Various Issues.
- Economic and Political Weekly: Various Issues.
- Koutsoyiannis, A.; Modern Micro Economics, Macmillan Press Ltd.
- Salvator,Dominick,Managerial Economics,McGraw-Hill Book Company
- Chaturvedi, D.D. and S. L. Gupta; Business Economics, Brijwasi Publishers.
- Gould & Lajear Micro Economics.
- Richard A. Bilas Micro Economic Theory
- Paul, A. Samuelson Economics

- R. H. Lelftwich The Price system and Resource Allocation.
- Joseph E. Stiglitz Economics, W.W. Norton & Company, New York,London.

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHES313A	Development Economics-I	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	Basics of Economics				
Co-requisites	--				

Course Objectives

- To learn the several parameters of development of the nation.
- Familiarize with some central themes and issue of Economic Development.
- To understand the concept of Inequality and development, Major Growth Models etc.

Course Outcomes (CO)

On completion of this course, the students will be able to-

- 1:** Explain development economic growth theories.
- 2:** Apply economic prescriptions to development, concerns like education, health, sanitation and infrastructural development.
- 3:** Explain inequalities between rich and poor countries, how the differences have evolved over time and how other measurements of quality of life correlates with per capita income.
- 4:** Understand the models of economic growth.
- 5:** Identify obstacles to economic development.
- 6:** Understand the importance of economic decision making towards the objective of inclusive growth.

Catalogue Description

This course introduces students to the basics of development economics, with in depth discussions of the concepts of development, growth, poverty, inequality, as well as the underlying political institutions.

UNIT I 15 hours

Growth and Development: Conceptual issues; Determinants of Economic Growth; Basic Requirements for Economic Growth. Traditional Measures of Economic Development - National income and per capita income, UNDP indices for measurement of Development. Stationary State and Steady State Growth.

UNIT II 15 hours

Theories of Economic Development
Theories of Economic Growth: Classical growth theory (Smith, Ricardo, Malthus and, Mill); Marxian model; Schumpeter's Theory.

UNIT III 15 hours

Labour Supply and Economic Growth

Lewis' Theory of Unlimited Supply of Labour, Ranis-Fie Model; Leibenstein's Critical Minimum Effort Thesis; Nelson's Low Level Equilibrium Trap; Rosenstein Rodan's Theory of Big-Push.

UNIT IV

Approaches to Economic Development 15 hours

Vicious circle of poverty, Myrdal's-Backwash Effects and circular causation, balanced growth, unbalanced growth, Harris-Todaro Model of Migration and Arrow's Learning by Doing. Rostow's stages of Economic Growth, Marx stages of Economic Growth.

TEXT BOOKS:

1. Jhingan M.L., —The Economics of Development and Planning, Vrinda Publications (P)Ltd
2. Mishra, S. K. & Economics of Development and Planning. Puri, V. K.
3. Higgins (1968), Economic Development, WW Norton & Co.

REFERENCE BOOKS:

1. Thirlwall, A. P.,—Growth and Development, Seventh edition, Palgrave Macmillan, New York.
2. Ray, Debraj (2004), —Development Economics, Seventh impression, Oxford University Press, New Delhi.
3. Todaro, Michael P. and Stephen C Smith., —Economic Development, Pearson Education, (Singapore) Pvt. Ltd., Indian Branch, Delhi.
4. Meier, Gerald M. and James E. Rauch., “*Leading Issues in Economic Development*”, Oxford University Press, New York.

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC313A	Advanced Chinese Orator-I Theory	L	T	P	C
Version 1.0		4	1	0	5
Pre-requisites					
Co-requisites					

Course Objectives

1. To understand the advance Chinese Spoken Language
2. To learn more than 500 new Chinese Characters.
3. Speak advance Chinese language.
4. To develop advance Chinese oration Skills.

Course Outcomes

On completion of this course, the students will be able to

1. Read and able to understand spoken Chinese
2. Speak advance Chinese sentences
3. Understand native speakers
4. Ask the questions
5. Respond to the questions
6. Improve listening

Catalogue Description

The course enhances student's aural and oral skills in advanced Chinese.

Course Content

Unit-1 **10 lecture hours**

Listening theme based advanced Chinese audio.

Unit-2 **10 lecture hours**

Theme based interactive discussions.

Unit-3 **15 lecture hours**

Q&A based on Chinese texts and correlating the same with their surroundings

Unit-4 **15 lecture hours**

Small individual/group presentation on a particular theme

Text Books

1. 对外汉语本科系列教材：汉语口语教程,北京语言大学出版社，北京，2003

Reference Books/Materials

1. People's Daily (人民日报)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC351A	Advanced Chinese Orator-I (Practical)	L	T	P	C
Version 1.0		0	0	2	1
Pre-requisites	--				
Co-requisites	--				

Course Objectives

1. To listen and understand the advance level spoken sentences
2. To speak the advance level spoken sentences

Course Outcomes

On completion of this course, the students will be able to

1. Listen to understand advance level spoken terms and sentences
2. Speak advance level spoken terms and sentences

Catalogue Description

The course introduces the advance level speaking and listening skills.

Course Content

Unit-1 **5 lecture hours**

Listening Practices with the audio and video clips

Unit-2 **5 lecture hours**

Practice advance level oratory skills

Text Books

1. 对外汉语本科系列教材：汉语口语教程,北京语言大学出版社, 北京, 2003

Reference Books/Materials

1. Online resources

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC317A	India-China Relations	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites					
Co-requisites					

Course Objectives

1. To understand the historical context of India-China Relations.
2. To understand the International context of India-China Relations
3. Understand the regional context of the development of relations.
4. To understand the different bilateral context of relationship.

Course Outcomes

On completion of this course, the students will be able to

1. Understand the socio-cultural historical context of India-China Relations.
2. Understand the political-economic context of India-China Relations
3. Understand the regional context of the development of relations.
4. Understand the International context of India-China Relations
5. Understand the bilateral co-operations in India-China relationship.
6. Understand the conflicts in India- China relationship

Catalogue Description

The course develops the understanding of different context of India China relations as the global context, regional context, a bilateral context. This course also enriches the knowledge about the cultural, trade and strategic issues.

