



**K.R. MANGALAM UNIVERSITY**  
THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF HUMANITIES**  
**(SOHS)**

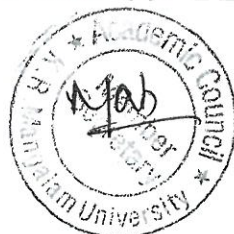
**Bachelor of Arts (B.A.) Programme**

**Programme Code: 25**

**Undergraduate Programme**

**2022-25**

**Approved in the 29th Meeting of Academic  
Council Held on 09 August 2022**



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, 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.

Prepared by: Dr. Nandini Biswas, Assistant Professor SOHS

Verified by: Prof. (Dr.) Tania Gupta, Dean SOHS

## **ACKNOWLEDGEMENT**

The development of an Outcome-Based Education (OBE) Curriculum for Undergraduate Bachelor of Arts degree programme is a result of thorough deliberations by a team of subject experts. The curriculum is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. It formulates content around activities that leads to specific outcomes.

I wish to acknowledge all our experts who have been involved in the process of developing this outcome-based curriculum for B.A Programme.

I acknowledge the guidance and support provided by Prof. C. S Dubey, Vice Chancellor, K.R. Mangalam University and Prof. Pushpalata Tripathi, Pro-Vice Chancellor and Registrar, K.R. Mangalam University throughout the process of developing this curriculum.

Last but not the least, I extend my gratitude to my team, Dr. Nandini Biswas for her research, effort, and expertise throughout the development of the curriculum.

Prof. (Dr.) Tania Gupta

Dean

School of Humanities

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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, 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**

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. Programme**

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 B.A. 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 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 can 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. Programme offered by the University shall extend over a period of three Academic Years.

The maximum period for the completion of B.A. Programme 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. Programme 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 books.

## **PROGRAMME EDUCATION OBJECTIVES (PEOs)**

1. To provide students with a broad understanding of the chosen field of study within the arts, including its theories, concepts, historical context, and methodologies.
2. To develop students' ability to think critically, analyze information, and evaluate arguments to arrive at well-reasoned conclusions.
3. To enhance students' oral and written communication skills, enabling them to effectively express their thoughts and ideas in a clear and concise manner.
4. To equip students with research methodologies and techniques relevant to the field of study, enabling them to conduct independent research and contribute to the body of knowledge in their chosen area.
5. To instill in students a sense of ethical behavior and social responsibility, encouraging them to consider the broader societal implications of their work and to contribute positively to society.
6. To foster an interdisciplinary approach, allowing students to explore connections between different disciplines within the arts and gain a broader understanding of their chosen field.
7. To develop in students the ability to adapt to new challenges, acquire new knowledge, and engage in lifelong learning, recognizing that the field of arts is constantly evolving.
8. To prepare students for their chosen careers or further academic pursuits by developing skills such as teamwork, leadership, problem-solving, and time management.

## **PROGRAMME OUTCOMES (POs)**

1. To integrate knowledge from multiple disciplines, fostering a holistic understanding of complex issues.
2. To demonstrate the ability to analyze and evaluate information from various sources, develop reasoned arguments, and make informed decisions.
3. To exhibit an understanding and appreciation of diverse cultures, traditions, and perspectives, fostering a sense of global citizenship.
4. To be proficient in conducting research, including identifying reliable sources, using appropriate methodologies, and presenting findings coherently.
5. To recognize and address ethical dilemmas, demonstrating a commitment to social responsibility and ethical conduct.
6. To effectively use relevant technologies, tools, and digital platforms to enhance their learning and communication.
7. To encourage students to express themselves creatively through various mediums such as writing, art, or performance.
8. To work collaboratively in diverse teams, demonstrating effective teamwork, leadership, and conflict resolution abilities.
9. To exhibit a commitment to continuous learning, adaptability, and the ability to engage in self-directed learning to stay current in their field of interest.
10. To cultivate leadership qualities and effective teamwork skills to prepare students for professional and civic engagement.

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

1. To recognize and explore the intricate web of connections between history, culture, economics, and political science, fostering a holistic comprehension of societal evolution.
2. To gain comprehensive knowledge of historical events, trends, and developments across various regions and time periods, recognizing their profound influence on economic and political structures.
3. To demonstrate proficiency in economic principles, theories, and concepts, enabling them to analyze historical and contemporary economic issues within their intricate socio-political framework.
4. To achieve a profound understanding of political systems, ideologies, and institutions, evaluating their evolution alongside historical and cultural metamorphosis.
5. To develop a global perspective on economics and politics, appreciating how historical and cultural factors influence international relations, trade, and diplomacy.
6. To adeptly communicate intricate historical, cultural, economic, and political insights to diverse audiences through a range of mediums.

## **THREE YEAR B.A. PROGRAMME AT A GLANCE**

	<b>Semester I</b>	<b>Semester II</b>	<b>Semester III</b>	<b>Semester IV</b>	<b>Semester V</b>	<b>Semester VI</b>	<b>Total</b>
<b>Courses</b>	4	5	5	5	4	4	27
<b>Credits</b>	22	21	25	20	22	22	132

**SCHEME OF STUDIES B.A. PROGRAMME BASED ON CHOICE BASED CREDIT SYSTEM (CBCS)**

**BATCH: 2022-2025**

**SEMESTER I**

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1.	Discipline I (Core)			6
2.	Discipline II (Core)			6
3.	Ability Enhancement Course (AEC)	UCCS155A	Communication Skills	4
4.	Compulsory Language	SHEL147A	Academic Writing and Composition	6
<b>Total Credits</b>				<b>22</b>

**Note: Students to opt any two core discipline subjects from the pool of disciplines offered.**

**Core Papers- Discipline I & II (Any Two)**

<b>S.No.</b>	<b>Subject</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	English	SHEL143A	British Literature: 18th Century	6
2	Psychology	SHPS131A	Introduction to Psychology	4
3.	Psychology	SHPS151A	Introduction to Psychology-Practicum/ Lab	2
4.	Economics	SHES107A	Introductory Microeconomics	6
5.	Chinese	SHCN103A	Listening & Speaking Chinese-I (口语)	5
6.	Chinese	SHCN153A	Listening & Speaking Chinese-I (口语) - Practical	1
7.	Historical Studies	SHHS123A	Oral History in India	6
8.	Political Science	SHPL103A	Constitutional Government and Democracy in India	6

## SEMESTER II

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
Sl. No.	Course Type	Course Code	Course Title	Credits
1.	Discipline III (Core)			6
2.	Discipline IV (Core)			6
3.	Ability Enhancement Course (AEC)	UCES125A	Environmental Studies	3
4.	Compulsory Language	SHEL146A	Media and Communications	6
5.	Value Added Course (VAC)			0
<b>Total Credits</b>				<b>21</b>

**Note:** Students to opt any two core discipline subjects from the pool of disciplines offered.

### Core Papers- Discipline III & IV (Any Two)

S.No.	Subject	Course Code	Course Title	Credits
1	English	SHEL142A	European Classical Literature	6
2	Psychology	SHPS134A	Biopsychology	4
3.	Psychology	SHPS152A	Biopsychology-Practicum/ Lab	2
4.	Economics	SHES110A	Introductory Macroeconomics	6
5.	Chinese	SHCN104A	Listening & Speaking Chinese-II (口语)	5
6.	Chinese	SHCN154A	Listening & Speaking Chinese-II (口语) - Practical	1
7.	Historical Studies	SHHS106A	Understanding Oral Histories in India	6
8.	Political Science	SHPL101A	Introduction to Political Theory-I	6

## SEMESTER III

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
Sl. No.	Course Type	Course Code	Course Title	Credits
1.	Discipline V (Core)			6
2.	Discipline VI (Core)			6
3.	Ability Enhancement Course (AEC)	UCDM301A	Disaster Management	3
4.	Compulsory Language	SHEL248A	Language and Linguistics	6
5.	Open Elective (OE)			4
<b>Total Credits</b>				<b>25</b>

**Note:** Students to opt any two core discipline subjects from the pool of disciplines offered.

**Core Papers- Discipline V & VI (Any Two)**

S.No.	Subject	Course Code	Course Title	Credits
1	English	SHEL243A	American Literature	5
2.	English	SHEL283A	American Literature- Practical	1
3.	Psychology	SHPS233A	Introduction to Personality	4
4.	Psychology	SHPS253A	Introduction to Personality -Practicum/ Lab	2
5.	Economics	SHES217A	Money and Banking	6
6.	Chinese	SHCN203A	Chinese Oration-I (口语)	5
7.	Chinese	SHCN251A	Chinese Oration-I (口语) - Practical	1
8.	Historical Studies	SHHS231A	History of Art- Part I	6
9.	Political Science	SHPL205A	International Relations	6

**SEMESTER IV**

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
Sl. No.	Course Type	Course Code	Course Title	Credits
1.	Discipline VII (Core)			6
2.	Discipline VIII (Core)			6
3.	Compulsory Language	SHEL249A	English Language Teaching	4
4.	Open Elective (OE)			4
5.	Value added Course (VAC)			0
<b>Total Credits</b>				<b>20</b>

**Note: Students to opt any two core discipline subjects from the pool of disciplines offered.**

**Core Papers- Discipline VII & VIII (Any Two)**

S.No.	Subject	Course Code	Course Title	Credits
1	English	SHEL246A	Postcolonial Literature	6
2	Psychology	SHPS234A	Counselling Skills	4
3.	Psychology	SHPS124A	Counselling Skills- Practicum/ Lab	2
4.	Economics	SHES214A	Macroeconomics-II	6
5.	Chinese	SHCN204A	Chinese Oration-II (口语)	5
6.	Chinese	SHCN252A	Chinese Oration-II (口语) - Practical	1
7.	Historical Studies	SHHS232A	History of Art- Part II	6
8.	Political Science	SHPL206A	Globalization: Dimensions and Dilemmas	6

## SEMESTER V

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
Sl. No.	Course Type	Course Code	Course Title	Credits
1.	Discipline Specific Elective (DSE-I) Paper-I			6
2.	Discipline Specific Elective (DSE-II) Paper-I			6
3.	General Elective (GE-I)			6
4.	Skill Enhancement Course (SEC-I)	SHEL371A	Business Communications	4
<b>Total Credits</b>				<b>22</b>

### Discipline Specific Electives (DSE I & II)

(Any Two Papers from One Discipline)

S.No.	Subject	Course Code	Course Title	Credits
1	English	SHEL345A	Literary Theory	6
2.	English	SHEL347A	Literature of Indian Diaspora	6
3.	Psychology	SHPS335A	Clinical Psychology	6
4.	Psychology	SHPS337A	Health Psychology	6
5.	Economics	SHES311A	Indian Economy-I	6
6.	Economics	SHES313A	Development Economics-I	6
7.	Chinese	SHCN303A	Advanced Chinese Oration-I (口语)	5
8.	Chinese	SHCN351A	Advanced Chinese Oration-I (口语) - Practical	1
9.	Chinese	SHCN307A	India China Relation	1
10.	Historical Studies	SHHS345A	Understanding Sufism in India	6
11.	Historical Studies	SHHS347A	Travel, Trade and Pilgrimage	6
12.	Political Science	SHPL303A	Western Political Thought	6
13.	Political Science	SHPL305A	Citizenship in a Globalizing World	6

**General Electives (GE)**

**(Any One Paper)**

S.No.	Subject	Course Code	Course Title	Credits
1	English	SHEL144A	British Romantic Literature	6
2	Psychology	SHPS241A	Intergroup Relations	6
3.	Economics	SHES320A	Environmental Economics	6
4.	Chinese	SHCN301A	Advanced Chinese Readings-I (口语)	6
5.	Historical Studies	SHHS341A	History of Religion in South Asia- Part I	6
6.	Political Science	SHPL307A	Social Movement and Development Process in Contemporary India	6

**SEMESTER VI**

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
Sl. No.	Course Type	Course Code	Course Title	Credits
1.	Discipline Specific Elective (DSE-I) Paper-II			6
2.	Discipline Specific Elective (DSE-II) Paper-II			6
3.	General Elective (GE-II)			6
4.	Skill Enhancement Course (SEC-II)	SHEL372A	Soft Skills	4
<b>Total Credits</b>				<b>22</b>

**Discipline Specific Electives (DSE)**

**(Any Two Papers from One Discipline)**

S.No.	Subject	Course Code	Course Title	Credits
1	English	SHEL346A	Literary Criticism	6
2.	English	SHEL348A	Modern Indian Writing in Indian Translations	6
3.	Psychology	SHPS332A	Advanced Social Psychology	6
4.	Psychology	SHPS336A	Forensic Psychology	6
5.	Economics	SHES312A	Indian Economy-II	6
6.	Economics	SHES314A	Development Economics-II	6
7.	Chinese	SHCN304A	Advanced Chinese Oration-II (口语)	5
8.	Chinese	SHCN352A	Advanced Chinese Oration-II (口语) - Practical	1
9.	Chinese	SHCN308A	China and the World	6



10.	Historical Studies	SHHS346A	Approaches to South Asian History: Society, Polity and Economy (1200-1800)	6
11.	Historical Studies	SHHS348A	Dissertation/ Practical	6
10.	Political Science	SHPL304A	Indian Political Thought-II	6
11.	Political Science	SHPL308A	India's Foreign Policy	6

**General Electives (GE)**

**(Any One Paper)**

S.No.	Subject	Course Code	Course Title	Credits
1	English	SHEL247A	Contemporary India: Women and Empowerment	6
2	Psychology	SHPS240A	Psychology and Media	6
3.	Economics	SHES114A	Society, Culture and Social Change	6
4.	Chinese	SHCN302A	Advanced Chinese Readings-II (口语)	6
5.	Historical Studies	SHHS344A	History of Religion in South Asia- Part II	6
6.	Political Science	SHPL306A	International Human Rights	6

## SEMESTER I

### Core Papers (Any Two)

S.No.	Subject	Course Code	Course Title	Credits
1	English	SHEL143A	British Literature: 18th Century	6
2	Psychology	SHPS131A	Introduction to Psychology	6
3.	Psychology	SHPS151A	Introduction to Psychology-Practicum/ Lab	2
4.	Economics	SHES107A	Introductory Microeconomics	6
5.	Chinese	SHCN103A	Listening & Speaking Chinese-I (口语)	5
6.	Chinese	SHCN153A	Listening & Speaking Chinese-I (口语) - Practical	1
7.	Historical Studies	SHHS123A	Oral History in India	6
8.	Political Science	SLPL103A	Constitutional Government and Democracy in India	6

### Syllabus

## ENGLISH

<b>SHEL143A</b>	<b>British Literature: 18th Century</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. 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.
2. To analyze the mechanisms of canon formation and the import of canonicity within literary studies.
3. To recognize and analyze 18th-century British literature within broader literary contexts.
4. To provide students with guided research and writing experience in 18th-century studies

### **Course Outcomes**

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

CO1: Develop working knowledge of the historical and cultural contexts of British literature of the 18th century.

CO2: Identify and analyze distinct literary characteristics of British literature of the time.

CO3: Evaluate and compare various thematic perspectives, genres, and styles within British Literature of 18<sup>th</sup> century.

CO4: Identify the texts as a product of the socio- political background of the ages.

CO5: Demonstrate an understanding of the historical, political, and cultural context of the works written.

CO6: Understand the contributions of texts in syllabus to the literary canon.

### **Catalogue Description**

The learning program will help the student to formulate useful questions and lucid arguments about eighteenth-century literature. They will be able to recognize the features of selected eighteenth-century literary genres and apply literary interpretation effectively.

## Course Content

---

15 lecture hours

### UNIT I

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

15 lecture hours

### UNIT II

Daniel Defoe: *Moll Flanders*

15 lecture hours

### UNIT III

Dryden: "Mac Flecknoe"

Thomas Gray: "Elegy Written in a Country Churchyard"

Robert Burns : "A Red Red Rose"

15 lecture hours

### UNIT IV

Samuel Johnson: *Preface to Shakespeare*

#### Reference Books/Materials :

1. Burns, Robert. *A Red,Red Rose and other Poems*. Michael.O'Mara Books, 2016.
2. Defoe, Daniel. *Moll Flanders*. Penguin Classics, 1989.
3. Gray, Thomas. "Elegy Written in a Country Churchyard" H. L. Caldwell.Co., 1920.
4. Johnson, Samuel. *Preface to Shakespeare*. Surjeet publications, 2018.
5. Long, William J. *English Literature*. A.I.T.B.S. Publishers, 2003.
6. Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publishing, 2015.