Course Content

Unit-1 **15 lecture hours**

International context of India- China relations

Unit-2 **15 lecture hours**

Regional context of India China relations

Unit-3 **15 lecture hours**

Cultural, philosophical, strategic issues between India China relations

Unit-4 **15 lecture hours**

Trade relations between India and China

Text Books

1. Prof. B. R. Deepak. *India & China: foreign policy approaches & responses*. Vij Books: New Delhi, 2016.

Reference Books/Materials

1. Sreemati Chakrabarti, *China*, National Book Trust of India, Delhi 2007.
2. June Teufel Dreyer (2007) *China's Political System*, 6th Edition, Longman

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHHS345A	Understanding Sufism in India	L	T	P	C
		5	1	0	6

Course Objectives-

1. To understand the foundational ideas of Sufism
2. To examine the ideas and literature of Sufi masters over a broad time period
3. To evaluate the regional variations of Sufism across Asia and beyond
4. To analyse the non-spiritual dimensions of Sufis through interactions with their immediate environment – society, politics, culture etc.

Course Outcomes-

After the completion of this course, students will be able to-

1. Evaluate the process of development of Sufi tradition in India with reference to some great Sufis.
2. Analyze important Sufi doctrines in the Indian subcontinent
3. Compare and Contrast the common elements between Bhaktism and Sufism
4. Evaluate the contribution of Sufism to composite Indian Culture and the role of the great Indian Sufis in modern times
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential

Catalogue Description-

This course will look into the spiritual tradition of Islam, popularly known as Sufism. The history of Sufism will be mapped, beginning from its origins around the tenth century. As the spiritual dimension of Islam, the literature produced on this branch of Islamic culture far exceeds anything produced on any other aspect of Islam. The course, however, does not limit itself to being only a literature survey on Sufism. Rather it focuses on selected themes which will help formulate a coherent understanding on the subject. The course will introduce students to Sufism through an understanding of its historical background, origins and socio-political interactions.

Framing of various themes is done keeping in mind a logical continuity in ideas, yet being careful of not being repetitive. Issues those are fundamental, like Sufi doctrines, and contentious, like Sufi rituals and practices, will be discussed as part of separate themes, thereby throwing light into key aspects concerning Islamic spirituality.

UNIT I: The Historical Formation of Sufism

- (a) A brief introduction to Sufism in India and the World
- (b) Early Masters of Sufism: Formation of Sufi world
- (c) The sufi path: Murid, Murshid, Khanqah and Silsilah

UNIT II: Development of Sufism in the Indian Subcontinent

- (a) An Overview of the Sufi Tradition: The Roots of Sufism
- (b) Sufi Orders and Institutions- Chishti, Suhrawardi, Qalandars, Naqshbandi etc
- (c) Sufi Poetry, Music, and Aesthetics- sama and mehfil

UNIT III: Sufi Knowledge Tradition

- (a) Sufi Philosophy: Divine Assistance, Invocation and Prayer, Love and Longing, Knowledge and Wisdom
- (b) Sufi Literature: Malfuzat, *shaykhs*, Bashara and Beshara Traditions,
- (c) Sources of the tradition: The Qur'an, the Hadith; the Prophet Muhammad as paradigm for the life of spirituality

UNIT IV: Sufism in the Modern World

- (a) Sufism and Islamic fundamentalism: The Wahabis and the Mujahids
- (b) Social and political roles of Sufis in the South Asia
- (c) Sufism and Women: Contestations and Compliances

Primary Readings

1. Ali, Abdullah Yusuf (trans.), *The Meaning of the Holy Quran*, Amana, 1999.
2. Schimmel, Annemarie, *Mystical Dimensions of Islam*, UNC Press, 1975
3. Karamustafa, Ahmet, *Sufism: The Formative Period*, University of California Press, 2007
4. Farooqi, N.R., "Some Aspects of Classical Sufism", *Islamic Culture*, 76, 2002, 1-32.
5. Chittick, William, *Sufism: A Short Introduction*, Oneworld, 2000

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHHS347A	Travel, Trade & Pilgrimage	L	T	P	C
		5	1	0	6

Course Objectives-

1. To examine the relevance of travelling and pilgrimage as history and its relationship with culture.
2. To analyze the various factors that influenced the history of travelling and pilgrimage in the Indian subcontinent
3. To define and discuss the origins, nature and development of religious pilgrimage in the South Asia
4. To describe the symbiotic relation between trade and cultural exchanges in relation to travelling

Course Outcomes-

After the completion of this course, students will be able to-

1. Describe the phenomenon of pilgrimage in religions
2. Analyze the commonalities and differences between different pilgrimage traditions
3. Examine the social and political dimensions of pilgrimage
4. Evaluate the ways in which pilgrimage forms both personal and social identities
5. Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential

Catalogue Description

This course offered as an elective in the School of Historical Studies will look into the various traditions of interactions between Indian cultures with cultures outside the subcontinent, across a geographical spread of South Asia (North-Western, North and Deccan), Central Asia and Iran. This course will begin by enquiring into the important trends of connection between these two cultures starting from the ancient times. In course of time South Asia turned out to be a fertile ground for cultural syncretism, linguistic and artistic productions, shaped by complex interactions between Indic and the outside cultural traditions both in north India and, more importantly, in the Deccan. The course will look into such interesting aspects of inter-Asian relations with east as well as the west reflected in politics, society, economy, warfare, literary culture, art and architecture.

UNIT I: Introduction to the History of Travelling, Trade and Pilgrimage

- a) Motivations of Travelling in the past- God, Glory and Gold
- b) Historiographical approach to travelling, trade and pilgrimage
- c) Travelling and its Geographical, Demographic and Historical determinants

UNIT II: The Socio-Cultural Aspect of Travelling

- (a) Cultural Travelling and Tourism- Tangible and Intangible Heritage
- (b) Travelling and Pilgrimage- Tirthas, religious pilgrimage, Haj, Travelling and sacrality
- (c) Travelling as means of socio-cultural interaction between different communities and regions

UNIT III: Travelling and Trade

- (a) Travelling for trade- motivations and limitations
- (b) The development of trade and economic imperialism
- (c) Economic Tourism- Fairs, Markets, Caravans, Hundis, Joint Stock Companies etc.

UNIT IV: Travelling from Past to the Present

- (a) Brief History of Travelling in Ancient India
- (b) Brief History of Travelling in Medieval Period
- (c) Brief History of Travelling in the Modern Period

Primary Readings

1. Samuel Lee, *The Travels of ibn Battuta: in the Near East, Asia and Africa, 1325-1354*, Dover Publications, 2004
2. Ross E. Dunn, *The Adventures of ibn Battuta: A Muslim Traveler of the Fourteenth Century*, University of California Press, 1986.
3. H.A.R. Gibb, *The Travels of ibn Battutta*, Goodword Books, 2000
4. H.A.R. Gibb, *The Travels of ibn Battutta*, Munshiram Manoharlal, 1999
5. David Gilmartin and Bruce Lawrence, *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, University Press of Florida, 2000.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Skill Enhancement Course -1
Business Communication

SHEL371A	Business Communication	L	T	P	C
Version 1.0		3	0	0	4
Pre-requisites					
Co-requisites					

Course Objectives

The objectives of this course are:

1. To provide an overview of Prerequisites to Business Communication.
2. To put in use the basic mechanics of Grammar.
3. To provide an outline to effective Organizational Communication.
4. To underline the nuances of Business communication.
5. To impart the correct practices of the strategies of Effective Business writing

Course Outcomes

On completion of this course, the students will be able to

1. To develop the implication-based understanding of Paraphrasing, deciphering instructions, interpreting guidelines, discussion boards & Referencing Styles
2. To demonstrate his/her ability to write error free while making an optimum use of correct Business Vocabulary & Grammar.
3. To distinguish among various levels of organizational communication and communication barriers while developing an understanding of Communication as a process in an organization.
4. To draft effective business correspondence with brevity and clarity.
5. To demonstrate his verbal and non-verbal communication ability through presentations.

Catalogue Description

Effective communication is an integral part of life. Communication is a process of exchanging ideas, messages, information etc. through verbal or nonverbal communication. In this course, the focus will be on improving LSRW skills, i.e. listening, speaking, reading and writing. Students will learn how to communicate effectively through prescribed syllabus. Classroom assignments/activities specifically designed to encourage students to play an active role for enhancing their knowledge and developing learning strategies. Blended learning: traditional lectures with other active teaching methodologies, such as group discussions, cooperative group solving problems, quizzes, discussions and assignments will enable students towards understanding various aspects of effective communication. Class

participation is a fundamental aspect of this course student is encouraged to actively take part in all group activities and to give an oral group presentation.

Course Content

Unit 1: Nature of Communication: Process of Communication, Types of Communication (verbal & Non Verbal), Importance of Communication, Different forms of Communication Barriers to Communication Causes, Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, Organizational Barriers

10 lecture hours

Unit 2 : Business Correspondence: Letter Writing, presentation, Inviting quotations, Sending quotations, Placing orders, Inviting tenders, Sales letters, claim & adjustment letters and social correspondence, Memorandum, Inter -office Memo, Notices, Agenda, Minutes, Job application letter, preparing the Resume.

10 lecture hours

Unit 3: Vocabulary: Words often confused, Words often misspelt, Common errors in English.

10 lecture hours

Unit 4: Oral Presentation: Importance, Characteristics, Presentation Plan, Power point presentation, Visual aids.

10 lecture hours

Text Books

1. Mishra. B, Sharma. S (2011) Communication Skills for Engineers and Scientists. PHI Learning Pvt. Ltd. ISBN: 8120337190.
2. Chaturvedi P. D, Chaturvedi M. (2011) Business Communication: Concepts, Cases and Applications. Pearson Education India. ISBN: 8131718727.

Reference Books

1. Pal, Rajendra and Korlahalli, J.S. (2011) Essentials of Business Communication. Sultan Chand & Sons. ISBN: 9788180547294.
2. Kaul, Asha. (2014) Effective Business Communication. PHI Learning Pvt. Ltd. ISBN: 9788120338487

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

**Compulsory English Language Course
Generic Elective**

SHEL147A	Academic Writing & Composition	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. Demonstrate and apply knowledge of basic essay structure, including introduction, body and conclusion.
2. Employ the various stages of the writing process, including pre-writing, writing and re-writing
3. Employ descriptive, narrative and expository modes;
4. Demonstrate ability to write for an academic audience
5. Demonstrate understanding of and apply the principles of effective paragraph structure;
6. Write concise sentences;
7. Employ quotation, paraphrase and summary.
8. Introduce, position and integrate source material into the body of an essay.
9. Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles.

Course Outcomes

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

- 1: Develop clear and appropriate writing skills in the student.
- 2: Observe appropriate mechanics, usage, grammar, and spelling.
- 3: Able to write readily understood articles/write-ups for a general reader.
- 4: Use electronic environments to draft, revise, edit, and share or publish texts.
- 5: Develop effective written communication and critical reading.
- 6: Students will be able to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias.

Catalogue Description

The objective of this learning program is to attempt to help students understand academic writing and develop effective writing, reading and editing skills.

Course Content

15 lecture hours

UNIT I:

Introduction: Writing Process; Advantages of writing and written materials; Conventions of Academic Writing

15 lecture hours

UNIT II

Writing with a purpose: Technical & General Writing; Summarizing and Paraphrasing; Creative writing

15 lecture hours

UNIT III

Critical Thinking & writing: Syntheses, Analysis, and Evaluation; Structuring an Argument: Introduction, Interjection, and Conclusion

15 lecture hours

UNIT IV

Documentation: Citing Resources; Editing, Book and Media Review

Reference Books/Materials

1. Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. Norton, 2009.
2. Gupta, Renu. *A Course in Academic Writing*. Orient BlackSwan, 2010.
3. Hamp-Lyons, Liz and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006.
4. Leki, Ilona . *Academic Writing: Exploring Processes and Strategies*. 2nd ed., CUP, 1998.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SEMESTER-VI			
Serial number	Course Code	Course Title	Credits
1		DSE - Paper III	6
3		DSE - Paper IV	6
4	SHEL372A	SEC: Soft Skills	4
5	SHEL146A	Media & Communication	6
		Open Elective(University Pool)	4
Total Credits			26

TOTAL HOURS: LECT [L]+PRAC [P]+TUT [T] (EXCLUDING NO L, T, S, P COURSES)	133
TOTAL CREDITS [C]	131*
*Students would opt for 'Research Publication and Presentation (SHPS238A) (4 credits)' in case of shortage of credits for any reason.	

Discipline CORE V, VI (Semester VI ANY ONE)

S. No	Subject	Course Code	Course Title	Credits
1	English	1) SHEL346A 2) SHEL348A	1) Literary Criticism 2) Modern Indian Writing in English Translation	6
2	Psychology	1) SHPS332A 2) SHPS336A	1) Advanced Social Psychology 2) Forensic Psychology	6
3	Economics	1) SHES312A 2) SHES314A	1) Indian Economy-II 2) Development Economics-II	6
4	Chinese	IIBC 314A	1Advanced Chinese Oration-II (口语)	5
		IIBC 352A	1Advanced Chinese Oration-II (口语) - Practical	1
		IIBC 318A	2.China and the world	6
5	Historical Studies	SHHS346A, SHHS348A	1. Approaches to South Asian History: Society, Polity & Economy (1200-1800); 2. Dissertation/ Practical	6

Core Courses

English

SHEL346A	Literary Criticism	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. To understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
2. To understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
3. To grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
4. To gain knowledge about major, critical movements and critics in various critical traditions – Indian (schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French)
5. To identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
6. To apply various theoretical frameworks and concepts to literary and cultural texts

Course Outcomes

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

- 1: Introduces to the basics of Literary Criticism
- 2: Defines the basic theories, knowledge areas, and analytical tools of the field through a number of contemporary and historical schools of literary world
- 3: Widens the knowledge of literary concepts and focuses on their importance
- 4: Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis

5: Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods

6: Finally, the learner would be exploring The World, the Text, and the Critic in Literary Criticism and Theory

Catalogue Description

This learning program will help to intensify student's proficiency in the following skills: the ability to reason, think critically, communicate effectively and appreciate excellent writing and thinking.