#### 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

## Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

Mapping between Cos, POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop working knowledge of the historical and cultural contexts of British literature of the 18th century	PO7, PSO3
CO2	Identify and analyze distinct literary characteristics of British literature of the time	PO7, PSO2
CO3	Evaluate and compare various thematic perspectives, genres, and styles within British Literature of 18 <sup>th</sup> century	PO4, PSO3
CO4	Identify the texts as a product of the socio- political background of the ages	PO7, PSO3
CO5	Demonstrate an understanding of the historical, political, and cultural context of the works written	PO8, PSO3
CO6	Understand the contributions of texts in syllabus to the literary canon	PO1, PSO2

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PO6
143A	British Literature 18 <sup>th</sup> Century	3			3			3	3				3	3			

**Programme and Course Mapping**

				Programme and Course Mapping																
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	
C O 1							3									2				
C O 2												3		3						
C O 3										2					3					
C O 4			3														3			
C O 5					3												3			
C O 6							2									3				
				1=lightly mapped			2= moderately mapped						3=strongly mapped							

<b>Unit I</b>	<b>INTRODUCTION</b>
Local	Develop working knowledge of the historical and cultural contexts of British literature of the 18th century
Regional	Identify and analyse distinct literary characteristics of British literature of the time
National	Identify the texts as a product of the socio- political background of the ages
Global	Understand the contributions of texts in syllabus to the literary canon
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Provide the students opportunities in terms of employment and research
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit II</b>	<b>MOLL FLANDERS</b>
Local	-
Regional	Analyse text from the perspective of social aspects at the time
National	Assess novel in the context of historical background
Global	An overview of British literature of the 18 <sup>th</sup> century
Employability	-
Entrepreneurship	-
Skill Development	Prose writing techniques
Professional Ethics	-
Gender	Writing traditions of women writers
Human Values	Simplicity and lucidity of writer expression
Environment & Sustainability	-
<b>Unit III</b>	<b>VERSES</b>
Local	Recognising Cultural Impact on individual
Regional	Analyzing poetic traditions in British literature in 18 <sup>th</sup> century
National	National integrity through poetry
Global	-
Employability	Poetry writing techniques and assessing motifs
Entrepreneurship	-
Skill Development	Poetry writing techniques
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments.
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit IV</b>	<b>PREFACE TO SHAKESPEARE</b>
Local	To develop competence in the structure, levels and discourse functions of prose
Regional	Usage of regional language in prose
National	-

Global	Exposure to social and cultural texts in the global contexts
Employability	-
Entrepreneurship	-
Skill Development	Prose writing techniques
Professional Ethics	To apply knowledge and skills to a wide range of industries and academia
Gender	-
Human Values	Cross-cultural sensitivity
Environment & Sustainability	-
SDG	SDG4
NEP 2020	Optimal Learning Environments and Support for Students (12.1-12.10) topic-centred clubs and activities organized
POE/4 <sup>th</sup> IR	Teamwork (Discussion/seminar)      Projects



## PSYCHOLOGY

<b>SHPS131A</b>	<b>Introduction To Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

1. To define psychology as a discipline and explain its history, and how it is distinct from and related to other disciplines.
2. To explore the subject matter of the field of psychology and become familiar with the vocabulary, major concepts, theories, and research findings of psychology.
3. To further develop critical thinking skills by applying them to the field of psychology
4. To 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. To understand and apply psychological principles to personal, social, and organization issues.
6. To become aware & respectful of diversity issues which affect behavior & psychological processes and recognize that socio cultural contexts may influence the development and application of psychological principles.

### Course Outcomes

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

- CO1. Read and demonstrated an understanding of complex ideas by identifying key concepts in the field of psychology.
- CO2. Applied theory to practice using problem solving techniques and data analysis.
- CO3. Analyzed and evaluated research data to produce a well-reasoned argument or position on an issue.
- CO4. Synthesize data from multiple sources to create and support a solution.
- CO5. Explain how social interactions are influenced by local, regional, national, and/or global cultures.
- CO6. Recognize cultural and individual differences that underlie the complexities of human behavior and social interaction.

### Catalogue Description

This course is designed to provide a broad overview of the field of Psychology. Special attention will be given to helping the student become a better thinker, by learning to take charge of ideas one has about psychology. The goal of this course is to think consciously, deliberately, and skilfully about human behaviour. Topics such as physiological psychology, perception, learning, cognition, emotions, health psychology, psychological disorders, as well as others are included.

### Course Content

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#### UNIT I

**8 lecture hours**

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

#### UNIT II

**8 lecture hours**

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

### **UNIT III**

**12 lecture hours**

**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**

**12 lecture hours**

#### **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.

#### **Textbooks**

- 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.

#### **Reference Books/Materials**

- 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:**

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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Read and demonstrated an understanding of complex ideas by identifying key concepts in the field of psychology.	<b>PO1, PO2, PO10</b>
<b>CO2</b>	Applied theory to practice using problem solving techniques and data analysis.	<b>PO3, PO6, PSO2</b>
<b>CO3</b>	Analyzed and evaluated research data to produce a well-reasoned argument or position on an issue.	<b>PO4, PO5, PSO3</b>
<b>CO4</b>	Synthesize data from multiple sources to create and support a solution.	<b>PO5, PO7,</b>
<b>CO5</b>	Explain how social interactions are influenced by local, regional, national, and/or global cultures.	<b>PO10, PSO1</b>
<b>CO6</b>	Recognize cultural and individual differences that underlie the complexities of human behavior and social interaction.	<b>PO7, PO10</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
SHPS131A	INTRIDUCTI ON TO PSYCHOLOG Y	2	1		3	3			2			1	3	

COURSE CODE AND TITLE	CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3
SHPS131A (Introduction to Psychology)	CO 1	3	3												
	CO 2													2	
	CO 3				3										3
	CO 4	3	3												
	CO 5	3													
	CO 6	3	3												

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
												3	Essential learning and critical thinking	
I	Scope of psychology	Scope of psychology	Scope of psychology	Scope of psychology			Scope of Psychology Specialties within Psychology.		-	-	-		Essential learning and critical thinking	
II	Social cultural approach to Psychology	Social cultural approach to Psychology	Social cultural approach to Psychology	Social cultural approach to Psychology			Approaches to Psychology			Psychodynamic and bio-psychological approach to Psychology		3	Essential learning and critical thinking	
III							Methods of Psychology	Ethical use of psychological methods				3	Essential learning and critical thinking	

IV							Attention and perception					3	Essential learning and critical thinking	
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<b>SHPS151A</b>	<b>Introduction To Psychology- Practicum/Lab</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with graphical representation and descriptive, inferential and co relational analysis by using statistical software.

### Course Outcomes

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

- CO1. Students would be able to design, conduct and report experimental research.
- CO2. Students would acquire the ability to administer, interpret and report psychological tests.
- CO3. Students would gain proficiency in data analysis using statistical software.

### Catalogue Description

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup.

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

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### Unit I 15 Practicum hours

- Digit Span Test
- Primary & Recency Effect in Memory
- Incidental & Intentional Learning

### Unit II 15 Practicum hours

- Fluctuation of Attention
- Division of attention
- Span of attention/Apprehension

### Unit III 10 Practicum hours

- Effect of set or attitude on attention
- Human Maze learning
- Permanent memory

### Suggested Readings:

#### Textbook [TB]:

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.

#### Reference Books/Materials:

- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IB

**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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students would be able to design, conduct and report experimental research.	PO1, PO2, PSO1

<b>CO2</b>	Students would acquire the ability to administer, interpret and report psychological tests.	<b>PO4, PO9, PO10</b>
<b>CO3</b>	Students would gain proficiency in data analysis using statistical software.	<b>PO4, PSO2</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or teamwork (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
<b>SHPS151A</b>	<b>INTRODUCTION TO PSYCHOLOGY_PRACTICUM/LAB</b>	3	3			3					1	2	2	

#### RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			



I				Practical knowledge in Psychology	Practical knowledge in Psychology	Practical knowledge in Psychology					8, 9	Experiential learning	
II				Practical knowledge in Psychology	Practical knowledge in Psychology	Practical knowledge in Psychology					8, 9	Experiential learning	
III				Practical knowledge in Psychology	Practical knowledge in Psychology	Practical knowledge in Psychology					8, 9	Experiential learning	
IV				Practical knowledge in Psychology	Practical knowledge in Psychology	Practical knowledge in Psychology					8, 9	Experiential learning	

## ECONOMICS

<b>SHES107A</b>	<b>Introductory Micro Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives

- To expose the students to the basic principles of microeconomic theory.
- To emphasise on thinking like an economist.
- To illustrate how microeconomic concepts can be applied to analyze real-life situations.
- To give students a thorough understanding of theories of microeconomics in application to individual decision maker.

### Course Outcomes

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

CO1: Explain what economics is and its importance and fundamentals.

CO2: Explain how economists use micro economic models.

CO3: Describe and differentiate between different microeconomic theories.

CO4: Explain and graphically illustrate market equilibrium in different markets.

CO5: Describe and apply the methods for analyzing consumer behavior through demand and supply, elasticity, and marginal utility.

CO6: Identify and appraise various models of how markets are organized, and the price and output decisions for maximizing profit.

### Catalogue Description

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

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#### Unit I: **10 lecture hours**

**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: **15 lecture hours**

**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: 15 lecture hours**

**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; consumers' optimum choice; income and substitution effects; labour supply and savings decision; choice between leisure and consumption.

**Unit IV: 10 lecture hours**

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

**SUGGESTED READINGS:**

- 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/ Attendance extempore/ Written Examination Examination Scheme:**

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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain what economics is and its importance and fundamentals.	PO1, PO8, PSO2
CO2	Explain how economist use micro economic models	PO1, PO5
CO3	Describe and differentiate between different microeconomic theory	PO9, PO1, PSO4
CO4	Explain and graphically illustrate market equilibrium in different markets	PO10, PSO3
CO5	Describe and apply the methods for analyzing consumer behavior through demand and supply, elasticity, and marginal utility.	PO4, PO5, PO9, PSO3, PSO5,

		<b>PSO6</b>
<b>CO6</b>	Identify and appraise various models of how markets are organized, and the price and output decisions for maximizing profit.	<b>PO4, PO5, PO9, PSO3, PSO5, PSO6</b>

<b>Programme and Course Mapping</b>																	
<b>CO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>	
<b>CO 1</b>	3			3	2	2		2	3		2			2	2	3	
<b>CO 2</b>	2				2									3	3	3	
<b>CO 3</b>	3								2							2	
<b>CO 4</b>	3			2					2				2		2		
<b>CO 5</b>	3			3	2				3				2		3	3	
	1=lightly mapped			2= moderately mapped				3=strongly mapped									

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
SHES107 A	Introductory Microeconomics	3			2	3				3	3		3	3	2	2	2

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	<b><u>INTRODUCTION</u></b>
Local	
Regional	
National	Positive and Normative analysis
Global	Allocation of resources, Positive and Normative analysis
Employability	Basic Competitive Models, Profits, Production, and distribution of output
Entrepreneurship	Basic Competitive Models, profits, Production, and distribution of output
Skill Development	Property rights, Profits, Production, and distribution of output
Professional Ethics	Positive and Normative analysis
Gender	
Human Values	
Environment & Sustainability	Positive and Normative analysis
Unit II	<b><u>SUPPLY AND DEMAND</u></b>
Local	Taxation, individual demand, and supply
Regional	Taxation, individual demand, and supply
National	Markets and Competition, Taxation, individual demand, and supply
Global	Taxation
Employability	Markets and Competition, elasticity, Consumer, and producer surplus
Entrepreneurship	Markets and Competition, elasticity, Consumer, and producer surplus
Skill Development	Markets and Competition, Taxation, elasticity, Consumer, and producer surplus
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Consumer and producer surplus
Unit III	<b><u>THE HOUSEHOLDS</u></b>
Local	Consumption decision
Regional	Consumption decision
National	Labour Supply
Global	Labour Supply
Employability	Budget constraint, Indifference Curve, Income, and substitution effect
Entrepreneurship	Budget constraint, Indifference Curve, Income, and substitution effect
Skill Development	Budget constraint, Indifference Curve, Income, and substitution effect
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Consumption decision
Unit IV	<b><u>THE FIRM AND PERFECT MARKET STRUCTURE</u></b>
Local	Output decisions
Regional	Output decisions
National	Profit maximisation, Production process, Output decisions

Global	
Employability	Profit maximisation, Production process, Output decisions
Entrepreneurship	Profit maximisation, Production process, Output decisions
Skill Development	Profit maximisation, Production process, Output decisions
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Output decisions, Production Process
SDG	4, 8,9,12
NEP 2020	Lifelong learning, Professional education
POE/4 <sup>th</sup> IR	Skill development, Project work

## CHINESE

<b>SHCN103A</b>	<b>Listening &amp; Speaking Chinese- I (Theory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-requisites</b>					
<b>Co-requisites</b>					

### Course Objectives

1. To introduce Chinese sound-system.
2. To pronounce basic Chinese sounds charts i.e. initials, finals.
3. To understand basic intonations and their combinations in monosyllabic, disyllabic, and tri-syllabic words as well as phrases.
4. To start with listening and speaking basic sentences in Chinese with the help of different audio-video aids.

### Course Outcomes

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

CO1: Master the Initials and finals of Chinese sound chart.

CO2: Master tones of the Chinese language and their combination.

CO3: Do basic greetings, self-introduction.

CO4: Do day to day conversation in Chinese.

CO5: Reading of Chinese texts with accurate sounds, tones and pauses in a sentence.

### Catalogue Description

This course imparts the basic idea of Chinese speaking and listening. Students learn to discriminate between the sounds and sentences. It also imparts the basic pronunciations and speaking sentences.

### Course Content

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#### **Unit-1                                      10 Lecture Hours**

Initials and finals of Chinese sound chart.

#### **Unit-2                                      10 Lecture Hours**

Mastering tones of the Chinese language and their combination

#### **Unit-3                                      15 Lecture Hours**



Basic greetings, self-introduction and day to day conversation in Chinese

**Unit-4**                      **15 Lecture Hours**

Reading of Chinese texts with accurate sounds, tones and pauses in a sentence

**Textbooks**

1. Elementary Chinese Reader, Book-1, Revised Edition, General Book Depot, (Sinolingua, Beijing, China,) General Book Depot, New Delhi, 2008.

**Reference Books/Materials**

1. *Chinese for Beginners*, Foreign Languages Press, Beijing, 1983.
2. *China, ABC*, New World Press, Beijing-1985.
3. *New Practical Readers*, 2<sup>nd</sup> Edition, Beijing Language & Culture University Press, Beijing, 2013.
4. *Road to Success*. Threshold, Beijing Language & Culture University Press, Beijing, 2010.
5. *Road to Success*. Lower Elementary, Beijing Language & Culture University Press, Beijing, 2010.
6. *Conversational Chinese 301*, Part-1, Beijing Language and Culture University Press, Beijing, 2013.
7. Han Ying Cidian – A Chinese- English Dictionary, Shangwu Yin Shuguan, Beijing-1986.
8. Concise English-Chinese, Chinese-English Dictionary, Oxford University Press, Oxford-1986.

**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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Master the Initials and finals of Chinese sound chart	PO12, PSO1
CO2	Master tones of the Chinese language and their combination.	PO8, PSO1
CO3	Do basic greetings, self-introduction	PO9, PSO1
CO4	Do day to day conversation in Chinese.	PO9, PSO1
CO5	Reading of Chinese texts with accurate sounds, tones and pauses in a sentence.	PO1, PSO1

		Can understand some sentence-length utterances on topics such as self, family/friends, leisure/activities/daily routines, food/beverage, school life, shopping, weather, and traffic and transportation, especially when context strongly supports	Comprehends words and phrases from simple questions, statements, high-frequency commands, and	Can ask questions or make sentences involving learned material. Should have achieved mastery of the pinyin	Can understand the Chinese geography, history, Culture and Philosophy.	Can read simple texts on general topics given. Able to read standardized messages, phrases, or expressions,	Can write simple, fixed expressions and short sentences on general topics given. Can write own	Can understand sentence-length utterances that consist of recombination of learned elements in a limited	Can produce, with correct tones and pronunciation, sentences that consist of recombination of learned	Exhibits a basic ability to communicate information with occasional non-grammatical sentences and oral	Can understand and produce the sentences relate to the tourism industry. It may include the description about	Can read and writes texts may include communications for Business Chinese.	to be able to read, listen, understand and translate the News items, Newspapers and digital news.	Application of Concepts	Flexible with application and Industry Friendly	Ethics and Communication Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
IIBC 113A	Listening & Speaking-1 (Theory)	3							3	3			1	3		

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping															
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	
CO1												1	3		
CO2							3						3		
CO3								3					3		
CO4								3					3		
CO5	3												3		
	1=lightly mapped				2= moderately mapped				3=strongly mapped						

### Relevance of the Course to Various Indicators

<b>Unit I</b>	Initials and finals of Chinese sound chart.
Local	
Regional	
National	Learning through a national language
Global	Learning a foreign language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Pronunciation, tones& intonation
Professional Ethics	
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
<b>Unit II</b>	Mastering tones of the Chinese language and their combination
Local	
Regional	
National	Learning through national language
Global	Learning a new foreign Language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Recognition of tone and mastering the Chinese language tones
Professional Ethics	
Gender	Usage of words according to the gender
Human Values	
Environment & Sustainability	
<b>Unit III</b>	Basic greetings, self-introduction, and day to day conversation in Chinese
Local	
Regional	Learning through a national language
National	
Global	Learning a new foreign Language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Skill to speak in Chinese language
Professional Ethics	
Gender	Awareness of gender differentiation through language
Human Values	
Environment & Sustainability	
<b>Unit IV</b>	Understanding the basic Chinese spoken sentences.
Local	
Regional	
National	Learning through a national language

Global	Learning a new foreign Language
Employability	Hospitality and tourism
Entrepreneurship	
Skill Development	Translation skills of basic sentences (Chinese-English-Chinese)
Professional Ethics	Ethical practice in translation
Gender	Awareness of gender differentiation through language
Human Values	
Environment & Sustainability	
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

<b>SHCN153A</b>	<b>Listening &amp; Speaking Chinese- I (Practical)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives

1. To practice Chinese sound-system.
2. To practice basic pronunciation of Chinese sounds charts i.e. initials, finals.
3. To practice listening and pronunciation of the new words.
4. To practice listening and pronunciation of the text.

### Course Outcomes

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

CO1: Pronounce Chinese sound system.

CO2: Pronounce and recognize the Pin-Yin Chart.

CO3: Understand and discriminate between new words spoken and use the new words for own spoken sentences.

CO4: Understand the text.

### Catalogue Description

This course helps students to have practical experiences of speaking and listening.

## Course Content

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### Unit-1                                      2 Lecture Hours

Listen and speak the Initials and finals of Chinese sound chart.

### Unit-2                                      2 Lecture Hours

Practicing the tones of the Chinese language and their combination

### Unit-3                                      3 Lecture Hours

Practice listening the new words and text

### Unit-4                                      3 Lecture Hours

Practice speaking based on the text.