Course Content

15 Lecture Hours

Unit I

Introduction to Literary Criticism – History & Development from Plato to modern critics of 20th century.

15 Lecture Hours

Unit II

Plato: Theory of Mimesis, Criticism of Poetry in *Republic, Book X*

Aristotle: Definition of Tragedy, Tragic Hero, Catharsis, Plot & Setting in *Poetics*.

15 Lecture Hours

Unit III

John Dryden: *Essay of Dramatic Poesy*

William Wordsworth: Preface to *Lyrical Ballads*

15 Lecture Hours

Unit IV

T.S. Eliot: The Theory of Impersonal Poetry from *Tradition and Individual Talent*

I.A. Richards and Practical Criticism

Suggested Readings

A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.

S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.

Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHEL348A	Modern Indian Writing in English Translations	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. Identify and define various key characteristics of Modern Indian Literature.
2. Develop an understanding of the concept of translation and its functioning in the context of Modern Indian Writing.
3. Articulate an understanding of key concepts and theatre practices in Modern theatre.
4. Analyze key concepts and practices in Modern Indian Poetry and Short stories and identify how they emerged in the socio-political context.

Course Outcomes

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

- 1: Identify and define various key characteristics of Modern Indian Literature
- 2: Develop an understanding of the concept of translation and its functioning in the context of Modern Indian Writing
- 3: Articulate an understanding of key concepts and theatre practices in Modern theatre
- 4: Analyze key concepts and practices in Modern Indian Poetry and Short stories and identify how they emerged in the socio-political context
5. Understand stage, audience reception and performance
6. Understand the contribution of the texts in syllabus to ‘Indian Literature’

Catalogue Description

The students will be empowered to understand the association among different Indian literatures via English translations while appreciating the discursive and cultural exchanges against the backdrop of world literature.

Course Content

15 Lecture Hours

UNIT I

Concepts of Modernity; Western & Indian; Translation: Theory & Practice; major themes/issues of 20th century Indian Literature: Dalit/ Feminist/ Diasporic/ Community discourses; Forms of Literature; Linguistic Regions and Languages.

Premchand: *The Shroud*, in *Penguin Book of Classic Urdu*

Stories, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).

15 Lecture Hours

UNIT II

Ananda Murthy U.R.: *Samaskara*. tr. A.K. Ramanujan. Oxford, 2012.

Amrita Pritam: "I Say Unto Waris Shah", (tr. N.S. Tasneem) in *Modern Indian*

Literature: An Anthology, Plays and Prose, Surveys and Poems, ed. K.M. George, vol. 3 (Delhi: SahityaAkademi, 1992).

15 Lecture Hours

UNIT III

Thangjam Ibopishak Singh: 'Dali, Hussain, or Odour of Dream, Colour of Wind' and "The Land of the Half-Humans", tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).

Dharamveer Bharati: *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).

15 Lecture Hours

UNIT-IV

Fakir Mohan Senapati: *Rebati*, in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).

G. Kalyan Rao: *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010)

Reference Books/Materials

Tiwari, Shubha. Ed. (2005) *Indian Fiction in English Translation*, New Delhi, India, Atlantic Publishers and Distributers.

Natarajan, Nalini. *Handbook of Twentieth Century Literatures of India*, Westport CT, Greenwood; 1996

Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*,

(Sept./Oct. 1992).

B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1; 2014.

Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Psychology

SHPS332A	ADVANCED SOCIAL PSYCHOLOGY	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Developing an appreciation of dominant theoretical and empirical trends in social psychology
2. Forming an understanding of social processes and how they impact outcomes
3. Developing knowledge of the application of psychology to a host of social issues
4. Developing a cross-cultural perspective in social psychology

Course Outcomes

On completion of this course, the students will be able to

1. Understand the key issues and theoretical concepts related to social inequalities, especially in the Indian context.
2. Develop insights into one's own behaviour as a man (or as a woman) through self-reflexivity
3. Understand basic terms, theories and emerging themes used to describe family systems.
4. Apply theoretical knowledge of social psychology in designing intervention systems.
5. Develop insights into issues related to groups, environment and the legal system.
6. Develop insights into issues related to poverty and deprivation in rural India and interventions for reducing poverty.

Course Content

UNIT I **15 lecture hours**

Introduction: Nature of Applied Social Psychology, Social influences on behaviour, Levels of Analysis, Overview of methods

UNIT II **15 lecture hours**

Applications: Intergroup Relations (Prejudice, Conflict, Conflict Management); Health; Environment and Legal System

UNIT III **15 lecture hours**

Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

UNIT IV

15 lecture hours

Intervention and Evaluation: Process of Intervention; Need for evaluation for effective Programmes; Case Studies in Indian Context

Catalogue Description

This course is designed to provide a broad overview of the field of Applied Social Psychology. Special attention will be given to help the student acquire basic understanding of various social issues and the application of psychological principles towards remediation and upliftment. An important goal of this course is to help students design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. Topics such as skills social inequality, intergroup relations, diversity and social intervention are covered in this course.

Text Books

- Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). Social Psychology, 9th edition, Delhi: Pearson.
- Myers, D., Sahajpal, P., Behera, P. (2011). Social Psychology (10th Edition). New Delhi: McGraw Hill.
- Mikkelsen, B. (1995). Methods for Development Work and Research: A Guide for Practitioners. New Delhi: Sage.
- Schneider, F.W., Gruman, A., Coult, L.M. (Eds.). (2012). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. New Delhi: Sage Publications.
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding Social Psychology Across Cultures. New Delhi: Sage Publications.