### Textbooks

1. Elementary Chinese Reader, Book-1, Revised Edition, General Book Depot, (Sinolingua, Beijing, China,) General Book Depot, New Delhi, 2008.

### Reference Books/Materials

1. *Chinese for Beginners*, Foreign Languages Press, Beijing, 1983.
2. *China, ABC*, New World Press, Beijing-1985.
3. *New Practical Readers*, 2<sup>nd</sup> Edition, Beijing Language & Culture University Press, Beijing, 2013.
4. *Road to Success*. Threshold, Beijing Language & Culture University Press, Beijing, 2010.
5. *Road to Success*. Lower Elementary, Beijing Language & Culture University Press, Beijing, 2010.
6. *Conversational Chinese 301*, Part-1, Beijing Language and Culture University Press, Beijing, 2013.
7. Han Ying Cidian – A Chinese- English Dictionary, Shangwu Yin Shuguan, Beijing-1986.
8. Concise English-Chinese, Chinese-English Dictionary, Oxford University Press, Oxford-1986.

### 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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Pronounce Chinese sound system	<b>PO12, PSO1</b>
<b>CO2</b>	Pronounce and recognize the Pin-Yin Chart.	<b>PO8, PSO1</b>
<b>CO3</b>	Understand and discriminate between new words spoken and use the new words for own spoken sentences.	<b>PO9, PSO1</b>
<b>CO4</b>	Reading of Chinese texts with accurate sounds, tones and pauses in a sentence.	<b>PO1, PSO1</b>

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1												2	3		
CO2							3						3		
CO3								3					3		
CO4		3											3		

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
IIBC 153A	Speaking and Listening-1 (Practical)	3							3	3			1	3		
		Can understand some sentence-length utterances on topics such as self, family/friends, leisure/activities/daily routines, food/beverage, school life, shopping, weather, and traffic and transportation, especially when context strongly supports	Comprehends words and phrases from simple questions, statements, high-frequency commands, and	Can ask questions or make sentences involving learned material. Should have achieved mastery of the pinyin	Can understand the Chinese geography, history, Culture and Philosophy.	Can read simple texts on general topics given. Able to read standardized messages, phrases, or expressions,	Can write simple, fixed expressions and short sentences on general topics given. Can write own	Can understand sentence-length utterances that consist of recombination of learned elements in a limited	Can produce, with correct tones and pronunciation, sentences that consist of recombination of learned	Exhibits a basic ability to communicate information with occasional non-grammatical sentences and oral	Can understand and produce the sentences relate to the tourism industry. It may include the description about	Can read and writes texts may include communications for Business Chinese.	to be able to read, listen, understand and translate the News items, Newspapers and digital news.	Application of Concepts	Flexible with application and Industry Friendly	Ethics and Communication Skills

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

## Relevance of the Course to Various Indicators

Unit I	Listen and speak the Initials and finals of Chinese sound chart.
Local	
Regional	
National	Learning through a national language
Global	
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
Unit II	Practicing the tones of the Chinese language and their combination
Local	
Regional	
National	Learning through a national language
Global	Learning a new foreign Language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Recognition skills of Chinese Characters, New words of Chinese
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit III	Practice listening to the new words and text
Local	
Regional	
National	Learning through a national language
Global	Learning a new foreign Language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Skill to read Chinese Characters
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit IV	Practice speaking based on the text.
Local	
Regional	
National	Learning through a national language



Global	Learning a new foreign Language
Employability	
Entrepreneurship	
Skill Development	Translation skills of basic sentences (Chinese-English-Chinese)
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

## HISTORICAL STUDIES

<b>SHHS123A</b>	<b>Oral History in India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	<b>NA</b>				
<b>Co-requisites</b>	<b>NA</b>				

### Course Objectives

1. To identify how historians research, frame an argument and debate details that have significance to understand the past and the present.
2. To provide students with a flowchart of interconnected aspects of our past in relation our oral history.
3. To equip the student so that their ability to think and analyse is enhanced also, they develop good research-oriented perspective.
4. To provide students with the requisite information on oral history, which can be applied, practiced, and experimented in the society.
5. To demonstrate the theoretical and practical working of oral history archive.

### Course Outcomes

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

**CO1:** Develop a working definition of oral history, locate it historically within genres of personal narrative, and explain how oral history interviews are different from other kinds of interviews.

**CO2:** Plan an oral history project from beginning to end, according to best practices in the field.

**CO3:** Apply the legal exigencies and some of the ethical concerns of oral history.

**CO4:** Apply oral history in a community setting.

**CO5:** Apply oral history as processes of social change.

**CO6:** Develop the critical thinking, reading, and writing skills of the students.

### Catalogue Description

In this course we will examine a variety of written and oral epics (and their interrelationships) in historical and geographical contexts while asking a range of questions pertinent to the study of history in South Asia which includes- To what degree can written and oral epics be said to represent history?, secondly, If epic texts can be

seen as histories then whose histories do they represent? Thirdly, what are some of the religious, social, political, and historical themes that these texts carry? Fourthly, who are the performers, singers, and speakers of these histories? Fifthly, who are the audiences that listen to these histories? Sixthly, can epic texts be viewed as oral histories? Seventhly, do these texts, particularly the vernacular oral epics by virtue of the communities who participate in them, represent a history from below or a history from the margins? And finally, what are the ways in which vernacular oral epic narratives interact reflect and comment on the written, Sanskrit epics? What do these interactions tell us about the ways in which history as a narrative concerning the past is conceptualized in South Asia?

### **Unit-1: An Introduction to Oral Culture in India**

- (a) Orality, Oral Tradition and Oral Culture in India: Meaning and Differences
- (b) Oral History: Nature and History from ancient to modern times
- (c) Distinction between Oral Tradition and Oral History

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

- (a) Oral History 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**

- (a) Collection, preservation, and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving: Written, Audio and Visual

### **Unit IV. Potential areas for Oral History research**

- (a) Oral Traditions: Customs, Beliefs, Practices and World view
- (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.

## Readings:

1. Vinay Dharwadker (ed.) - The Collected Essays of A.K. Ramanujan; Oxford University Press;1999; New Delhi
2. Jasbir Jain- EkTha Raja, EkThi Rani: Patriarchy, Religion and Gender in Religious Kathas; India International Centre Quarterly, Vol. 31, No. 1 (SUMMER 2004)
3. Jātakas volume 1: Buddha's Stories for Young and Old translated by Todd Anderson; Buddha, Dharma Education Association inc.; 1994; USA.
4. Robert Perks and Alistair Thomson (ed.) - The Oral History Reader.
5. Devdutt patnaik- "Indian mythology: tales, symbols, and rituals from the heart of the subcontinent
6. Davis, Natalie Zemon the Return of Martin Guerre (Harvard University Press, 1983) Haskell, Francis, History and its images: art and the interpretation of the past (New Haven and London, Yale University Press, [1993] 3rd reprint edn. 1995).
7. Portelli, Alessandro, The Death off Luigo Trastulli and Other Stories: Form and Meaning in Oral History (CUNY Press, 1990, paperback).

## 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

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop a working definition of oral history, locate it historically	PO1, PO2

	within genres of personal narrative, and explain how oral history interviews are different from other kinds of interviews.	
<b>CO2</b>	Plan an oral history project from beginning to end, according to best practices in the field.	<b>PO7, PO8, PSO3</b>
<b>CO3</b>	Apply the legal exigencies and some of the ethical concerns of oral history.	<b>PO4, PO5, PSO1</b>
<b>CO4</b>	Apply oral history in a community setting.	<b>PO6, PSO4</b>
<b>CO5</b>	Apply oral history as processes of social change.	<b>PO2, PSO2</b>
<b>CO6</b>	Develop the critical thinking, reading, and writing skills of the students.	<b>PO7, PO8, PSO3</b>

<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>2</b>			<b>2</b>			<b>2</b>	<b>3</b>		
<b>CO2</b>	<b>3</b>	<b>3</b>		<b>2</b>						<b>3</b>	
<b>CO3</b>			<b>3</b>	<b>2</b>					<b>3</b>		
<b>CO4</b>	<b>2</b>						<b>2</b>			<b>3</b>	
<b>CO5</b>			<b>3</b>				<b>2</b>		<b>3</b>		<b>2</b>
<b>1=lightly mapped                      2= moderately mapped                      3=strongly mapped</b>											

	<b>Oral Histories in India</b>	To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish	To develop an insight about people, cultures, words & things & discuss their etymology, origins, extent,	To make students understand how their past affect their future both at personal and social level	To enable students to analyse, organize and critically evaluate the historical documents.	To give the ability to students to compare different processes modes of thoughts and modes of expression	To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social	To enable students to develop their own research papers	To prepare students to prepare and present their views, papers and presentations on distinguished forums	To create among students, the ability to apply historical methods to critically evaluate the past and	To enable students to acquire research skills and the use of archives for historical research	To develop the oral and written prowess of the students in writing essays on history and its allied subjects	To develop among the students, general awareness and genuine appreciation for historical events and figures	To understand how different individuals, groups, organisations, societies, cultures, countries, and nations	
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
SHHS 123A	Oral Histories in India	3	2		3	2	2	2	2			2	3		

### Relevance of the Course to Various Indicators

Unit		Unit I	Unit II	Unit III	Unit IV
<b>Relevance to the local, national, regional, and global developmental needs</b>	<b>Local</b>				
	<b>Regional</b>		Oral History as a tool for cultural and religious analysis: Oral epics, Language, themes, and tropes		
	<b>National</b>		Oral History: Nature and History of Orality in India		
	<b>Global</b>				Oral Traditions: Customs, Beliefs, Practices and World view

<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Employability</b>		Economic issues: Development schemes and their impact, displacement, etc	Documentation and Archiving: Written, Audio and Visual	
	<b>Entrepreneurship</b>				
	<b>Skill Development</b>			Collection, preservation, and interpretation of historical information through recorded interviews	
<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>Professional Ethics mm</b>				
	<b>Gender</b>		Social issues: Gender, conflict, violence, etc.		
	<b>Human Values</b>	Orality, Oral Tradition and Oral Culture in India: Meaning and Differences			Life Histories: Participants in past events: ethnic conflicts; Personal stories.

## POLITICAL SCIENCE

<b>SHPL103A</b>	<b>Constitutional Government and Democracy in India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre- requisites/Exposure</b>	<b>NA</b>				
<b>Co-requisites</b>	<b>NA</b>				

### **Course Objectives**

1. To comprehend the basic structure of the Indian Constitution.
2. To critically understand the three primary organs of the Indian government.
3. To critically examine of quasi-federal features of the Indian state enshrined in our constitution.
4. To understand the various national security laws and their constitutional validities.

### **Course Outcomes**

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

**CO1:** The students will have a theoretical and analytical understanding of the basic structure of the Indian Constitution with some critical understanding of some constitutional amendments.

**CO2:** The students will have a theoretical and critical understanding of the three basic organs of the Indian Constitution.

**CO3:** The students will critically understand the quasi-federal features of the Indian state enshrined in our constitution.



**CO4:** The students will critically understand various national security laws and their constitutional validities.

### **Catalogue Description**

This course acquaints students with the constitutional design of state structures and institutions and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralisation, and a strong union) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions and shows how these have played out in political practice. It further encourages the study of state institutions in their mutual communication and interaction with the larger extra-constitutional environment.

#### **UNIT 1: The Constituent Assembly and the Constitution**

- Historical Context, composition and functions of Constituent Assembly
- Preamble and Basic Structure Doctrine
- Fundamental Rights
- Directive Principles of State Policy
- Debates on Citizenship which includes CAA

#### **UNIT 2: Organs of Government**

- The Legislature: Power and Functions of Parliament
- The Executive: Election, Power, Functions and the changing role of President and Prime Minister
- The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.
- Judicial Review, Judicial Activism, PIL

#### **UNIT 3: Federalism and Decentralization**

- Unitary and Federal Features of Indian Constitution
- Centre-State Relations: Legislative, Administrative, and Financial Relations
- The Panchayats and Municipalities

- Schedule and Tribal Areas: 5th and 6th Schedule

#### **UNIT 4: Constitutional Provisions and National Security Laws**

- Emergency Provisions
- Preventive Detention and National Security Laws
- Discussions on UAPA
- Consequences of National Security Laws

#### **References**

##### I. The Constituent Assembly and the Constitution

###### a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University, Press, pp. 1-40.

A. Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury, Ch. 'Origins and the Crafting of the Constitution', pp.11-38

###### b. Fundamental Rights, Directive Principles and debates on Citizenship The Constitution of India, Part II, Part III and Part IV

S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Chapter V: 'The Rights of the Indians', pp.33-61]

M. Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press [Chapter 3: pp.87-148]

S. Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.

V. Rodrigues (2008), 'Citizenship and the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp.164-188.

A. Roy (2016), *Citizenship in India*, New Delhi: Oxford University Press, Ch.1 and Ch.2.

A. Roy (2016), 'Ambivalence of Citizenship in Assam' in *Economic and Political Weekly*, Vol.LI, .26 and 27, pp.45-51.

##### II. Organs of Government

###### a. The Legislature The Constitution of India, Part V, Chapter II

S. K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. IX: The Union Government II: The Legislature, pp.132-161]

B. Shankar and V. Rodrigues (2011), 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

M.R. Madhavan (2017), 'Parliament', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 67-103.

A. Thiruvengadam, (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury [Ch.2 Parliament and the Executive, pp.39-70]

Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*,

New Delhi: Oxford University Press [Ch.4: Representative Women? Presence and Performance of Intersectionality, pp.123-167; Ch. 5: Women Members of Parliament: Presence and Participation in Parliamentary Debates, pp.168-209]

#### b. The Executive

The Constitution of India, Part V, Chapter I and III

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. VIII: The Union Government I: The Executive, pp.100-131].

J. Manor, (2017), 'The Presidency', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 33-66.

J. Manor (1994), 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare (2003), 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

#### c. The Judiciary

The Constitution of India, Part V, Chapter IV; Part VI, Chapter V

A. Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press, Ch.2 'Appointments to the Higher Judiciary', pp.13-62.

U. Baxi (1989), *The Indian Supreme Court and Politics*, The Eastern Book Company, Lucknow.

M. Khosla and Anant Padmanabhan (2017), 'The Supreme Court', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 104-138.

R. Ramachandran (2006), 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

P. Khanna (2008), (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and Ujjwal Kumar Singh (ed.,) *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press, New Delhi.

B. Chakrabarty (2017), *Indian Constitution, Text, Context and Interpretation*, SAGE, New Delhi, Ch.17, Judiciary in India, pp.269-293.

### III. Federalism and Decentralization

#### a. *Federalism*

The Constitution of India, Part XI

R. Dhavan and R. Saxena (2006), 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197

M.P. Singh and Rekha Saxena (2013), *Federalising India in the Age of Globalisation*, Primus New Delhi: Books [Ch.6: Asymmetrical Federalism, pp.79-93]

#### b. *The Panchayats and Municipalities* The Constitution of India, Part IX and IXA

K. Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press.

J. Manor (2010), 'Local Governance' in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*,

New Delhi: Oxford University Press, pp. 61-79.

P. DeSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

#### IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

S. K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Ch. VIV: The Emergencies, pp.243-249]

V. Marwah (1995), 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

A.G. Noorani (2011), *Challenges to Civil Rights Guarantees in India*, SAHRDC, New Delhi [Chapter 1: Preventive Detention in India, pp.1-34; Chapter 9: Armed Forces (Special Powers) Act, pp.265-276].

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SAHRDC (2006), *Oxford Handbook of Human Rights and Criminal Justice in India: The System and Procedure*, Oxford University Press, New Delhi [Chapter 6: Detention, pp.72-84]

#### Additional Resources:

Classic Readings:

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan

Shriman Narayan Agarwal (1946), *Gandhian Constitution for Free India*, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.

Shiva Rao (1968), *The Framing of India's Constitution, A Study*, Indian Institute of Public Administration, New Delhi, printed by Government of India Press, Nasik, distributed by N.M. Tripathi Pvt.Ltd, Bombay.

#### Additional Readings:

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

D.D. Basu (2012), *Introduction to the Constitution of India*, New Delhi: Lexis Nexis. S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch.III: The Spirit of the Indian Constitution, pp.21-29].

B. Chandra, M Mukherjee, A Mukherjee (2000), *India After Independence, 1947-2000*, [Ch.4 The Evolution of the Constitution and Main Provisions, pp.31-48, Ch.5. The Architecture of the Constitution: Basic Features and Institutions, pp.49-67.]

b. Fundamental Rights, Directive Principles and debates on Citizenship

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights –II, pp.84-115].

## II. Organs of Government

### a. The Legislature

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### b. The Executive

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 5: The Executive: Strength with Democracy, pp.116-143]

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G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 7: The Judiciary and the Social Revolution, pp.164-185]

## III. Federalism and Decentralization

### a. Federalism

Louise Tillin (2013) *Remapping India: New States and their Political Origins*, New Delhi: Oxford University Press [Ch.1: Introduction: The Compromise Politics of Statehood, pp.1-26; Ch.2: History of Territorial Design and Federal Thought in India, pp.27-66]

## IV. Constitutional Provisions and National Security Laws

Venkat Iyer (2000), *States of Emergency: The Indian Experience*, Butterworths, New Delhi.

D.P. Jinks, (2001) 'The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India', *Michigan Journal of International Law*, Vol.22(2), pp.323-350

U K Singh (2011), 'Mapping Anti-terror Legal Regimes in India' in Victor Ramraj et.al (ed.), *Global Anti-Terrorism Law and Policy*, 2ndEdition, Cambridge, Cambridge University Press, pp.420-446.