Reference Books/Materials

- Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Belmont, California: Wadsworth.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change intergroup relations. In N. Macrae, M. Hewstone, & C. Stangor (Eds.), Foundations of stereotypes and stereotyping (pp. 323–368). New York: Guilford Press.
- Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. Vision, 18(4), 317-325.
- Kapur, P., & Misra, G. (2011). Social identity in India: Continuities and fractures. In G. Misra (Ed.), Contemporary Indian Psychology. New Delhi: Oxford University Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

SHPS336A	FORENSIC PSYCHOLOGY	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					

Co-requisites		
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Course Objectives

1. Helping students appreciate the interface of Psychology and Law
2. Helping students learn basic case and statutory law related to forensic psychology
3. Familiarizing students with criminal and civil applications of forensic psychology
4. Developing in students a basic appreciation of the causes of criminality

Course Outcomes

On completion of this course, the students will be able to

1. Conceptualize forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.
2. Develop an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.
3. Understand the roles of forensic psychologists and psychologists in court, and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
4. Learning about the forensic interviewing with the help of advanced tools used in crime investigation
5. Demonstrating ability to developing offender or criminal profiling
6. Demonstrating working knowledge of forensic report writing and providing psychological consultancy in forensic setting

Catalogue Description

The forensic psychology course will explore the application of psychological science to legal matters. Special attention will be given to developing an understanding of the most prevalent mental disorders that are encountered in forensic evaluations and how forensic psychologists assist judges and juries in determining criminal responsibility and punishment. Specifically, students will learn about the insanity defence, capital murder and the death penalty, and competency to stand trial.

Course Content

UNIT I

15 lecture hours

INTRODUCTION: Defining forensic psychology, History of forensic Psychology, The roles of the Forensic Psychologist: Clinical and Experimental

UNIT II

15 lecture hours

The Psychologist in Court Expert evidence, Forensic reports, Pre-trial preparation, Forensic portfolio, Examination in chief, Cross Examination

UNIT III 15 lecture hours

Eyewitness Testimony and False Confession The accuracy of witness evidence Eyewitness evidence in court Consequences and types of false confession

UNIT IV 15 lecture hours

Nature of profiling work: FBI Profiling – Stage 1: Data assimilation stage; Stage 2: Crime scene classification; Stage 3: Crime scene reconstruction; Stage 4: Profile generation Statistical/Actuarial profiling

Text books

- Batchman, R., &Schutt, R. K. (2008). Fundamentals of Research in Criminology and Criminal Justice. London: Sage.
- Haward, L. (1981). Forensic Psychology.London: Batsford Academic and Educational Ltd. Howitt, D. (2002). Forensic and Criminal Psychology. New Delhi: Prentice Hall.
- Ross, F. D., Read, D. J., &Toglia, M. P. (1994). Adult Eyewitness Testimony. New York: Cambridge University Press.
- Webb, D. (2013). Criminal Profiling: An Introductory Guide. UK: Independent Publishing Platform.
- Wrightsman, L. S. &Fulero, S. M. (2008).Forensic Psychology (3rd Edition). Belmont, CA: Wadsworth Publishing Co.

Reference books/ Materials

- Loftus, E. F. (1996).Eyewitness Testimony: With A New Preface. Cambridge, MA: Harvard University Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Economics

SHES312A	Indian Economy-II	L	T	P	C
Version 2.0		5	1	0	6

Pre-requisites/Exposure	Indian Economy-I
Co-requisites	--

Course Objectives

1. To develop a perspective on the different problems and approaches to economic planning and development in India.
2. To understand the issues related to growth of Indian economy, its planning and economic reforms.
3. To acquaint the students with foreign trade of India
4. To acquaint the students with important areas of concern like poverty, income inequality, unemployment, etc.

Course Outcomes

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

- 1: Examine the causes and remedies of various problems faced by the Indian economy like poverty, inequality, unemployment, inflation and black money.
- 2: Interpret the various measures of economic reforms.
- 3: Understand and examine the process of economic planning in India.
- 4: To develop a perspective on the different problems and approaches to economic planning and development in India
- 5: To explain contemporary issues pertaining to the economy.
- 6 : To identify the bottlenecks in the balanced regional and national development.

Catalogue Description

The course is to acquaint students of the Indian Economy, present and future of Indian Economics, and how the Indian Economy is influencing the business environment in India context.

Course Content

Unit I: 15 lecture hours

Economic Problems: Poverty, Inequality, Parallel Economy, Unemployment, Concentration of Economic Power, Balanced Regional Development, Low Capital Formation and Industrial Sickness. Trends in National Income in India.

Unit II: 10 lecture hours

Industrial policy: Growth and pattern of industrialization; small-scale sector; Productivity in industrial sector, Public Sector enterprises and their performance; Problem of sick units in India; Privatization and disinvestment debate.

Unit III: 10 lecture hours

Labour and employment: Progress of Industrial relations in India, Employment Policy, unemployment scenario, Work Force Participation and Changes in Occupational Structure in India. Labour market reforms.

Unit IV: 15 lecture hours

- (a) Foreign Trade: Salient features of India’s foreign trade; Trends in foreign trade in the recent past, Balance of payment, Balance of Trade, Trade Policy, Trade Reforms, Foreign Exchange Management Act (FEMA), Export Promotion.
- (b) WTO, GATT, TRIMS, TRIPS, Foreign Direct Investment, Foreign Institutional Investment. LPG Policies.

SUGGESTED READINGS:

- Misra, S. K. and Puri, V. K, Indian Economy, Himalaya Publication.
- Datt, and Sundhram, R, Indian Economy, 61st edition, S. Chand & Company Ltd
- Dhingra, I C, Indian Economy, Sultan Chand & Sons.
- Agrawal, A.N., Indian economy, Vikas publications Ltd.
- Jaiganta, Sarkar, Indian Economy: Policies and Practices, 1st edition, Pearson Education.
- Prakash, B. A., The Indian Economy since 1991 – Economic Reforms & Performances, 1st edition, Pearson Education.

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHES314A	Development Economics-II	L	T	P	C
Version 2.0		5	1	0	6

Pre-requisites/Exposure	Development Economics -I
Co-requisites	--

Course Objectives

1. To develop a perspective on the different problems and approaches to economic planning and development in India.
1. To familiarize students with cutting edge research topics in the economic development of India.
2. To familiarize students with issue of Governance and corruption
3. To ensure that the students know more about the meaning of equity and wellbeing.

Course Outcomes

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

- 1: Understand the current literature on the empirical economics of development.
- 2: Examine the aspects that have been at the core of development policy over time and how they relate to dominant development ideas today.
- 3: Understand and examine the process of economic planning in India.
- 4: Describe choice of techniques and different growth models and their relevance.
- 5: To explain contemporary issues pertaining to the industrialization in the developing economies.
- 6 : To identify the bottlenecks in the balanced economic development.

Catalogue Description

This course is basically on Economics Development, which is an extension to a more broader discuss of what is really happening in the economy and the players of the economy. The topics covered include Governance and Corruption, Civil Society and Development, Globalization and Poverty, Equity and well-being.

Course Content

Unit I: **20 lecture hours**

- (a) **Choice of Techniques and appropriate Technology:** Capital intensive versus Labour intensive techniques, Elementary Idea of Cost-Benefit Analysis, Technical Progress-Hicksian view, the capital controversy.
- (b) **Capital formation:** Meaning and sources; capital output ratio; Human capital: concept and utilization. Foreign aid and Economic Development, Transfer of technology.

Unit II: **15 lecture hours**

Models of Economic Growth: Growth models – The Harrod-Domar analysis and Mahalonobis growth model (4-sector). Neo-classical growth models – Solow and

Meade, Mrs. Joan Robinson's growth model, Kaldor model of economic growth— Technological progress – embodied and disembodied technical progress; Hicks and Harrod neutral technical progress.

Unit III: 10 lecture hours

Inequality and Development: Meaning, Measurement Lorenz Curve, Kuznets Inverted U Shape curve, Inequality and Development:-Inter connection Population Growth and Economic Development.

Unit IV: 15 lecture hours

External Sector in Growth & Development

Trade Policies: Import-substitution and Export-led growth – domestic demand-led growth – Dual gap analysis – Balance of payments – Foreign Direct Investment – International Development Institutions. Domestic and international measures for economic development: capital formation, human capital, population, foreign trade, foreign investment.

SUGGESTED READINGS:

- Jhingan M.L., –The Economics of Development and Planning, Vrinda Publications (P) Ltd.
- Mishra, S. K. & Economics of Development and Planning. Puri, V. K.
- Higgins (1968), Economic Development, WW Norton & Co.
- Thirlwall, A. P.,—Growth and Development, Seventh edition, Palgrave Macmillan, New York.
- Ray, Debraj (2004), –Development Economics, Seventh impression, Oxford University Press, New Delhi.
- Todaro, Michael P. and Stephen C Smith., –Economic Development, Pearson Education, (Singapore) Pvt. Ltd., Indian Branch, Delhi.
- Meier, Gerald M. and James E. Rauch., “Leading Issues in Economic Development”, Oxford University Press, New York.
- Kuznets, S (1966) Modern Economic growth, Rate Structure and Spread, Vakils, Feffer and Simons Private Ltd, Bombay.

Modes of Evaluation: Quiz/Assignment/ Attendance extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC314A	Advanced Chinese Oration-II (Theory)	L	T	P	C
Version 1.0		5	0	0	5
Pre-requisites	--				

Course Objectives

1. To do conversation with well-structured speech
2. Learn making good arguments
3. Expressing on unfamiliar topics
4. To put opinion on everyday situations.

Course Outcomes

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

- 1: Create good speeches
- 2: make good arguments
- 3: express on unfamiliar topics
- 4: place opinion in everyday situations
- 5: Develop understanding about the context of the dialogue
- 6: Improve listening skills

Catalogue Description

The course enhances student's aural and oral skills in advanced Chinese.

Course Content

Unit-1**10 lecture hours**

Listening theme based advanced Chinese audio.

Unit-2**10 lecture hours**

Theme based interactive discussions.

Unit-3**15 lecture hours**

Q&A based on Chinese texts and correlating the same with their surroundings

Unit-4**15 lecture hours**

Small individual/group presentation on a particular theme

Text Books

1. 对外汉语本科系列教材：汉语口语教程,北京语言大学出版社，北京，2003.

Reference Books/Materials

1. *Online available materials on You Tube and You Ku*

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC352A	Advanced Chinese Oration-II (口语)	L	T	P	C
Version 1.0	Practical	0	0	2	1

Pre-requisites	--
Co-requisites	--

Course Objectives

1. To listen and understand unfamiliar dialogues
2. To performs dialogues on unseen dialogues

Course Outcomes

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

- 1: Understand advance level Chinese conversations
- 2: Acquire advance level oratory skills on unfamiliar topics

Catalogue Description

The course enhances student’s advance level oratory skills

Course Content

Unit-1

5 lecture hours

Listening dialogues on unfamiliar topics.

Unit-2

10 lecture hours

Discussions on unfamiliar topics

Text Books

1. 对外汉语本科系列教材：汉语口语教程,北京语言大学出版社，北京，2003.

Reference Books/Materials

1. *Online available materials on You Tube and You Ku*

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

IIBC318A	China and The world	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites	--				
Co-requisites	--				

Course Objectives

1. Introduce the role of China in UNO
2. Introduction of relationship with China and their neighbours
3. Introduction of the organizations led by China
4. China and the superpowers

Course Outcomes

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

- 1: Understand the role of China in UNO
- 2: Understand the relationship with China and their neighbours
- 3: Understand about the regional and International organizations led by China.
- 4: Understand the relationships with China and the developed nations
- 5: Understand China as a global power
- 6: Understand the world order and China

Catalogue Description

The course introduces the role of China in Global scenario. It also introduces the relationship of China with the other nations of the world.

Course Content

Unit-1 **15 lecture hours**

Introduction of the role of China in UNO

Unit-2 **15 lecture hours**

Introduction of relationship with China and their neighbors

Unit-3 **15 lecture hours**

Introduction of the organizations led by China

Unit-4**15 lecture hours**

China and the superpowers

Text Books

1. China and the world Edited by David Shambaugh, Oxford University Press, 2020
2. Available online materials and Governments and UNO websites

Reference Books/Materials

1. Available online materials and Governments and UNO websites

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Discipline Specific Course of History

SHHS346A	Approaches to South Asian History: Society, Politics & Economy	L	T	P	C
		5	1	0	6

Course Objectives-

1. To examine into newer works and researches on South Asian history
2. To understand the process of cultural assimilation of people, cultures and ideas
3. To evaluate South Asian history through their language, literature, music, poetry, gender relations, folk cults, art and architecture.
4. To explain the continuities and changes in the South Asian History with the coming of colonialism

Course Outcomes-

After the completion of the course, students will be able to-

1. Demonstrate foundational knowledge of the culture of South Asia, given by scholars at the forefront of their disciplines
2. Develop skills to work in South Asian societies or in a context with South Asian connections
3. Formulate key research questions related to South Asian History
4. Develop an inter-disciplinary perspective for understanding and approaching historical studies
5. Demonstrate analytical and critical thinking skills through a variety of forms-textual, performative, and experiential

Catalogue Description-

Studying South Asian history is intricately linked to the regions' rich and varied past. Such enormous diversity is supported by great amount of cross-cultural exchanges which this region experienced, at least from the beginning of the second millennium. This course tries to map some of those trends stretching across South Asian society,

economy, polity. It begins from a time which marks one of the watersheds in the history of this region with the coming of Turks and the rise of Muslim political dominance.