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

Components	AssignmentI	AssignmentII	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	The students will have theoretical and analytical understanding of basic structure of Indian Constitution with some critical understanding on some constitutional amendments.	<b>PO1, PO3, PO8, PO10</b>
<b>CO2</b>	The students will have theoretical and critical understanding of three basic organs of Indian Constitution.	<b>PO1, PO8, PO10, P11</b>
<b>CO3</b>	The students will have critical understanding of quasi-federal features of Indian state enshrined in our constitution.	<b>PO1, PO4, PO6, PO10</b>
<b>CO4</b>	The students will have critical understanding of various national security laws and their	<b>PO1, PO8, PO10,</b>

**1=weakly mapped; 2= moderately mapped; 3=strongly mapped**

**Relevance of the Course to Various Indicators**

Unit I	The Constituent Assembly and the Constitution
Local	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Regional	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
National	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Global	NA
Employability	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Entrepreneurship	NA
Skill Development	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Professional Ethics	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive

	Principles of State Policy e. Debates on Citizenship which includes CAA
Gender	a. Historical Context, composition and functions of Constituent Assembly b. Preamble and Basic Structure Doctrine c. Fundamental Rights d. Directive Principles of State Policy e. Debates on Citizenship which includes CAA
Human Values	a. Historical Context, composition and functions of Constituent Assembly b. Preamble and Basic Structure Doctrine c. Fundamental Rights d. Directive Principles of State Policy e. Debates on Citizenship which includes CAA
Environment & Sustainability	a. Historical Context, composition and functions of Constituent Assembly b. Preamble and Basic Structure Doctrine c. Fundamental Rights d. Directive Principles of State Policy e. Debates on Citizenship which includes CAA
<b>Unit II</b>	<b>Organs of Government</b>
Local	a. The Legislature: Power and Functions of Parliament b. The Executive: Election, Power, Functions and the changing role of President and Prime Minister c. The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d. Judicial Review, Judicial Activism, PIL
Regional	a. The Legislature: Power and Functions of Parliament b. The Executive: Election, Power, Functions and the changing role of President and Prime Minister c. The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d. Judicial Review, Judicial Activism, PIL
National	a. The Legislature: Power and Functions of Parliament b. The Executive: Election, Power, Functions and the changing role of President and Prime Minister c. The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d. Judicial Review, Judicial Activism, PIL
Global	NA
Employability	a. The Legislature: Power and Functions of Parliament b. The Executive: Election, Power, Functions and the changing role of President and Prime



	<p>Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL</p>
Entrepreneurship	NA
Skill Development	<p>a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL</p>
Professional Ethics	<p>a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL</p>
Gender	<p>a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL</p>
Human Values	<p>a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL</p>
Environment & Sustainability	<p>a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL</p>
<b>Unit III</b>	<b>Federalism and Decentralisation</b>

Local	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Regional	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
National	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Global	NA
Employability	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Entrepreneurship	NA
Skill Development	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Professional Ethics	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Gender	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Human Values	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Environment & Sustainability	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
<b>Unit IV</b>	<b>Constitutional Provisions and National Security Laws</b>

Local	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Regional	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
National	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Global	NA
Employability	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Entrepreneurship	NA
Skill Development	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Professional Ethics	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Gender	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Human Values	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Environment & Sustainability	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi- disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA

## Ability Enhancement Course (AEC)

<b>UCCS 155A</b>	<b>Communication Skills</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 3.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives

1. To identify key elements and principles of communication.
2. To demonstrate understanding of the communication process.
3. To describe their communication strengths and growth areas.
4. To demonstrate ability to prepare and present a short oral presentation.
5. To appreciate the role of body language and voice tone in effective communication.
6. To communicate their message in an effective and engaging way for the recipient.

### Course Outcomes

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

CO1: Understand the basics of Grammar to improve written and oral communication skills.

CO2: Understand the correct form of English with proficiency.

CO3: Improve student's personality and enhance their self-confidence.

CO4: Improve professional communication.

CO5: Enhance academic writing skills.

### Catalogue Description

This learning program with its practice-based learning tasks will facilitate the learners to enhance their communication skills in a modern and globalized context, enhance their linguistic and communicative competence and hone their interpersonal skills.

### Course Content

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**10 lecture hours**

#### UNIT I

**Introduction to Communication:** Importance of Communication Skills, Meaning, Forms & Types of Communication; Process of Communication; Principles of Effective Communication/7Cs, Barriers in Communication (Interpersonal, Intrapersonal and Organizational).

**8 lecture hours**

## 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).Writing a proposal and synopsis. Structure of a research paper. Citations and plagiarism.

**8 lecture hours**

## UNIT III

**Technology-Enabled Communication:** Using technology in communication tasks, E-mails, tools for constructing messages, Computer tools for gathering and collecting information; Different virtual medium of communication.

**6 lecture hours**

## UNIT IV

**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);

**8 lecture hours**

## UNIT V

**Personality Development:** Etiquettes& Manners; Attitude, Self-esteem & Self-reliance; Public Speaking; Work habits (punctuality, prioritizing work, bringing solution to problems), Body Language: Posture, Gesture, Eye Contact, Facial Expressions; Presentation Skills/ Techniques.

### **Textbook [TB]:**

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

### **Reference Books/Materials**

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 McGraw Hill1994
5. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: HospitalityPress
6. Business Communication-K.K. Sinha
7. Essentials of Business Communication By Marey Ellen Guffey, Publisher: ThompsonPress
8. How to win Friends and Influence People By Dale Carnegie, Publisher: Pocket Books
9. Basic Business Communication By Lesikar&Flatley, Publisher Tata McGraw Hills
10. Body Language By Allan Pease, Publisher SheldonPress

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

**Examination Scheme:**

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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

<b>Mapping between Cos, POs and PSOs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understand the basics of Grammar to improve written and oral communication skills	<b>PO1, PSO1</b>
<b>CO2</b>	Understand the correct form of English with proficiency	<b>PO9, PSO1</b>
<b>CO3</b>	Improve student's personality and enhance their self-confidence	<b>PO9, PSO6</b>
<b>CO4</b>	Improve professional communication.	<b>PO9, PSO6</b>
<b>CO5</b>	Enhance academic writing skills	<b>PO3, PSO1</b>

C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	
C O 1	3										3						
C O 2									3		2						
C O 3									3							3	
C O 4									2							3	
C O 5			3								3						

		To develop a comprehensive understanding of the theories and practical applications of their subject	To acquire a sense of social responsibility and service to the greater good of humanity.	Foster scientific temper, creative ability and cross-cultural sensitivity	Provide the students opportunities in terms of employment and research	Develop ability for advanced critical thinking and	Acquire the capability to work independently, as	Develop awareness about the existing social and	Understand the scope of the discipline and be	Competency in language and communication skills for interacting with diverse audiences in a variety	Ability to use digital sources to aid and augment their scholastic pursuits.	To develop competence in the structure, levels and discourse functions of the English language	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated with a literary work.	To be able to critically analyze and apply literary theories with respect to other disciplines.	To be able to recognize and comprehend different varieties of English language and develop a writing	To apply their knowledge and skills to a wide range of industries and academia
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 6
UCCS 155A	Communication Skills	3		3						3		3					3

## Relevance of the Course to Various Indicators

<b>Unit I</b>	<b>INTRODUCTION TO COMMUNICATION</b>
Local	Facilitate the learners to enhance their communication skills in a modern and globalized context, enhance their linguistic and communicative competence and hone their interpersonal skills.
Regional	-
National	-
Global	Understanding correct form of English and proficiency
Employability	Improve professional communication
Entrepreneurship	Facilitate professional growth
Skill Development	Improve professional communication
Professional Ethics	Enhance communication skills
Gender	-
Human Values	Communication
Environment & Sustainability	-
<b>Unit II</b>	<b>ACADEMIC WRITING</b>
Local	Enhance academic writing skills for fostering the ability to compose comprehensive written materials
Regional	-
National	-
Global	Development of writing skills in the global context, employing languages and writing styles
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Fostering the enhancement of academic writing among students
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit III</b>	<b>TECHNOLOGY ENABLED COMMUNICATION</b>
Local	Being adept in technology for the purpose of creativity and research
Regional	-
National	-
Global	Ability to use digital sources to aid and augment their scholastic pursuits.
Employability	Technological proficiency and understanding of basic tools
Entrepreneurship	-
Skill Development	Knowledge of technology and multiple program and tools
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit IV</b>	<b>BUILDING VOCABULARY</b>



Local	Develop the ability to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias. Also Understand the correct form of English with proficiency
Regional	-
National	-
Global	Improve professional communication
Employability	Understanding Etiquettes& Manners; Attitude; Self-esteem & Self-reliance; Public Speaking;
Entrepreneurship	-
Skill Development	Enhancing nonverbal skills

## COMPULSORY LANGUAGE

<b>SHEL147A</b>	<b>Academic Writing &amp; Composition</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. To demonstrate and apply knowledge of basic essay structure, including introduction, body, and conclusion.
2. To employ the various stages of the writing process, including pre-writing, writing, and re-writing.
3. To employ descriptive, narrative, and expository modes.
4. To demonstrate ability to write for an academic audience.
5. To demonstrate understanding of and apply the principles of effective paragraph structure.
6. To write concise sentences.
7. To employ quotation, paraphrase, and summary.
8. To introduce, position, and integrate source material into the body of an essay.
9. To 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:

CO1: Develop clear and appropriate writing skills in the student.

CO2: Observe appropriate mechanics, usage, grammar, and spelling.

CO3: Able to write readily understood articles/write-ups for a general reader.

CO4: Use electronic environments to draft, revise, edit, and share or publish texts.

CO5: Develop effective written communication and critical reading.

CO6: 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

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**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, Iona . *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

**Relationship between the Course Outcomes (COs) , Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

<b>Mapping between COs, POs and PSOs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Develop clear and appropriate writing skills in the student.	<b>PO9, PSO1</b>
<b>CO2</b>	Observe appropriate mechanics, usage, grammar, and spelling	<b>PO9, PSO1</b>
<b>CO3</b>	Able to write readily understood articles/write-ups for a general reader	<b>PO9, PSO1</b>
<b>CO4</b>	Use electronic environments to draft, revise, edit, and share or publish texts	<b>PO10, PSO1</b>
<b>CO5</b>	Develop effective written communication and critical reading	<b>PO9, PSO2</b>
<b>CO6</b>	Students will be able to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias.	<b>PO9, PSO1</b>

<b>Programme and Course Mapping</b>																				
	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>	
<b>CO 1</b>							3								2					
<b>CO 2</b>											3		3							
<b>CO 3</b>										2				3						

C O 4			3																
C O 5				3															
C O 6						2									3				
				1=lightly mapped			2= moderately mapped			3=strongly mapped									

		To develop a comprehensive understanding of the theories and practical applications of their subject	To acquire a sense of social responsibility and service to the greater good of humanity.	Foster scientific temper, creative ability and cross-cultural sensitivity	Provide the students opportunities in terms of employment and research	Develop ability for advanced critical thinking and	Acquire the capability to work independently, as	Develop awareness about the existing social and	Understand the scope of the discipline and be	Competency in language and communication skills for interacting with diverse audiences in a variety	Ability to use digital sources to aid and augment their scholastic pursuits.	To develop competence in the structure, levels and discourse functions of the English language	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated with a literary work.	To be able to critically analyze and apply literary theories with respect to other disciplines.	To be able to recognize and comprehend different varieties of English language and develop a writing	To apply their knowledge and skills to a wide range of industries and academia
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 6
SHEL147 A	Academic Writing & Composition									2	2	3	3				

## Relevance of the Course to Various Indicators

<b>Unit I</b>	<b>INTRODUCTION TO COMMUNICATION</b>
Local	Facilitate the learners to enhance their communication skills in a modern and globalized context, enhance their linguistic and communicative competence and hone their interpersonal skills.
Regional	-
National	-
Global	Understanding correct form of English and proficiency
Employability	Improve professional communication
Entrepreneurship	Facilitate professional growth
Skill Development	Improve professional communication
Professional Ethics	Enhance communication skills
Gender	-
Human Values	Communication
Environment & Sustainability	-
<b>Unit II</b>	<b>ACADEMIC WRITING</b>
Local	Enhance academic writing skills for fostering the ability to compose comprehensive written materials
Regional	-
National	-
Global	Development of writing skills in the global context, employing languages and writing styles
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Fostering the enhancement of academic writing among students
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit III</b>	<b>TECHNOLOGY ENABLED COMMUNICATION</b>
Local	Being adept in technology for the purpose of creativity and research
Regional	-
National	-
Global	Ability to use digital sources to aid and augment their scholastic pursuits.
Employability	Technological proficiency and understanding of basic tools
Entrepreneurship	-
Skill Development	Knowledge of technology and multiple program and tools
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit IV</b>	<b>BUILDING VOCABULARY</b>

Local	Develop the ability to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias. Also Understand the correct form of English with proficiency
Regional	-
National	-
Global	Improve professional communication
Employability	Understanding Etiquettes& Manners; Attitude; Self-esteem & Self-reliance; Public Speaking;
Entrepreneurship	-
Skill Development	Enhancing nonverbal skills
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
SDG	Skills for Decent Work (Good communication and moral behaviour)
NEP 2020	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46),
POE/4 <sup>th</sup> IR	Skill development/Project

## SEMESTER II

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1.	Discipline III (Core)			6
2.	Discipline IV (Core)			6
3.	Ability Enhancement Course (AEC)	UCES125A	Environmental Studies	3
4.	Compulsory Language	SHEL146A	Media and Communications	6
5.	VAC			0
<b>Total Credits</b>				<b>21</b>

**Note:** Students to opt any two core discipline subjects from the pool of disciplines offered.

### Core Papers- Discipline III & IV (Any Two)

<b>S.No.</b>	<b>Subject</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	English	SHEL142A	European Classical Literature	6
2	Psychology	SHPS134A	Biopsychology	4
3.	Psychology	SHPS152A	Biopsychology-Practicum/ Lab	2
4.	Economics	SHES110A	Introductory Macroeconomics	6
5.	Chinese	SHCN104A	Listening & Speaking Chinese-II (口语)	5
6.	Chinese	SHCN154A	Listening & Speaking Chinese-II (口语) - Practical	1
7.	Historical Studies	SHHS106A	Understanding Oral Histories in India	6
8.	Political Science	SHPL101A	Introduction to Political Theory-I	6

### Core Courses



## ENGLISH

<b>SHEL142A</b>	<b>European Classical Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives

1. To introduce the students to historical background of the European classical literature
2. To acquaint the students with the origin of the European Canon
3. To acquaint the students with various literary terms and its implementation and significance in European writing.
4. To make the students aware of the literary cultures I Augustan Rome and Athenian city state.
5. To make the students acquainted with noted dramatists and their literary outputs.

### Course Outcomes

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

CO1: Define the meaning of western Classical literature and identify various characteristics of the same.

CO2: Analyze various genres like Epic, Tragedy and Comedy in the context of Greek and Latin literature.

CO3: Recognize the attributes that make Classical literary works universal and timeless, as well as unique to certain genres.

CO4: Recognize and trace the impact of European Classical literature on British literature in the ages to come.

CO5: Analyze the relevance of the texts from the perspective of the present.

CO6: Learn to identify the motifs and symbols of Classical literature and how they are used in the centuries to follow.

### Catalogue Description

The objective of this learning program is to attempt to help students to read and gauge the influence of pre-modern European texts in contemporary literature and culture.

### Course Content

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**15 lecture hours**

#### UNIT I:

Homer: "The Iliad", tr. E.V. Rieu (Harmondsworth: Penguin, 1985).

**15 lecture hours**

**UNIT II**

Sophocles: *Oedipus the King*, tr. Robert Fagles in Sophocles: The Three Theban Plays (Harmondsworth: Penguin, 1984).

**15 lecture hours**

**UNIT III**

Plautus: *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

**15 lecture hours**

**UNIT IV**

Ovid: *Selections from Metamorphoses 'Bacchus'*, (Book III), *Pyramus and Thisbe* (Book IV), *Philomela* (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). *Horace Satires I: 4*, in Horace: Satires and Epistles and Persius: Satires, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

**Reference Books/Materials**

1. Aristotle. *Poetics*. Translated by Malcolm Heath. Penguin, 1996.
2. Horace. *Ars Poetica*. Translated by H. Rushton Fairclough. Harvard University Press, 2005.
3. Plato. *The Republic*. Book X, Translated by Desmond Lee. Penguin, 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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

Mapping between COs, POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define the meaning of western Classical literature and identify various characteristics of the same.	PO1, PSO2
CO2	Analyze various genres like Epic, Tragedy and Comedy in the context of Greek and Latin literature	PO1, PSO2
CO3	Recognize the attributes that make Classical literary works universal and timeless, as well as unique to certain genres.	PO1, PSO2
CO4	Recognize and trace the impact of European Classical literature on British literature in the ages to come	PO7, PSO3
CO5	Analyze the relevance of the texts from the perspective of the present.	PO1, PSO3
CO6	Learn to identify the motifs and symbols of Classical literature and how they are used in the centuries to follow	PO7, PSO3

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
CO 1	3											3	
CO 2	2											3	
CO 3	3											3	
CO 4							3						3
CO 5	3												3
CO 6							3						2

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHEL142A	European Classical Literature	3						3					3	3

## Relevance of the Course to Various Indicators

<b>Unit I</b>	<b>INTRODUCTION</b>
Local	
Regional	Recognize the attributes that make Classical literary works universal and timeless, as well as unique to certain genres.
National	Recognize and trace the impact of European Classical literature on British literature in the ages to come.
Global	Learn to identify the motifs and symbols of Classical literature and how they are used in the centuries to follow
Employability	To acquire the capability to work independently as well as a member of the diverse team
Entrepreneurship	-
Skill Development	To be competent in language and communication skills for interacting with diverse audiences in a variety of ways.
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments.
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit II</b>	<b>WRITING WITH A PURPOSE</b>
Local	-
Regional	-
National	To gain an understanding of the social and cultural connotations associated with a literary work.
Global	Define the meaning of western Classical literature and identify various characteristics of the same.
Employability	-
Entrepreneurship	-
Skill Development	To be competent in language and communication skills for interacting with diverse audiences in a variety of ways
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit III</b>	<b>CRITICAL THINKING &amp; WRITING</b>
Local	-
Regional	Analyse various genres like Epic, Tragedy and Comedy in the context of Greek and Latin literature
National	-
Global	Learn to identify the motifs and symbols of Classical literature and how they are used in the centuries to follow
Employability	An attempt to help students to read and gauge the influence of pre-modern European texts in contemporary literature and culture.
Entrepreneurship	Motivate students to learn European classical literature in detail.