For the next few centuries till the rise of the British from the 18th century, South Asia comprises anything but a monolithic and unchanging geo-cultural space. Contributions from a recent scholarship on this region present before us a historical canvas which is markedly dynamic and receptive to multiple influences across political, economic, etc

UNIT I: The Political Evolution of Modern South Asia

- (a) British India: The Growth of Colonialism and Nationalism in South Asian States
- (b) Modern Political Evolution with special reference to studies on South Asia: Approaches and Issues.
- (c) Profile of South Asian Political Systems

UNIT II: Socio-Religious Issues in Modern South Asia

- (a) Politics of Ethnicity, Social Crisis;
- (b) Religious and Sectarian Conflicts
- (c) Politics of Identity- The self and the other in Modern Nationalism

UNIT III: The Economic Development in Modern South Asia

- (a) The State, Planning and Industrialisation
- (b) Democracy, Authoritarianism and Development
- (c) Liberalisation, Privatisation and Globalization

Primary Readings

1. Bardhan, P (1994) The Political Economy of Development in India, Oxford University Press.
2. Corbridge, S and J.Harriss (2000), Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy, Polity Press
3. T. J. Byres, T.J (1999), The Indian Economy: Major Debates since Independence, Oxford University Press.
4. Kohli, A (1990), 'Democracy and Discontent: India's growing Crisis of Governability', Cambridge University Press.
5. Harriss-White, B (2003), 'India Working' Cambridge University Press.
6. Panagariya, A (2008), 'India: The Emerging Giant', Oxford University Press
7. Lieven, A (2011), 'Pakistan: A Hard Country', Allen Lane.
8. Zaidi, S.A (2005), 'Issues in Pakistan's Economy' Oxford University Press.

Additional Reading:

1. Acemoglu, D., S.Johnson and J.A.Robinson, (2001), ‘The Colonial Origins of Comparative Development: An Empirical Investigation’, American Economic Review, 91, p1369-1401.
2. Khan, M.H. (2009) Governance Capabilities and the Property Rights Transition in Developing Countries.
3. Khan, M.H. (2012) ‘Governance and Growth: History, Ideology and Methods of Proof.’ in Akbar N., Botchwey, K. Stein, H. and Stiglitz, J. (eds). Good Growth and Governance in Africa: Rethinking Development Strategies. Oxford: Oxford University Press, pp. 51-79.
4. Kohli, A (1994), ‘Where Do High Growth Political Economies Come From? The Japanese Lineage of Korea’s Developmental State’, World Development, 22:9, p1269-1293.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

SHHS348A	Project/ Dissertation	L	T	P	C
		6	0	0	6

Course Objectives-

1. To demonstrate the importance of planning and preparation required to undertake a research project.
2. To develop a thorough knowledge of the chosen subject area and foster an insight on the research topic
3. To interpret and infer effectively and collate their inferences objectively in academic writing.
4. To enhance the organizational and writing skills of the learners in conceptualizing and researching on a topic and contributing to academic corpus.

Course Outcomes-

After the completion of the course, students will be able to-

1. Demonstrate appropriate referencing and develop skills in other aspects of academic writing.
2. Describe the process of carrying out independent research in written format and report your results and conclusions with reference to existing literature.
3. Show evidence of clarity of argument, understanding of the chosen topic area, and presentation of technical information.
4. Identify, analyse and interpret suitable data to enable the research question to be answered.
5. Identify, summarise and critically evaluate relevant literature and write a literature review of the relevant field.

Catalogue Description

The aim of this course is to encourage the learners to conceptualize and conduct research, gain knowledge of the tools to design a research project, critique and challenge it. The learners will be able to define a research problem, use adequate sources and pertinent specialist literature to conceptualize the problem, understand the role of literature, and

understand the means and ways to apply canonical theories into contemporary research. This course would serve as a interface between theories and praxis.

Course Content

1. The topics shall adhere to the Historical themes and sub themes.
2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks.
3. It is recommended that the project should be carried out on individual basis. In special cases Group presentation of projects can be allowed.
4. VI Semester shall be devoted to the study of methodology of research and project work. By the end of the VI Semester, a Synopsis of Project work should be finalized with the help of the guide.
5. The Synopsis of the Project, which is finalized by the end of III Semester, should be submitted to the Department for approval. It shall consist of the following: • Title of the Project • Objectives • Review of Literature • Methodology including the reading list. It is strongly recommended that, the Department need not wait till the end of the Semester for the finalization of the topic for Project Work. The students shall be encouraged to start the project work as early as possible in the VI Semester itself. This will ensure enough buffer time in case of unforeseen circumstances.
6. A Department Level Project Committee under the Chairmanship of Head of Department, in its due course of meetings, shall approve the topics for Project work. The Department Level Project Committee may or may not conduct a zero-credit-zero-mark general viva to ascertain the competency of the candidates for conducting the project work. The Department Level Project Committee shall give necessary guidelines, which should be taken note by the students as well as the guide.
7. The approved topics, along with the name of students and the name of the guide/supervisor should be displayed in a Notice Board under the Seal and Signature of the Head of the Department.
8. The VI Semester is fully devoted for • Library Work and Data Collection • Data Analysis • Project Writing • Report Presentation and Submission
9. The candidates shall devote themselves to the realization of the project, making use of the holidays. Hours allotted for Project work in the VI Semesters should be devoted for attending lecture classes on Project work and for obtaining guidance from the Supervisor.
10. Each candidate shall submit the report of the Project work, separately under his/her name mentioned in the Certificate signed by the Supervisor/Guide and Head of Department.

11. Normally a Project work should consist of the following:-

- 25 to 30 A-4 size typed or printed pages
- Font: Times New Roman
- Letter size: 12 for running matter
- Letter Size: 16 for Headings
- Line Spacing: 1.5
- Page Numbers: aligned to the top-center
- Margins of 1.25 inches on all sides.
- References if any may be given as Endnotes
- Spiral binding.
- Minor desirable variations can be adopted by the DLPC (Dept. Level Project Committee) of a College.
- Structure of the Project Report is as follows: - Page i) "TITLE OF THE PROJECT REPORT IN CAPITAL Project Report Submitted in Partial Fulfilment of the Requirements for the Award of Degree of Bachelor of Arts of the K. R. Mangalam University by (Students Name), Register Number, Emblem of the Institution, Month Year Department, Name of College, Address Page ii) Declaration by the candidate Page iii) Certificate from the Supervisor, countersigned by the HoD. Page iv) Acknowledgements if any. Page v) Contents

12. It is of utmost importance that the student should refrain from plagiarism. The Supervisor shall take utmost care in this regard.