Skill Development	-
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
Unit IV	DOCUMENTATION
Local	-
Regional	Define the meaning of western Classical literature and identify various characteristics of the same
National	Analyze the relevance of the texts from the perspective of the present.
Global	Exposure to social and cultural texts in the global contexts
Employability	-
Entrepreneurship	-
Skill Development	-
Professional Ethics	To make the students acquainted with noted dramatists and their literary outputs.
Gender	-
Human Values	-
Environment & Sustainability	-
SDG	SDG4
NEP 2020	Quality Education
POE/4 <sup>th</sup> IR	

## PSYCHOLOGY

<b>SHPS134A</b>	<b>BIOPSYCHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

1. To acquaint students with the scientific methods of inquiry, vocabulary, theories, and areas of study in the field of biopsychology; especially the relationships between the brain and behavior
2. Describe the scientific method and the research methodologies used in the field of biopsychology

### Course Outcomes

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

- CO1. Identify the divisions of the brain and nervous system and analyze their functions.
- CO2. Identify and analyze the structure of neurons and how neural impulses are generated. Analyze the function of the major neurotransmitters and discuss the impact of each on behavior.
- CO3. Demonstrate understanding of the research methods of Biopsychology.
- CO4. Analyze and discuss the relationship of biology to basic processes (e.g. learning and memory, language, stress and emotion, sensation, mood disorders).
- CO5. Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
- CO6. Realizing the importance of hormones in behaviour, cognition, and emotions.

### Catalogue Description

An introduction to the nature and role of the biological processes that underlie our thoughts, feelings, and behaviors. Topics covered will include function of the nervous system, neuroanatomy, and the physiological basis of learning, memory, language, senses, mood disorders, emotion, and stress.

### Course Content

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**UNIT I:** **10 lecture hours**

**Introduction to biopsychology:** Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

**UNIT II:** **10 lecture hours**

**The Functioning brain:** Structure and functions of neurons; Neural conduction and synaptic transmission.

**UNIT III:** **10 lecture hours**

**Organization of Nervous system:** Central nervous System (Brain and Spinal Cord) Functional abnormalities of neurotransmitters:

**UNIT IV:****10 lecture hours**

**Neuroendocrine system: Structure, functions, and abnormalities of major glands:** Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal etc.

**Textbooks**

- Pinel, J. P. J. (2011). Biopsychology. 8th Edition. Pearson Education, New Delhi.
- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

**Reference Books/Materials**

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

**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
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Identify the divisions of the brain and nervous system and analyze their functions.	<b>PO1, PSO1, PSO2</b>
<b>CO2</b>	Identify and analyze the structure of neurons and how neural impulses are generated. Analyze the function of the major neurotransmitters and discuss the impact of each on behavior.	<b>PO1, PO4, PSO2</b>
<b>CO3</b>	Demonstrate understanding of the research methods of Biopsychology.	<b>PO5, PSO3</b>
<b>CO4</b>	Analyze and discuss the relationship of biology to basic processes (e.g. learning and memory, language, stress and emotion, sensation, mood disorders).	<b>PO1, PO3, PSO2</b>
<b>CO5</b>	Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.	<b>PO4, PO8,</b>
<b>CO6</b>	Realizing the importance of hormones in behavior, cognition and emotions.	<b>PO2, PSO3</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
SHPS134A	BIOPSYCHOLOGY	3	1		2				3			2		2

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3											2	1	
CO2	3			2										
CO3														2
CO4	3		2										1	
CO5			2	2				3						
CO6		1												2
1=lightly mapped      2= moderately mapped      3=strongly mapped														



## Relevance of the Course to Various Indicators

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I	-	-	-	-		Content Creation		Ethical considerations in Bio-psychological research	-	Kindness towards animal and human participants	-	3, 4	Conceptual development	
II	-	-	-	-	Educator	Educator	Presentat ion skills, Thinking skills					3, 4	Experiential learning	
III	-	-	-	-	Educator	Content creation, Education						3, 4	Conceptual development	
IV	-	-	-	-	Educator	Content Creation/ Education						3, 4	Conceptual development	

<b>SHPS152A</b>	<b>BIOPSYCHOLOGY- PRACTICUM/LAB</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Learning Objectives:

1. To impart training regarding administration, interpretation and reporting of psychological
2. To familiarize the students with use and applications of basic psychological tests and instruments.

### Course Outcomes

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

- CO1. Students would acquire the ability to administer, interpret and report psychological tests.  
CO2. Apply knowledge and understanding of the application of psychometrics within Psychology.  
CO3. Students will learn to develop a scientific temperament in studying and understanding human behavior.

### Catalogue Description

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup.

#### 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

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#### Unit I 15 Practicum hours

- Span of attention
- Serial Position Effect
- Paired Associate Learning

#### Unit II 15 Practicum hours

- Role of set-in problem solving
- Memory--Recall and recognition
- Mirror drawing

#### Unit III 10 Practicum hours

- Emotion & Pneumography

- Muller –Lyer Illusion
- Size wWeight Illusion Test

### Textbooks

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.

### Reference Books/Materials

- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IBH

**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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students would acquire the ability to administer, interpret and report psychological tests.	PO1, PO4
CO2	Apply knowledge and understanding of the application of psychometrics within Psychology	PO8, PSO1
CO3	Students will learn to develop a scientific temperament in studying and understanding human behavior.	PO5, PSO2

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
SHPS15 2A	BIOPSYCHOLOGY_PRACTICUM/LAB	1	2						3			1	2	

1=weakly mapped

2= moderately mapped

3=strongly mapped

## Relevance of the Course to Various Indicators

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
<b>I</b>	-	-	-	-	Association learning	Association learning	Ability to study Memory, Attention	-	-	-	-	3, 4	Conceptual development	
<b>II</b>	-	-	-	-	Problem Solving, Transfer of learning	Recall and Recognition	Problem Solving, Transfer of learning	-	-	-	-	3, 4	Experiential learning	
<b>III</b>	-	-	-	-	Illusion testing		Emotion Assessment skills	-	-	-	-	3, 4	Conceptual development	

## ECONOMICS

<b>SHES110A</b>	<b>Introductory Macroeconomics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	---				
<b>Co-requisites</b>	--				

### Course Objectives

- To understand the forces determining macroeconomic variables.
- To understand causes of business cycles.
- To analyse how changes in policy are expected to impact the economy.

### Course Outcomes

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

CO1. Understand the aggregate macroeconomic variables and determinants of macroeconomic conditions.

CO2. Integrate the role of fiscal and monetary policies in regulating the economy.

CO3. Apply the principle of Macroeconomics in explaining the behavior of Macroeconomic variables at national as well as global level.

CO4. Associate the current economic phenomenon with existing theory and put their views on contemporary economic issues.

CO5. Understand the theory and causes of business cycles.

CO6. Understand various schools 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

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**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.

**TEXTBOOKS:**

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

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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understand various schools of economic thought.	<b>PO1, PSO1</b>
<b>CO2</b>	Integrate the role of fiscal and monetary policies in regulating economy.	<b>PO1, PO2, PO9</b>
<b>CO3</b>	Apply the principle of Macroeconomics in explaining the behavior of Macroeconomic variables at national as well as global level.	<b>PO2, PO9, PSO4</b>
<b>CO4</b>	Associate the current economic phenomenon with existing theory and put their views on contemporary economic issues.	<b>PO2, PO7, PO9, PSO5</b>

<b>CO5</b>	Understand the theory and causes of business cycles.	<b>PO1, PO2, PSO2</b>
<b>CO6</b>	Understand the aggregate macroeconomic variables and determinants of macroeconomic conditions	<b>PO1</b>

		To develop a comprehensive understanding of the theories and practical applications of their subject.	To acquire a sense of social responsibility and service to the greater good of humanity.	To Understand the issues of environmental contexts and sustainable development.	To provide the students opportunities in terms of employment and research.	To develop the ability for advanced critical thinking and the ability to formulate logical	To develop different value systems and moral	To Demonstrate empathetic social concern and equity-centered national development. and the	To understand the scope of the discipline and be motivated to pursue contemporary developments	Acquire the ability to engage in independent and life-long learning in the broadest context of socio-	To be able to use digital sources to aid and augment their scholastic pursuits.	To pinpoint and understand the past, present economic conditions of the country.	To Identify major issues debates or approaches appropriate to the discipline.	To be able to critically analyze and apply Economic theories concerning other disciplines.	To develop the ability, explain economics to lay audiences, showing that they can translate	To analyze and evaluate positions on economic issues, showing that they can break an economic	To initiate the programmes for pursuing studies and be alert with the importance of entrepreneurial
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
SHES110 A	Introductory macroeconomics	3	3					2		3		3	3		2	3	

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

<b>Programme and Course Mapping</b>																	
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3			3	2			2	2			3	3			3	
CO 2	3			3				2			2		3		2	2	
CO 3	3		2	3				2				2			2	2	
CO 4	3		2	3				3	3	2			3			2	
CO 5	3		1	3				2					2		2		
CO 6	3				2							3	3		2		
	1=lightly mapped			2= moderately mapped					3=strongly mapped								



## Relevance of the Course to Various Indicators

Unit I	INTRODUCTIONS TO MACROECONOMICS & NATIONAL INCOME ACCOUNTING
Local	
Regional	
National	National Income, Circular Flow, Balance of Payment, Price Indices
Global	Open Economy, Balance of Payments
Employability	National Income, Circular Flow, Balance of Payment, Price Indices
Entrepreneurship	National Income, Circular Flow, Balance of Payment, Price Indices
Skill Development	National Income, Circular Flow, Balance of Payment
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	National Income
Unit II	MONEY
Local	Functions of Money
Regional	Functions of Money
National	Theories of Money Demand, Money Supply, Credit creation, Tools of Monetary Policy
Global	Theories of Money Demand, Money Supply
Employability	Theories of Money Demand, Money Supply, Credit creation, Tools of Monetary Policy
Entrepreneurship	Theories of Money Demand, Money Supply, Credit creation, Tools of Monetary Policy
Skill Development	Theories of Money Demand, Money Supply, Credit creation, Tools of Monetary Policy
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit III	INFLATION
Local	Inflation and its social cost
Regional	Inflation and its social cost
National	Inflation and its social cost
Global	Inflation, Hyperinflation
Employability	Inflation and its social cost
Entrepreneurship	Inflation
Skill Development	Inflation and its social cost
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Inflation
Unit IV	CLOSED ECONOMY IN SHORT RUN

Local	
Regional	
National	Income determination, Fiscal and monetary multipliers, IS-LM Model
Global	Classical and Keynesian System
Employability	Income determination, Fiscal and monetary multipliers, IS-LM Model
Entrepreneurship	Income determination, Fiscal and monetary multipliers, IS-LM Model
Skill Development	Income determination, Fiscal and monetary multipliers, IS-LM Model
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	4,8,9,10
NEP 2020	Holistic Education, Inclusive education, Lifelong learning, Professional education
POE/4 <sup>th</sup> IR	Skill development, Employability, Project work

## CHINESE

<b>SHCN104A</b>	<b>Listening &amp; Speaking Chinese-II (Theory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. To improve listening ability.
2. To improve the understanding about the sound discrimination
3. To improve speaking ability
4. To be able to use the sentences of common uses.

### **Course Outcomes**

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

CO1: Understand Elementary Chinese Readers Book-2.

CO2: Use the new words of the Book.

CO3: Speak on different common topics like travelling, shopping, self-Introduction etc.

CO4: Narrate the texts in their own words.

CO5: Speak a greater number of sentences.

CO6: Learn more spoken Chinese constructions.

### **Catalogue Description**

This course is exposing students to everyday Chinese. They practice with the Audio and Visual clips. They also learn about the spoken sentences in daily life.

### **Course Content**

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**Unit-1** **10 lecture hours**

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

**Unit-2** **10 lecture hours**

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** **15 lecture hours**

Learn how to search a Chinese dictionary and write a letter in Chinese

**Unit-4** **15 lecture hours**

Learn some folk stories, stories based on Idioms and traditions etc.

**Textbooks**

1. Elementary Chinese Reader, Book-2, Revised Edition, General Book Depot, (Sinolingua, Beijing, China,) General Book Depot, New Delhi, 2008.

**Reference Books/Materials**

1. Elementary Chinese Reader, Book-3 & 4, Reprint, General Book Depot, New Delhi, 2008.
2. Chinese for Beginners, Foreign Languages Press, Beijing, 1983.
3. China, ABC, New World Press, Beijing-1985.
4. New Practical Readers, 2<sup>nd</sup> Edition, Beijing Language & Culture University Press, Beijing, 2013.
5. Road to Success.Elementary, Beijing Language & Culture University Press, Beijing, 2010.
6. Road to Success.Upper Elementary, Beijing Language & Culture University Press, Beijing, 2010.
7. Han Ying Cidian – A Chinese- English Dictionary, Shangwu Yin Shuguan, Beijing-1986.
8. Concise English-Chinese, Chinese-English Dictionary, Oxford University Press, Oxford-1986.

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

**Examination Scheme:**

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

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
IIBC 114A	Listening & Speaking Chinese-II (Theory)	2	2			3		2	3					3	3	

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Programme and Course Mapping															
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O1 1	P O1 2	P S O 1	P S O 2	PS O3
C O 1	3				3		3								
C O 2		3											3		
C O 3								3					3		
C O 4								3						3	
C O 5					3		2								
C O 6								3					3		
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

**Relevance of the Course to Various Indicators**

Unit I	Practice basic conversations related to seasons, travelling, visiting Great Wall of China, see a doctor, spring festival etc.
Local	
Regional	
National	Learning through a national language
Global	Learning a foreign language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
Unit II	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.
Local	
Regional	
National	Learning through a national language
Global	Learning a foreign language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Recognition skills of Chinese Characters, New words of Chinese
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit III	Learn how to search a Chinese dictionary and write a letter in Chinese
Local	
Regional	
National	Learning through a national language
Global	Learning a new foreign Language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Skill to read Chinese Characters
Professional Ethics	
Gender	Gender sensitivity in speaking
Human Values	
Environment & Sustainability	
Unit IV	Learn some folk stories, stories based on Idioms and traditions etc.
Local	
Regional	
National	Learning through a national language
Global	Learning a foreign language
Employability	
Entrepreneurship	

Skill Development	Translation skills of basic sentences (Chinese-English-Chinese)
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	



<b>SHCN154A</b>	<b>Listening &amp; Speaking Chinese- II (Practical)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Pre-requisites</b>					
<b>Co-requisites</b>					

### Course Objectives

1. To practice listening and speaking with the audio clips.
2. To understand the sentences and phrases by listening

### Course Outcomes

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

CO1: Practice listening and understanding Elementary Chinese Readers Book-2 and HSK 2 level characters and sentences.

CO2: Practice speaking using the new words and sentence constructions from the textbook.

### Catalogue Description

This course makes students practice listening and speaking with the audio and visuals of everyday Chinese.

### Course Content

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#### Unit-1 5 lecture hours

Practice listening basic conversations related to seasons, travelling, etc.

#### Unit-2 5 lecture hours

Practice speaking on some topics related to seasons, visiting Great Wall of China, see a doctor, spring festival etc.

### Textbooks

1. Elementary Chinese Reader, Book-2, Revised Edition, General Book Depot, (Sinolingua, Beijing, China,) General Book Depot, New Delhi, 2008.

### Reference Books/Materials

1. Elementary Chinese Reader, Book-3 & 4, Reprint, General Book Depot, New Delhi, 2008.
2. Chinese for Beginners, Foreign Languages Press, Beijing, 1983.

3. China, ABC, New World Press, Beijing-1985.
4. New Practical Readers, 2<sup>nd</sup> Edition, Beijing Language & Culture University Press, Beijing, 2013.
5. Road to Success.Elementary, Beijing Language & Culture University Press, Beijing, 2010.
6. Road to Success.Upper Elementary, Beijing Language & Culture University Press, Beijing, 2010.
7. Han Ying Cidian – A Chinese- English Dictionary, Shangwu Yin Shuguan, Beijing-1986.
8. Concise English-Chinese, Chinese-English Dictionary, Oxford University Press, Oxford-1986.

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

**Examination Scheme:**

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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
IIBC 114A	Listening & Speaking Chinese-II (Practical)	2	2			3		2	3					3	3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping															
<b>C O</b>	<b>P O 1</b>	<b>P O 2</b>	<b>P O 3</b>	<b>P O 4</b>	<b>P O 5</b>	<b>P O 6</b>	<b>P O 7</b>	<b>P O 8</b>	<b>P O 9</b>	<b>P O 10</b>	<b>P O1 1</b>	<b>P O1 2</b>	<b>P S O 1</b>	<b>P S O 2</b>	<b>PS O3</b>
<b>C O 1</b>	3				3		2							3	
<b>C O 2</b>		2						3					3		
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

## Relevance of the Course to Various Indicators

Unit I	Practice listening basic conversations related to seasons, travelling, visiting Great Wall of China, see a doctor, spring festival etc.
Local	
Regional	
National	
Global	
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
Unit II	Practice speaking on some topics related to seasons, travelling, visiting Great Wall of China, see a doctor, spring festival etc.
Local	
Regional	
National	Learning through a national language
Global	Learning a foreign language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Recognition skills of Chinese Characters, New words of Chinese
Professional Ethics	
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

## HISTORICAL STUDIES

<b>SHHS106A</b>	<b>Understanding Oral Histories in India</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>		<b>6</b>
<b>Pre-requisites/Exposure</b>	<b>NA</b>					
<b>Co-requisites</b>	<b>NA</b>					

### Course Objectives

1. To demonstrate the origins, purpose, and methods of Oral History in India.
2. To analyze the problems and challenges in using oral history as a source of Historical studies.
3. To critically assess the questions of testimonies, memories, and the relationship between text and orality in Historical studies.
4. To summarize the journey of oral narratives from ancient to modern times and the modifications that can be seen in the process.
5. To enable students to pursue the life stories of people around them and develop on their own the history of everyday life.

### Course Outcomes

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

**CO1:** Students will be able to understand the nature, history, and implications of oral narratives.

**CO2:** Students will 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.

**CO3:** Students will be able to develop a theoretical and conceptual understanding of oral archives, testimonies, and transcription of the texts.

**CO4:** Students will be able to gain appreciation of oral texts and narratives and develop an understanding of folklore, poems, and songs as potential sources of historical studies.

### Catalogue Description

Across South Asia there is a vast proliferation of written and oral epic narratives. The Sanskrit Ramayana and Mahabharata represent two of the most well-known and widely distributed epic texts both in historical and geographical terms. However, apart from these important texts there are numerous other epic texts that are composed in vernacular or regional languages. These epics are invariably orally transmitted and performed in elaborate ritual settings involving dancers, musical instrumentation, costumes, masks, audience participation and

the evocation of regional and local deities. Indeed, even the two great written epics are performed in different regional contexts and many vernacular epics refer to the former through intricate narrative strategies. In general, we could therefore state that oral epics exist within ecology of texts of which the Mahabharata and Ramayana form apart.

### **Unit 1: Oral Texts in Ancient India**

- (a) The Upanishadic Tradition: Rote learning, Proto-historic traditions, Guru-shishya tradition
- (b) Ramayana and Mahabharata: Oral and Performative Traditions
- (c) Political Panegyrics and their Oral and Performative Traditions: Ashokan Inscriptions, Harshacharita, Bardic literature

### **Unit 2: Oral Texts in the Medieval India**

- (a) Sufi Literature and the interactions in the sufi silsilah
- (b) Rajputana bardic traditions and warrior traditions
- (c) Bhakti Movement and the Oral Tradition

### **Unit 3: Oral Texts in the Colonial Period**

- (a) Colonial archives and Orality: Contestations and Compliances
- (b) Codification of Oral Texts: Colonel Todd's Annales, Colin Mckenzie's Archives
- (c) Indian National Movement and Oral Tradition: 1857, Chauri Chaura and Mass movements in India

### **Unit 4: Oral Traditions in the Post-Independence Period**

- (a) Partition Project and Orality: Testimonies related to the Partition
- (b) Orality and the voices of the marginalized: Dalit, women, and tribal assertions
- (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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students will be able to understand the nature, history, and implications of oral narratives.	PO1, PO2
CO2	Students will develop the 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.	PO7, PO8, PSO3
CO3	Students will be able to develop a theoretical and conceptual understanding of oral archives, testimonies, and transcription of the texts.	PO4, PO5, PSO1
CO4	Students will be able to gain appreciation of the oral texts and narratives and develop an understanding of the folklore, poems, and songs as potential sources of historical studies.	PO6, PSO4

Course Code	Course Title	Understanding Oral Histories in India														
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
SHHS 124A	Understanding Oral Histories in India	3	3		3	2	2	2	2			2	3			

1=weakly mapped

2= moderately mapped

3=strongly mapped

CO	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO3
CO1	3								3		
CO2	3									3	
CO3	2	2	3			2			3		
CO4				3	2					3	
CO5			3	2					3		
1=lightly mapped			2= moderately mapped				3=strongly mapped				



### Relevance of the Course to Various Indicators

Unit		Unit I	Unit II	Unit III	Unit IV
<b>Relevance to the local, national, regional and global developmental needs</b>	<b>Local</b>				
	<b>Regional</b>				
	<b>National</b>	Oral Texts in Ancient India			Oral Traditions in the Post-Independence Period
	<b>Global</b>	Oral Texts in Ancient India			
<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Employability</b>			Oral Texts in the Colonial Period	
	<b>Entrepreneurship</b>				
	<b>Skill Development</b>				Testimonies related to the Partition
<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>Professional Ethics mm</b>				
	<b>Gender</b>				
	<b>Human Values</b>				

	<b>Environment &amp; Sustainability</b>				
<b>SDG</b>		SDG11		SDG11	SDG11
<b>NEP</b>		Technology in Education; Efficient resourcing		Technology in Education; Efficient resourcing	Technology in Education; Efficient resourcing
<b>POE/4th IR</b>		Cross cultural programmes/Inter-personal skills	Updated curriculum, global education knowledge/Skill development, project work, field trips	Updated curriculum, field projects, teamwork	Updated curriculum, field projects, teamwork/Skill development projects

## POLITICAL SCIENCE

SHPL101A	Introduction to Political Theory-I	L	T	P		C
Version 1.0		5	1	0		6
Pre-requisites/Exposure	NA					
Co-requisites	NA					

### Course Objectives

2. To make the learners understand the nature and relevance of political theory.
3. To enable them to assess the conventional as well as contemporary approaches to comprehend politics.
4. To enable the learners critically examine different ideas of political community.
5. To enable the learners to comprehend the significance and application of theory into practice.

### Course Outcomes:

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

- CO1: Critically understand the nature and various traditions and approaches of political theory.
- CO2: Understand the significance of theorising and of applying theory into practice.
- CO3: Understand multiple frames by which the idea of political community is debated.
- CO4: Have a critical comprehension of important debates in Political Theory.

### Catalogue Description

This course introduces basic concepts and theories of political science to students. On the contrary, the discipline of political science entails a systematic study of the world we live in from a political perspective. This includes an understanding of the evolution of the modern state system and sovereignty and the key elements of prominent political schools of thought. This course aims to introduce certain vital aspects of conceptual analysis in

political theory and the skills required to engage in debates surrounding the application of the concept.

### UNIT I: Introducing Political Theory

- What is Politics? (Theorising the 'Political')

- What is Political Theory and its relevance?
- Why do we need Political Theory?
- Approaches to Political Theory: Normative, Historical and Empirical
- The Idea of Political Community: Political Obligation

## **UNIT II: Major Concepts in Political Theory**

- Liberty
  - Evolution of the concept
  - Negative and positive liberties
  - Concept of liberty in India
- Justice
  - Procedural and distributive justice
  - John Rawls: Justice as fairness
  - Communitarian critique
  - Feminist critique
- Equality
  - Evolution of the concept
  - Why and what equalize?
  - Politics of equality

## **Unit III: Traditions in Political Theory**

- Liberal
- Marxist
- Anarchist

## **Unit IV: Critical Perspectives**

- Feminist
- Post Modernism

## **References:**

### **Unit 1**

McKinnon, C. (2008) 'Introduction'. Issues in Political Theory. New York: Oxford University Press.

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-16.

Bhargava, R. (2008) 'Why do we need Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 17-36.

### **Unit 2**

Glaser, D. (1995) 'Normative Theory', in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 58-75.

Ball, T. (2004). 'History and the Interpretation of Texts', in Gerald F. Gaus and Chandran Kukathas(eds), Handbook of Political Theory. London, Thousand Oaks, New Delhi: Sage Publications, pp. 18-30.

### **Unit 3**

Heywood, A. (1992) Political Ideologies. Basingstoke: Macmillan  
Turner, R. (1993) 'Anarchism: What is it?' Politics Review 3 (1): 28-32.

### **Unit 4**

Chapman, J. (1995) 'The Feminist Perspective', in in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 94-114.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 265-288.

Bannett, J. (2004) ‘Postmodern Approach to Political Theory’, in Kukathas, C. and Gaus G. F. (eds), Handbook of Political Theory. New Delhi: Sage, pp. 46-54.

## Unit 5

Shorten, A. (2016). ‘Political Community’, in Contemporary Political Theory. Palgrave, pp. 18- 45.

Brighouse, H. (2008) ‘Citizenship’, in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 241-264.

Roy, A. (2008) ‘Citizenship’, in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 130-146.

Hyums, K. (2008) ‘Political Authority and Obligation’, in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 9-26.

Martin, Rex. (2003) ‘Political Obligation’, in Bellamy, Richard and Mason, Andrew (eds), Political Concepts. Manchester: Manchester University Press, pp. 41-51.

Knowles, D. (2001). ‘Political Obligation’, in Political Philosophy. London: Routledge, pp. 239-298.

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

### Examination Scheme

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

<b>CO4</b>	<b>CO3</b>	<b>CO2</b>	<b>CO1</b>		
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<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
Critically understand the nature and various traditions and approaches of political theory.	<b>PO1, PO4, PO5, PO7</b>
Understand the significance of theorizing and of applying theory into practice.	<b>PO1, PO4, PO5, PO7</b>
Understand multiple frames by which the idea of political community is debated	<b>PO1, PO4, PO5, PO6</b>
The students will have a critical comprehension of important debates in Political Theory.	<b>PO1, PO4, PO5, PO7</b>

Co ur	<b>SHPL1 01A</b>											
Cou rse	<b>Introduction to Political Theory</b>											
PO1	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.											
PO2	Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.											
PO3	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.											
PO4	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.											
PO5	Development of overall personality of students as critical thinkers and researcher scholars											
PO6	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society											
PO7	Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.											
PO8	Equipping student how to transit from the level of policy to the practice of politics and vice versa.											
PO	Extensive understanding of International Relations and Global Politics.											
P O	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organizations and corporate bodies.											
PO 11	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.											
<b>SHPL101A</b>	<b>IPT</b>	3	2	2	3	3	3	3	0	0	0	2

1=weakly mapped; 2= moderately mapped; 3=strongly mapped



### Relevance of the Course to Various Indicators

<b>Unit I</b>	<b>Introducing Political Theory</b>
Local	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Regional	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
National	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Global	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Employability	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Entrepreneurship	NA
Skill Development	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Professional Ethics	1.What is Politics?
Gender	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Human Values	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Environment & Sustainability	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
<b>Unit II</b>	<b>Major Concepts in Political Theory</b>
Local	NA
Regional	NA
National	Concept of liberty in India

Global	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c. 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Employability	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Entrepreneurship	NA
Skill Development	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Professional Ethics	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Gender	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Human Values	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Environment & Sustainability	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
<b>Unit III</b>	<b>Traditions in Political Theory</b>
Local	NA

Regional	NA
National	NA
Global	a.Liberal b.Marxist c.Anarchist
Employability	a.Liberal b.Marxist c.Anarchist
Entrepreneurship	NA
Skill Development	a.Liberal b.Marxist c.Anarchist
Professional Ethics	NA
Gender	a.Liberal b.Marxist c.Anarchist
Human Values	a.Liberal b.Marxist c.Anarchist
Environment & Sustainability	a.Liberal b.Marxist c.Anarchist
<b>Unit IV</b>	<b>Critical Perspectives</b>
Local	NA
Regional	NA
National	NA
Global	a.Feminist b.Post Modernism
Employability	a.Feminist b.Post Modernism
Entrepreneurship	NA
Skill Development	a.Feminist b.Post Modernism
Professional Ethics	a.Feminist b.Post Modernism
Gender	a.Feminist b.Post Modernism
Human Values	a.Feminist b.Post Modernism
Environment & Sustainability	a.Feminist b.Post Modernism
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA

## ABILITY ENHANCEMENT COURSE

UCES125A	ENVIRONMENTAL STUDIES	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure					
Co-requisites					

### Course Objectives

1. To make students aware about the environment.
2. To make students understand the 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 arise 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

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

CO1. To comprehend and become responsive regarding environmental issues.

CO2. 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.

CO3. Enable the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies.

CO4. To know that the rapid industrialization, crazy consumerism, and over-exploitation of natural resources have resulted in degradation of earth at all levels.

CO5. Become consciousness about healthy and safe environment.

### Catalogue Description

This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population, and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

### Course Content

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#### UNIT I

##### **Environment and Natural Resources:**

Multidisciplinary nature of environmental sciences; Scope and importance; Need for public awareness.

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 and Biodiversity:**

Ecosystem: 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: 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

## **UNIT III**

### **Environmental Pollution and Environmental Policies:**

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.

Sustainability and sustainable development; 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.

## **UNIT IV**

### **Human Communities and the Environment and Field work:**

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).  
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.

## Textbooks

1. Kaushik and Kaushik, Environmental Studies, New Age International Publishers (P) Ltd. New Delhi.

## Reference Books/Materials

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
2. S.E. Manahan, Environmental Chemistry, CRC Press.
3. S.S Dara and D.D. Mishra, Environmental Chemistry and Pollution Control, S. Ltd, New Delhi.
4. R. Gadi, S. Rattan, S. Mohapatra, Environmental Studies Kataria Publishers, New Delhi.

**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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The learners will be able to comprehend and become responsive regarding environmental issues.	PO7, PSO2
CO2	Students will 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.	PO2, PO7
CO3	It enables the students to discuss their concern at national and international level with respect to formulate protection	PO7, PO10

	acts and sustainable developments policies.	
<b>CO4</b>	Students come to know that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradation of earth at all levels.	<b>PO7, PO10</b>
<b>CO5</b>	Students become consciousness about healthy and safe environment.	<b>PSO2</b>

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or teamwork (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
BSCH125A	Environmental Studies		2					3			3		3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>C</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>	<b>PS</b>	<b>P</b>	<b>P</b>	<b>PS</b>
<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O2</b>	<b>S</b>	<b>S</b>	<b>O5</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>1</b>		<b>3</b>	<b>4</b>	
<b>C</b>		<b>3</b>								<b>2</b>				
<b>O</b>														

1														
C O 2		3										2		
C O 3		3												2
C O 4						2					3			3
C O 5						3						3		
<p>1=lightly mapped                      2= moderately mapped                      3=strongly mapped</p>														

### Relevance of the Course to Various Indicators

Unit I	Environment and Natural Resources
Local	Introduction and Background of Indian Writing in English to assess impact of literature on self and identity
Regional	Bifurcation of literature and writers on the basis of multiple contexts relevant to regional divisions
National	Assessing literary traditions and advancement in writing through modern Indian perspectives
Global	Understanding the Indian English novel, poetry and modernity in Indian English literature on a global front
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Identification of writing techniques
Professional Ethics	To groom the students to be skilled to express literary interpretations in focused, coherent writing
Gender	Studying various women writers in Indian Writing in English
Human Values	Fulfilling Social responsibility
Environment & Sustainability	-
Unit II	Ecosystems and Biodiversity
Local	Identifying the process of forging a national identity
Regional	Regional implications expressed in the novel by the writer
National	Expressing cross cultural sensitivity within the nation
Global	Characteristics of Indian novel and impact of Indian writing on world literature
Employability	-
Entrepreneurship	-
Skill Development	Prose writing techniques
Professional Ethics	-
Gender	-



Human Values	Cultural diversification
Environment & Sustainability	-
<b>Unit III</b>	<b>Environmental Pollution and Environmental Policies</b>
Local	Recognising Cultural Impact on individual
Regional	Analysing poetic traditions in Indian writing
National	National integrity through poetry
Global	-
Employability	Poetry writing techniques and assessing motifs
Entrepreneurship	-
Skill Development	Poetry writing techniques
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments.
Gender	Writing traditions of women writers
Human Values	-
Environment & Sustainability	-
<b>Unit IV</b>	<b>Human Communities and the Environment and Field work</b>
Local	To develop competence in the structure, levels, and discourse functions of short stories
Regional	Usage of regional language in short stories
National	-
Global	Exposure to social and cultural texts in the global contexts
Employability	-
Entrepreneurship	-
Skill Development	Short story writing techniques
Professional Ethics	To apply knowledge and skills to a wide range of industries and academia
Gender	Assessing representation of women in the Indian society
Human Values	Cross-cultural sensitivity
Environment & Sustainability	-
<b>SDG</b>	<b>SDG5</b>
<b>NEP 2020</b>	<b>Optimal Learning Environments and Support for Students (12.1-12.10)</b>
<b>POE/4<sup>th</sup> IR</b>	<b>Team Work &amp; Skill Development</b>

## COMPULSORY LANGUAGE

<b>SHEL146A</b>	<b>Media and Communications</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. To recognize and apply foundational historical context from the field of communication and media studies to an examination of the contemporary world.
2. To 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. To 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. To 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:

CO1: Students will learn to define and relate to basics of New Media.

CO2: Students will comprehend theoretical concepts related to social media as a form of communication.

CO3: Students will apply theoretical concepts into research framework.

CO4: Students will be able to analyse audience usage patterns of varied social media applications.

CO5: 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

CO6: 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

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**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.