13. Evaluation of the Project: The Project Report shall be subjected to both internal and external evaluation. The Internal Evaluation shall be done at the Department level. As in the case of the Core Courses, the Internal Evaluation of the project carries 25% Weightage. This has to be awarded to the candidates on the basis of his/her performance in the project presentation followed by an Internal Viva-Voce conducted by a three member Committee comprising of the Head of Department, Supervisor, and a senior Faculty member. The External Evaluation of the Project is based on the written material. The external evaluation is done by a Board of Examiners consisting of a minimum of 3 members selected from a Panel of Examiners constituted from among the faculty members of History. The Board of Examination shall consist of at least one faculty member from the Department, the students of which are examined.

14. Declaration of the Result: The student should get a minimum of C Grade for a pass. In an instance of inability of obtaining a minimum grade of C, the Project may be redone and the report may be resubmitted.

Reference Books/Materials

- 1) Ali Sheikh, History: Its Theory and Method, Macmillan India Ltd., Madras 1978.
- 2) Beach Derek, Process-Tracing Methods: Foundations and Guidelines, University of Michigan Press,
- 3) Carr, E. H. What is History? Macmillan, London: 1964.
- 4) Collingwood, R. G. The Idea of History, Oxford University Press. Oxford 1978.
- 5) Garraghan, G. J. S. J. A Guide to Historical Method (Ed), Jean Delanglez S. J.(Fordham University Press, New York, 1957.
- 6) Gottschalk, Louis, Understanding History, New York, Second Edition, 1969.

7) S. M Sayanekar, Element in Research Methodology in Social Science. Manan Prakashan, 2016.

8) K. N. Chitnis, Research Methodology in History, Atlantic Publishers, New Delhi,2006

Evaluation Scheme			
S.No	Evaluation Component	Duration	Weightage
1	Hard Copy Dissertation	-	50
2	External Evaluation	30Minutes	30
3	Internal Evaluation	-	20
Total			100

Compulsory English Language Course

SHEL146A	Media and Communication	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. Recognize and apply foundational historical context from the field of communication and media studies to an examination of the contemporary world.
2. Interpret and evaluate contemporary global culture through a critical framework, to apply theoretical concepts and ethical principles of equity and social justice from within the field of communication and media studies to issues of power, privilege, and oppression.
3. Implement intellectually developed critical thinking skills, creative and imaginative use of communicative forms and technologies, and preparedness for the careers of today and the future.
4. Produce work that contributes knowledge and expresses creativity with competent and effective communication skills in media across written, oral, visual, and interactive forms.

Course Outcomes

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

- 1: Students will learn to define and relate to basics of New Media.
- 2: Students will comprehend theoretical concepts related to social media as a form of communication.
- 3: Students will apply theoretical concepts into research framework.
- 4: Students will be able to analyse audience usage patterns of varied social media applications.
- 5: Awareness about the types and significant role of Media & communication in the present world with its areas of communication inquiry, social interaction and mediated communication
- 6: Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter.

Catalogue Description

The objective of this learning program is to attempt to help students to understand media and how communication functions within the structure of media.

Course Content

15 lecture hours

UNIT I:

Introduction to Mass Communication: Mass Communication and Globalization; Forms of Mass Communication: Social Media, Face book, Twitter; Marshal McLuhan: *The Medium is the Message*

Topics for Student Presentations:

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

15 lecture hours

UNIT II

Advertisement: Types of advertisements; Advertising ethics; How to create advertisements/storyboards

Topics for Student Presentations:

- a. Creating an advertisement/visualization.
- b. Enacting an advertisement in a group.
- c. Creating jingles and taglines.

15 lecture hours

UNIT III

Media Writing: Scriptwriting for TV and Radio; Writing News Reports and Editorials; Editing for Print and Online Media

Topics for Student Presentations:

- a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject.

15 lecture hours

UNIT IV

Introduction to Cyber Media and Social Media: Types of Social Media; The Impact of Social Media; Introduction to Cyber Media

Reference Books/Materials

1. Kumar, Keval J. *Mass Communication in India*. 4th ed. Jaico Publishing House, 2000.
2. Stovall, James G. *Writing for Mass Media*. Pearson, 2011.
3. J., Jethawaney and Shruti Jain. *Advertising Management*, Oxford University Press, 2006.
4. Jefkins, Frank. *Advertising*. Tata McGraw- Hill, 2007.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Skill Enhancement Course - II

SHEL372	SOFT SKILLS	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

- To improve the communication skills of the enrolled students
- To develop personalities of students
- To bridge the gap between the skill requirements of the employer or industry and the competency of the student

Course Outcomes

On completion of this course, the students will be able to

1. Demonstrate correct body language in professional settings
2. Contribute to team work meaningfully and lead a team when necessary
3. Demonstrate enhanced self-esteem in professional interactions
4. Face interviews with confidence
5. Demonstrate superior communication and problem solving skills in interpersonal setups

Catalogue Description

The major objective in introducing the course is to impart hands on training to students in soft skills, such as communication, team work and interview skills. Course is designed as a practical oriented course and not for chalk and board teaching.

Course Content

UNIT I: 10 lecture hours

Body Language – Kinesics, Proxemics, Para linguistic, Chronemics, Nuances of Speech Delivery. Personality Development: Building self-esteem.

UNIT II: 10 lecture hours

Team work and participating in group discussions – Team building and Team work, Team briefing, Role of Team leader, Conflict resolution, Methodology of group discussions, Role Functions in group discussion, Types of non – functional behaviour, Improving group performance. Participating in mock group discussions.

UNIT III: 10 lecture hours

Interviews – Types of interviews, preparing for interviews, facing interviews, reviewing performance, participating in mock interviews.

UNIT IV: 10 lecture hours

Business Presentations – Preparing successful presentations, thinking about audience, making effective use of visual aid, Delivering presentation, using prompts, dealing with questions and interruptions, Mock presentations.

Text Books

1. Peter, Francis. Soft Skills and Professional Communication. New Delhi: Tata McGraw Hill. 2012. Print.
2. Singh, Prakash and Raman, Meenakshi. Business Communication. New Delhi: Oxford UP. 2006. Print.

Reference Books/Materials

1. Bailey, Edward P. Writing and Speaking at Work: A Practical Guide for Business Communication. Pennsylvania: Prentice Hall. 2007.Print.
2. Pease, Allan and Peas, Barbara. The Definitive Book of Body Language. New York: Random House.2006.Print.
3. De Bono, Edward.1993. Serious Creativity. Re print. Harper Business

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50