**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*. 4<sup>th</sup> 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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

Mapping between COs, POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students will learn to define and relate to basics of New Media.	PO1, PSO6
CO2	Students will comprehend theoretical concepts related to social media as a form of communication.	PO9, PSO6
CO3	Students will apply theoretical concepts into research framework.	PO5, PSO6
CO4	Students will be able to analyse audience usage patterns of varied social media applications	PO10, PSO6
CO5	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	PO9, PSO6
CO6	Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter.	PO9, PSO6

		To develop a comprehensive understanding of the theories and practical applications of their subject	To acquire a sense of social responsibility and service to the greater good of humanity	Foster scientific temper, creative ability and cross-cultural sensitivity	Provide the students opportunities in terms of employment and research	Develop ability for advanced critical thinking and	Acquire the capability to work independently, as	Develop awareness about the existing social and	Understand the scope of the discipline and be	Competency in language and communication skills for interacting with diverse audiences in a variety	Ability to use digital sources to aid and augment		To develop competence in the structure, levels and discourse functions of the English language	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated with a literary work.	To be able to critically analyze and apply literary theories with respect to other disciplines.	To be able to recognize and comprehend different varieties of English language and develop a writing	To apply their knowledge and skills to a wide range of industries and academia
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PO 6	
SHEL146A	Media and Communication	3				3				3	3						3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping																
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3				3	3					2	2	3
CO2	2	2		3				3						2	2	3
CO3				3				3						2	2	3
CO4				3				3	3					2	2	3
	1=lightly mapped				2= moderately mapped				3=strongly mapped							

## Relevance of the Course to Various Indicators

<b>Unit I</b>	<b>INTRODUCTION TO MASS COMMUNICATION</b>
Local	Basic Introduction to Mass Communication
Regional	Define and relate to basics of New Media
National	Theoretical concepts related to social media as a form of communication
Global	Globalization and Mass communication
Employability	Facebook, social media, and other digital tools. Case studies on current issues Indian journalism. Writing pamphlets and posters, etc
Entrepreneurship	-
Skill Development	An attempt to help students to understand media and how communication functions within the structure of media.
Professional Ethics	Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter.
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit II</b>	<b>ADVERTISEMENT</b>
Local	Basic introduction to advertisement
Regional	Importance of advertisement and its impact on society.
National	Introduce the types and significant role of Media & communication in the present world with its areas of communication inquiry, social interaction and mediated communication.
Global	-
Employability	Creating an advertisement/visualization. Creating jingles and taglines
Entrepreneurship	-
Skill Development	-
Professional Ethics	Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter.
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit III</b>	<b>MEDIA WRITING</b>
Local	Basic Introduction to Media Writing.
Regional	Scriptwriting for TV and radio Writing news report and editorials
National	Editing for Print and Online Media - Topics for Student Presentations
Global	-
Employability	Writing an editorial on a topical subject. Script writing for a TV news/panel discussion/radar programme/hosting radio programmes on community radio
Entrepreneurship	-
Skill Development	-
Professional Ethics	Enable students to practice the ethics and etiquettes during both face-to-face

	and mediated social encounter
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit IV</b>	<b>INTRODUCTION TO CYBER MEDIA AND SOCIAL MEDIA</b>
Local	Introduction to Cyber media and social media
Regional	Social media and cyber media and their types as well as importance.
National	The Impact of social media
Global	-
Employability	Creating some content related to social media
Entrepreneurship	-
Skill Development	-
Professional Ethics	Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter
Gender	-
Human Values	-
Environment & Sustainability	-
<b>SDG</b>	<b>SDG4</b>
<b>NEP 2020</b>	<b>Online and Digital Education</b>
<b>POE/4<sup>th</sup> IR</b>	<b>-</b>

### SEMESTER III

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1.	Discipline V (Core)			6
2.	Discipline VI (Core)			6
3.	Ability Enhancement Course (AEC)	UCDM301A	Disaster Management	3
4.	Compulsory Language	SHEL248A	Language and Linguistics	6
5.	Open Elective (OE)			4
<b>Total Credits</b>				<b>25</b>

**Note:** Students to opt any two core discipline subjects from the pool of disciplines offered.

#### Core Papers- Discipline V & VI (Any Two)

<b>S.No.</b>	<b>Subject</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	English	SHEL243A	American Literature	5
2.	English	SHEL283A	American Literature- Practical	1
3.	Psychology	SHPS233A	Introduction to Personality	4
4.	Psychology	SHPS253A	Introduction to Personality -Practicum/ Lab	2
5.	Economics	SHES217A	Money and Banking	6
6.	Chinese	SHCN203A	Chinese Oration-I (口语)	5
7.	Chinese	SHCN251A	Chinese Oration-I (口语) - Practical	1
8.	Historical Studies	SHHS231A	History of Art- Part I	6
9.	Political Science	SHPL205A	International Relations	6



## Core Courses

### ENGLISH

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

### **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:

CO1: Provide the glimpse of American Literature, Culture, Theory, and the Renaissance.

CO2: Have an awareness of the social, historical, literary, and cultural elements of the changes in American literature.

CO3: Identify the characteristics of American literature, its forms, and emerging themes in American literary works.

CO4: Identify and describe distinct literary characteristics of American literature and analyze literary works of eminent American writers.

CO5: Examine the roots of American literature by focusing on a variety texts and by reading multiple genres— Poetry, Drama and Novel.

CO6: Analyze the evolution of genres like poetry and drama in American literature.

### **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**

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**10 lecture hours**

#### **Unit I: Introduction**

The American Dream; Social Realism and the American Novel; Folklore and the American Novel  
Ralph Waldo Emerson: Excerpts from *The American Scholar*

**15 lecture hours**

#### **Unit II: Poetry**

Edgar Allan Poe: “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”

**10 lecture hour**

#### **Unit III: Play**

Introduction to American Drama, its characteristics, and features

Edward Albee: *Who is Afraid of Virginia Woolf?*

**15 lecture hour**

#### **Unit IV: Novel**

Introduction to American Novel, its characteristics

Ernest Hemingway: *A Farewell to Arms*

### **Reference Books/Materials**

Matthiessen, F.O. *American Renaissance*. Oxford University Press, 1968.

McMichel, George. *Concise Anthology of American Literature*. Pearson Education, 2014.

Palwekar, S.D., *Literature and Environment: A Select Study of British, American and Indian*  
 Spiller, Robert. *Literary History of the United States*. Amerind Publishing, 1972.  
*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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

Mapping between COs, POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Provides the glimpse of American Literature, Culture, Theory and the Renaissance	PO7, PSO2
CO2	Students will have an awareness of the social, historical, literary and cultural elements of the changes in American literature.	PO8, PSO3
CO3	Identify the characteristics of American literature, its forms, and emerging themes in American literary works.	PO7, PSO3
CO4	Identifying and describing distinct literary characteristics of American literature and analyze literary works of eminent American writers.	PO5, PSO3
CO5	Students will examine the roots of American literature by focusing on a variety text and by reading multiple genres— Poetry, Drama and Novel	PO5, PSO2
CO6	Analyze the evolution of genres like poetry and drama in American literature	PO7, PSO2

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHEL243A	American Literature	Comprehensive understanding of the theories and practical applications of their subject.	Acquire a sense of social responsibility and service to the greater good of humanity.	Foster scientific temper, creative ability, and cross-cultural sensitivity	Provide the students opportunities in terms of employment and research	Develop ability for advanced critical thinking and ability to formulate logical arguments.	Acquire the capability to work independently, as well as a member of the discipline team	Develop awareness about the existing social and cultural constructs and develop strategies to	Understand the scope of the discipline and be motivated to pursue the contemporary	Competency in language and communication skills for interacting with diverse audiences in a variety of	Ability to use digital sources to aid and augment their scholastic pursuits.	To develop competence in the structure, levels, and discourse functions of the English language	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated with a literary work.
						2		3	3				3	3

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

## Relevance of the Course to Various Indicators

<b>Unit I</b>	<b>INTRODUCTION</b>
Local	-
Regional	-
National	-
Global	Evolution of English Language & Literature
Employability	-
Entrepreneurship	-
Skill Development	The Stage, Court, Countryside & City. Religious and Political Thought
Professional Ethics	
Gender	Ideas of Love and Marriage.
Human Values	Renaissance Humanism
Environment & Sustainability	-
<b>Unit II</b>	<b>GEOFFERY CHAUCER</b>
Local	-
Regional	-
National	Expressing cross cultural sensitivity within the nation
Global	-
Employability	-
Entrepreneurship	-
Skill Development	Prose writing techniques
Professional Ethics	-
Gender	-
Human Values	The Wife of Bath's Prologue
Environment & Sustainability	-
<b>Unit III</b>	<b>JOHN DONNE</b>
Local	-
Regional	Analysing poetic traditions
National	National integrity through poetry
Global	-
Employability	Poetry writing techniques and assessing motifs
Entrepreneurship	-
Skill Development	Poetry writing techniques
Professional Ethics	-
Gender	-
Human Values	The Sunne Rising.

	Valediction: forbidding mourning
Environment & Sustainability	-
Unit IV	WILLIAM SHAKESPEARE
Local	-
Regional	-
National	-
Global	Exposure to social and cultural texts in the global contexts
Employability	-
Entrepreneurship	-
Skill Development	-
Professional Ethics	To apply knowledge and skills to a wide range of industries and academia
Gender	-
Human Values	Cross-cultural sensitivity
Environment & Sustainability	-
SDG	SDG4
NEP 2020	Quality Education
POE/4 <sup>th</sup> IR	Teamwork & Skill Development

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

### Course Objectives

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

### Course Outcomes

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

CO1 Apply the fundamentals of the theories of this genre in formulating a research problem.

CO2 Write and present research paper.

CO3 Express concepts through assignments.

CO4 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 into a research paper.

## **Course Content**

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**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 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]

**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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

Mapping between COs, POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Apply the fundamentals of the theories of this genre in formulating a research problem.	PO1, PSO2
CO2	Write and present a research paper.	PO1, PSO3
CO3	Express concepts through assignments.	PO5, PSO5
CO4	Implement critical thinking components while analyzing texts.	PO5, PSO5

Course Code	Course Title	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
SHEL283 A	American Literature- Practical	3		3							2	2		3

1=weakly mapped

2= moderately mapped

3=strongly mapped



Programme and Course Mapping															
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P S O 1	PS O2	P S O 3	P S O 4	PS O5	P S O 6
C O 1	3	3		2	2	2			3		2		2	2	3
C O 2	2				2									2	
C O 3	3	3							2		2				2
C O 4				3					2			2		2	3
C O 5	2	2		3	2				3			2		3	3
1=lightly mapped                      2= moderately mapped                      3=strongly mapped															

## Relevance of the Course to Various Indicators

<b>Unit I</b>	<b>Critical Analysis of Poems</b>
Local	-
Regional	-
National	-
Global	-
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Identification of writing techniques
Professional Ethics	To groom the students to be skilled to express literary interpretations in focused, coherent writing
Gender	-
Human Values	Fulfilling Social responsibility
Environment & Sustainability	-
<b>Unit II</b>	<b>Character Analysis</b>
Local	Identifying the process of forging a national identity
Regional	Regional implications expressed in the poetry by the writer
National	Expressing cross cultural sensitivity within the nation
Global	Characteristics and impact of British Writing on world literature
Employability	-
Entrepreneurship	-
Skill Development	Poetry writing techniques
Professional Ethics	-
Gender	-
Human Values	Cultural diversification
Environment & Sustainability	-
<b>Unit III</b>	<b>Writing a Seminar Paper</b>
Local	Recognising Cultural Impact on individual
Regional	Analysing poetic traditions in Indian writing
National	National integrity through poetry
Global	-
Employability	Poetry writing techniques and assessing motifs
Entrepreneurship	-
Skill Development	Poetry writing techniques
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments.
Gender	Writing traditions of women poets/writers
Human Values	-
Environment & Sustainability	-
<b>Unit IV</b>	<b>Presentation</b>
Local	To develop competence in the structure, levels, and discourse functions of poems

Regional	Usage of regional language in poetry
National	-
Global	Exposure to social and cultural texts in the global contexts
Employability	-
Entrepreneurship	-
Skill Development	Poetry techniques
Professional Ethics	To apply knowledge and skills to a wide range of industries and academia
Gender	Assessing representation of women in the Indian society
Human Values	Cross-cultural sensitivity
Environment & Sustainability	-
SDG	SDG5
NEP 2020	Optimal Learning Environments and Support for Students (12.1-12.10)
POE/4 <sup>th</sup> IR	Teamwork & Skill Development

## PSYCHOLOGY

<b>SHPS233A</b>	<b>INTRODUCTION TO PERSONALITY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### **Course Objectives**

1. To develop an understanding of the concept of individual difference.
2. To develop an appreciation of the biological and social impact on personality.
3. To explain and understand personality and how personality influences thought and behavior.

### **Course Outcomes**

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

CO1. Demonstrate knowledge in the main theories of personality.

CO2. Learn that personality is complex and includes thoughts, behaviours and emotions and learn that several theories can be used to explain and understand personality.

CO3. Describe research conducted in Personality Psychology and Psychology in general.

CO4. Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behaviour.

CO5. Think critically about and apply theoretical and research-based explanations for human behaviour to successfully negotiate the challenges of daily living.

CO6. Apply the major personality domains and theories to better understand one's own behavior and the behavior of others.

### **Catalogue Description**

Covers a variety of personality theories including the theoretical and scientific explanations for individuals' characteristic patterns of perception, thought, emotion and behavior. Emphasizes the understanding and mastery of personality constructs applied to students' personal and professional lives.

### **Course Content**

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#### **UNIT- I**

**10 lecture hours**

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

#### **UNIT- II**

**10 lecture hours**

#### **Theories of Personality**

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

Phenomenological Perspective: Carl Rogers, Abraham Maslow

**UNIT-III****10 lecture hours****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****10 lecture hours****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

**Textbooks**

- 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.

**Reference Books/Materials**

- 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.

**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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Student will be able to learn about what is the main theories of personality	PO1, PO2, PSO3
CO2	Students learn that personality is complex and includes thoughts, behaviours and emotions and learn that several theories can be used to explain and understand personality.	PO2, PO4, PSO2
CO3	Describe research conducted in Personality Psychology and Psychology in general.	PO5, PSO1, PSO3
CO4	Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior	PO2, PO4, PSO1
CO5	Think critically about and apply theoretical and research-based explanations for human behavior to successfully negotiate the challenges of daily living.	PO2, PO4, PSO1
CO6	Apply the major personality domains and theories to better understand one's own behavior and the behavior of others	PO2, PSO3

Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PS O1	P O2	PS O3
SHPS233A	INTRODUCTION TO PERSONALITY	2	2		1			1				3	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C O	P O 1	P O 2	P O 3	P O 4	PO 5	PO 6	PO 7	P O 8	P O 9	P O 10	PO 11	PS O1	P S O 2	PSO 3
C O 1	3											2	1	
C O 2	3			2										
C O 3														2
C O 4	3		2										1	
C O 5			2	2				3						
C O 6		1												2
1=lightly mapped					2= moderately mapped					3=strongly mapped				
U n i t	<b>Relevance to the local, national, regional and global developmental needs</b>				<b>Relevance To Employability/ Entrepreneurship/ Skill Development</b>			<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>				<b>S D G</b>	<b>NE P</b>	<b>P O E/ 4<sup>th</sup> IR</b>
	Loc al	Regi onal	Nati onal	Glob al	Emplo yabilit	Entrepr neurshi	Skill Devel	Profe ssion	Gen der	Hum an	Envir onme			

					y	p	opme nt	al Ethic s		Valu es	nt & Sustai nabilit y			
I					Research Methods in Underst anding of persona lity				Attac hmen t		-	5	Life skills; Conce ptual unders tandin g	
II	Self and perso nality	Social psych ology and comm unities	Social psych ology and comm unities	Social psych ology and comm unitie s			Interpe rsonal relatio nship			Value s in perso nal relatio nships		5	Life skill; Conce ptual unders tandin g	
III	Role of perso nality	The Role of Social Psych ology in the Work place and Educa tional	The Role of Perso nality in the Work place and Educa tional	The Role of self and perso nality in the Work place and Educa tional			Interpe rsonal relatio nship					8	Life skills; Conce ptual unders tandin g	



		ional Settin gs.	Settin gs.	tional Settin gs.										
IV	The Role of Social Personality in Addressing Social Problems	The Role of personality addressing Social Problems	Case studies in Indian context	The Role of personality in Addressing Social Problems										Life skills; Conceptual understanding

<b>SHPS253A</b>	<b>INTRODUCTION TO PERSONALITY_ PRACTICUM/LAB</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

1. To impart training regarding administration, interpretation and reporting of psychological tests.
2. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.

### Course Outcomes

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

CO1: Familiarize with the use of elementary statistical techniques.

CO2: Acquire the ability to administer, interpret and report psychological tests.

CO3: Gain proficiency in data analysis using statistical software.

## Catalogue Description

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup.

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

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### UNIT I

- DPI
- Semi Projective personality test

### UNIT II

- Test of personality
- MMPI
- BFI

### UNIT III

- 16 PF
- BFPT
- CAT

### Textbook [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.
- 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

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

**Examination Scheme:**

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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Students would be able to design, conduct and report experimental research.	<b>PO1, PSO2</b>
<b>CO2</b>	Students would acquire the ability to administer, interpret and report psychological tests.	<b>PO2, PSO2</b>
<b>CO3</b>	Students would gain proficiency in data analysis using statistical software.	<b>PO5, PSO3</b>

Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PS O1	PS O2	PS O3
SHPS253A	INTRODUCTION TO PERSONALITY_PRACTICUM/LAB	1	2							3			3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

**Relevance of the Course to Various Indicators**

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I					Psychological testing	Psychological testing	Psychological testing	Ethics in psychological testing	-	-		8, 9	Assessment; Critical thinking	
II					Psychological testing	Psychological testing	Psychological testing	Ethics in psychological testing				8, 9	Assessment; Critical thinking	
III					Psychological testing	Psychological testing	Psychological testing	Ethics in psychological testing				8, 9	Assessment; Critical thinking	
IV														

## ECONOMICS

<b>SHES217A</b>	<b>Money and Banking</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	<b>Introductory Microeconomics</b>				
<b>Co-requisites</b>	<b>--</b>				

### **Course Objective**

- To learn and understand basic economic concepts related to money & banking and various approaches of money.
- To use economic theory to analyze topics related to money and banking
- To understand the functioning of Central bank and Commercial banks
- To understand various macro-economic variables in context of financial sectors of economy.

### **Course Outcomes**

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

- CO1. Understand of the role of money in economy and the unique role of banks in the financial system.
- CO2. Explain the fundamentals of monetary theory and analyse its relevance to policy making.
- CO3. Examine the relevance of the Federal Reserve.
- CO4. Understand structure and function of Commercial Bank.
- CO5. Examine policy responses, and lessons learned associated with recent financial crises.
- CO6. Display understanding of relevance of various news relating to monetary policies reported in national and international publications in overall socio- economic and political context.

### **Catalogue Description**

Money and banking is an introductory course on Indian money and banking. It begins with a discussion on the functions of money, types of money and interest rates and further discusses the money supply process in India with definitions of Indian monetary aggregates, money multipliers and sources of high-powered money in India. The course extensively describes Indian money market instruments and follows with a description of an overview of the Indian banking system, with reference to the commercial and co-operative banks and the various functions of the Reserve Bank of India including its traditional and non-traditional monetary policy instruments.

## Course Content

### UNIT-I

10 Lectures

**Money:** Meaning & Functions, Classification, Supply of Money- Approaches to Supply of Money. High Powered Money and Money Multiplier, Measurement of Supply of Money in India, Demand for Money- Conventional, Neo-Classical and Keynes' Approaches,

### UNIT-II

15 Lectures

**Value of Money-** Cash Transaction Approach, Cash Balance Approach; Keynes' View on Value of Money, Theories of M. Friedman, Patinkin, Baumol and Tobin.

### UNIT-III

15 lectures

**Inflation-**Definition & Types, Causes and Effects of Inflation; Demand-pull and Cost-push Inflation, Inflationary Gap and Double Inflationary Gap (Bent Hanson; Inflation and Unemployment-The Phillips Curve-Short run & Long run, Measures to Control Inflation.

### UNIT -IV

10 lecture

**Commercial Banking-** Meaning and Functions, Process of Credit Creation, Recent Reforms in Banking Sector in India. Central Banking- Functions; Methods of Credit Control, Role and Functions of the Reserve Bank of India; Objectives & Limitations of Monetary Policy with Reference to India.

### SUGGESTED READINGS:

- Suraj B. Gupta: Monetary Economics: Institutions, Theory & Policy, S. Chand & Company Ltd.
- T.N Haneja: Money Banking and Public Finance, Ane Books Pvt. Ltd, New Delhi.
- Jhingan M.L.: Macro Economic Theory, Vrinda Publications (P)Lt
- Ahuja, H.L.: Macro Economics Theory and Policy, S. Chand & Company Ltd.
- T.T. Sethi: Money Banking and International Trade, S. Chand & Company Ltd.
- E. Narayanan Nadar: Money and Banking, PH1 Learning Pvt Ltd. New Delhi.
- Jadhav Narendra: Monetary Policy, Financial Stability and Central Banking, Macmillan.
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**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

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To have a thorough understanding of the role of money in economy and the unique role of banks in the financial system.	PO5
CO2	Explain the fundamentals of monetary theory and analyse its relevance to policy making.	PO1
CO3	Examine the relevance of the Federal Reserve	PO2
CO4	Understand structure and function of Commercial Bank	PO1, PSO3
CO5	Examine policy responses, and lessons learned associated with recent financial crises	PO7, PSO2, PSO3
CO6	Display understanding of relevance of various news relating to monetary policies reported in national and international publications in overall social economic and political context	PO8, PO9

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
SHES217A	Money and Banking	3	3					2	2	3			3	3			

1=weakly mapped

2= moderately mapped

3=strongly mapped



Programme and Course Mapping																
CO	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2	3			3	3		2	2	2	3	2	
CO2	3			2	3		2	3	3		2	2	2	3	2	3
CO3	3			2	3		2	3						3	3	
1=lightly mapped                      2= moderately mapped                      3=strongly mapped																
<b>Relevance of the Course to Various Indicators</b>																
Unit I																
Local	Functions of Money and its classification															
Regional	Money: Demand & Supply of Money and its measurement															
National	Money: Demand & Supply of Money and its measurement															
Global																
Employability																
Entrepreneurship																
Skill Development	Demand for money															
Professional Ethics																
Gender																
Human Values																
Environment & Sustainability																
Unit II																
Local																
Regional																
National	Keynesian, Tobin, Bamoul, Friedman Approach of Demand for money															
Global	Keynesian, Tobin, Bamoul, Friedman Approach of Demand for money															
Employability																
Entrepreneurship	Keynesian, Tobin, Bamoul, Friedman Approach of Demand for money															
Skill Development	Keynesian, Tobin, Bamoul, Friedman Approach of Demand for money															
Professional Ethics																
Gender																

Human Values	
Environment & Sustainability	
Unit III	
Local	Inflation & Unemployment, stagflation
Regional	Inflation & Unemployment, stagflation
National	Inflation & Unemployment, stagflation
Global	Inflation & Unemployment, stagflation
Employability	Inflation and its theories
Entrepreneurship	Inflation, Employment, Phillips Curve
Skill Development	Inflation, Employment, Phillips Curve
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit IV	
Local	Commercial Banks
Regional	Commercial Banks, credit creation
National	Commercial Banks, RBI, Credit Creation, Monetary Policy
Global	
Employability	Commercial Banks, RBI, Credit Creation, Monetary Policy
Entrepreneurship	Banking System & its Reforms
Skill Development	Commercial Banks, RBI, Credit Creation, Monetary Policy
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	

SDG	8
NEP 2020	
POE/4 <sup>th</sup> IR	

## CHINESE

<b>SHCN203A</b>	<b>Chinese Oration-I (Theory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. To be able to understand the common topics.
2. To be able to speak minimum ten sentences on simple topics.
3. Improve listening ability.
4. Improve oration skills.

### **Course Outcomes**

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

- CO1. Improve Listening Chinese Sentences.
- CO2. Understand day to day simple sentences.
- CO3. Recognize more characters.
- CO4. Use characters in making sentences.
- CO5. Use more spoken sentences.
- CO6. Make their own sentences about yourself.

### **Catalogue Description**

This course imparts the basic idea of spoken Chinese through listening, speaking, watching videos, practicing sentences. They also learn to perform simple topics about themselves, family, school, university, own city etc.

### **Course Content**

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#### **Unit-1:                    10 lecture hours**

Preparing dialogues on given topic

#### **Unit-2:                    10 lecture hours**

Act on prepared dialogues.

#### **Unit-3:                    15 lecture hours**

Making sentences with new words.

#### **Unit-4:                    15 lecture hours**

Using Chinese words in daily life

### Textbooks

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

### Reference Books/Materials

1. 汉英词典, 牛----大学出版社

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

#### Examination Scheme:

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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Improve Listening Chinese Sentences	<b>PO1, PSO1</b>
<b>CO2</b>	Understand day to day simple sentences.	<b>PO7, PSO2</b>
<b>CO3</b>	Recognize more characters.	<b>PO9, PSO2</b>
<b>CO4</b>	Use characters in making sentences	<b>PO8, PSO2</b>
<b>CO5</b>	Use more spoken sentences.	<b>PO8, PSO2</b>
<b>CO6</b>	Make their own sentences about yourself.	<b>PO9, PSO2</b>

		Can understand some sentence-length utterances on topics such as self, family/friends, leisure/activities/daily routines, food/beverage, school life, shopping, weather, and traffic and transportation, especially when context strongly supports	Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy	Can ask questions or make sentences involving learned material. Should have achieved mastery of the pinyin system.	Can understand the Chinese geography, history, Culture and Philosophy.	Can read simple texts on general topics given. Able to read standardized messages, phrases, or expressions, such as items	Can write simple, fixed expressions and short sentences on general topics given. Can write own name, own nationality,	Can understand sentence-length utterances that consist of recombination of learned elements in a limited number of	Can produce, with correct tones and pronunciation, sentences that consist of recombination of learned elements in a limited	Exhibits a basic ability to communicate information with occasional non-grammatical sentences and oral	Can understand and produce the sentences relate to the tourism industry. It may include the description about the	Can read and writes texts may include communications for Business Chinese.	to be able to read, listen, understand and translate the News items, Newspapers and digital news.	Application of Concepts	Flexible with application and Industry Friendly	Ethics and Communication Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
IIBC 213A	Chinese Oration-I (Theory)	3						3	3	3				2	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping															
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2												3		
CO2							3							3	
CO3								3						3	
CO4								3						3	
CO5								165	3					3	
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

Unit I	Preparing dialogues on given topic
Local	
Regional	
National	Learning through a national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Pronunciation, tones & intonation, Comprehension ability
Professional Ethics	Follow ethics in speaking to foreigner
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
Unit II	Act on prepared dialogues.
Local	
Regional	
National	Learning through a national language
Global	Learning a new foreign Language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Recognition skills of Chinese Characters, New words of Chinese
Professional Ethics	Follow ethics in speaking to foreigner
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
Unit III	Making sentences with new words.
Local	
Regional	
National	Learning through a national language
Global	Learning a new foreign Language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Skill to read Chinese Characters
Professional Ethics	Follow ethics in speaking to foreigner
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
Unit IV	Using Chinese words in daily life
Local	
Regional	
National	Learning through a national language

Global	Learning a new foreign Language
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Translation skills Chinese-English/Hindi, English/Hindi-Chinese
Professional Ethics	Follow ethics in speaking to foreigner
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

<b>SHCN251A</b>	<b>Chinese Oration Skills-I (Practical)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives

1. To practice audios on different topics.
2. To practice speaking on common topics.

### Course Outcomes

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

- CO1. Understand more Chinese sentences on different topics.
- CO2. Use more characters and spoken sentences while speaking.

### Catalogue Description

This course imparts the practical experience of spoken Chinese through listening, speaking, watching videos, practicing sentences.

### Course Content

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**Unit-1:                    5 lecture hours**

Practice listening to audio and videos on given topic

**Unit-2:                    5 lecture hours**



Practice speaking on different topics.

### Textbooks

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

### Reference Books/Materials

1. 汉英词典, 牛----大学出版社

**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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand more Chinese sentences on different topics.	PO1, PO8, PSO1
CO2	To able to use more characters and spoken sentences while speaking.	PO7, PO9, PSO2

		Can understand some sentence-length utterances on topics such as self, family/friends,	Comprehends words and phrases from simple questions, statements, high-frequency commands, and	Can ask questions or make sentences involving learned material. Should have achieved mastery of the pinyin	Can understand the Chinese geography, history, Culture and Philosophy.	Can read simple texts on general topics given. Able to read standardized messages, phrases, or expressions.	Can write simple, fixed expressions and short sentences on general topics given. Can write own	Can understand sentence-length utterances that consist of recombination of learned elements in a limited	Can produce, with correct tones and pronunciation, sentences that consist of recombination of learned	Exhibits a basic ability to communicate information with occasional non-grammatical sentences and oral	Can understand and produce the sentences relate to the tourism industry. It may include the description about	Can read and writes texts may include communications for Business Chinese.	to be able to read, listen, understand and translate the News items, Newspapers and digital news.	Application of Concepts	Flexible with application and Industry Friendly	Ethics and Communication Skills
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
IIBC 251A	Chinese Oration-I (Practical)	3						3	2	2				2	2	

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping															
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO 1	2							3					3		
CO 2							2		3						3
1=lightly mapped                      2= moderately mapped                      3=strongly mapped															

<b>Unit I</b>	<b>Understanding the Chinese people approach to tourism</b>
Local	
Regional	
National	Comparative understanding with national situation
Global	Learning about foreign nationals
Employability	Tourism, Hospitality Industry
Entrepreneurship	Work as independent guide
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Ethics in handling clients
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Awareness about the sustainable growth
<b>Unit II</b>	<b>Major places of historical and tourist attraction in India</b>
Local	
Regional	
National	Comparative understanding with national situation
Global	Learning about foreign nationals
Employability	Tourism, Hospitality Industry
Entrepreneurship	Work as independent guide
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Ethics in handling clients
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Awareness about the sustainable growth
<b>Unit III</b>	<b>India-China Buddhist linkage</b>
Local	
Regional	
National	Comparative understanding with national situation
Global	Learning about foreign nationals and their connection to Buddhism
Employability	Tourism, Hospitality Industry
Entrepreneurship	Work as independent guide
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Ethics in handling clients
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Awareness about the sustainable growth
<b>Unit IV</b>	<b>A 10-15 day Field Trip to academic institutions/tour &amp; travel companies/hotels &amp; restaurants.</b>
Local	
Regional	

National	Comparative understanding with national situation
Global	Learning about foreign nationals
Employability	Tourism, Hospitality Industry
Entrepreneurship	Work as independent guide
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Ethics in handling clients
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Awareness about the sustainable growth
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

## HISTORICAL STUDIES

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

### **Course Objectives**

1. To demonstrate how India's past has been imaged in visual arts and the archive and how visual language was structured in ancient and early medieval India and how it has been communicated since then.
2. To familiarize the student with the way interpretations of visual culture impact the discipline of history.
3. To convey the variety, complexity and diversity that characterized the art forms of this period.
4. To train students to specialize in art history training and develop these skills for future as art critic, artists, or scholars.

### **Course Outcomes**

After this course, the students will be able to:

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

### **Catalogue Description**

Art historical research has two primary concerns. The first is (1) to discover who made a particular art object (attribution), (2) to authenticate an art object, determining whether it was indeed made by the artist to whom it is traditionally attributed, (3) to determine at what stage in a culture's development or in an artist's career the object in question was made, (4) to assay the influence of

one artist on succeeding ones in the historical past, and (5) to gather biographical data on artists and documentation (provenance) on the previous whereabouts and ownership of particular works of art. The second primary concern of art historical research is 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. Art history also involves iconography (*q.v.*), which is the analysis of symbols, themes, and subject matter in the visual arts, particularly the meaning of religious symbolism in Christian art.

### **Unit 1: An Introduction to Indian Art**

- (a) Definition of Art and an introduction to Indian Aesthetics
- (b) Elements of Art: Form, Line, Shape, Colour, Texture, Space, Value Principles of Art: Balance, Harmony, Movement, Rhythm, Proportion
- (c) Classification of Art: Emotive and Applied art
- (d) Forms of Art: Painting, Sculpture and Architecture

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

- (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 Ancient India**

- (a) Introduction to pre-historic and proto-historic Art: Cave art in India, Stone tools, Pottery etc, Indus Valley Civilization: Town Planning & Architecture, Sculpture, Seals, Terracotta
- (b) Mauryan Period: Art, Architecture & Sculptures, punch marked coins, Ashokan Pillars
- (c) Post Mauryan Art and Architecture (Stupa and Caitya-griha) and Sculpture (Mathura, Gandhara and Amaravati School of Art)
- (d) Gupta Period: Evolution of Temple Architecture Sculpture: Mathura and Sarnath School of Art

### **Unit 4: Art and Heritage Management**

- (a) Art and Sculpture as Tangible heritage, Context Museum and Tangible Heritage Virtual Museum, University Museum, Institutional Museum, Site Museum, Crafts Museum, Palace Museum.
- (b) Art and Important World Heritage sites: Bhimbetka, Ajanta, Great Stupa at Sanchi, Mahabalipuram, Khajuraho, Mahabodhi Temple Complex, Bodhgaya, Nalanda

(c) Documentation, restoration, conservation, and relevance of art heritage conservation

**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:**

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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Analyze sculptures and art pieces in its historical and aesthetic sense.	PO1, PO4, PSO1
CO2	Identify art and sculptural specimens based on its quality, features and place it historically.	PO1, PSO1
CO3	Develop a scholarly outlook to deal with Indian visual art forms.	PO7, PO8, PSO2
CO4	Decode the symbolism inherent in the production of art and sculptures in Indian subcontinent.	PO1, PO4, PSO2

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
SHHS 231A	History of Art- Part I	3	2		2			2	2	3	2			

- 1=weakly mapped
- 2= moderately mapped
- 3=strongly mapped



<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PS O 1</b>	<b>PS O 2</b>	<b>PSO 3</b>
<b>CO 1</b>	3								3		
<b>CO 2</b>	3									3	
<b>CO 3</b>	2		3				2		3		
<b>CO 4</b>				2			3			3	
<b>CO 5</b>			3		2				3		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>			

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit		Unit I	Unit II	Unit III	Unit IV
<b>Relevance to the local, national, regional and global developmental needs</b>	<b>Local</b>				
	<b>Regional</b>				
	<b>National</b>	Definition of Art and an introduction to Indian Aesthetics	Antiquity of Image Worship– Brahmanical, Buddhist and Jaina deities	Indus Valley Civilization : Town Planning & Architecture, Sculpture, Seals, Terracotta	
	<b>Global</b>				
<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Employability</b>				
	<b>Entrepreneurship</b>				
	<b>Skill Development</b>	Forms of Art: Painting, Sculpture and Architecture	Introduction to Symbols and Motifs in Indian Art		
<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>Professional Ethics mm</b>				
	<b>Gender</b>				
	<b>Human Values</b>				
	<b>Environment &amp; Sustainability</b>				
<b>SDG</b>		SDG4; 10	SDG4	SDG4; 16	SDG 16

<b>NEP</b>		Promotion of Indian Languages, Arts and Culture	Promotion of Indian Languages, Arts and Culture; Promoting high-quality research	Promotion of Indian Languages, Arts and Culture; Holistic, integrated, engaging learning	Learning Should be Holistic, Integrated, Enjoyable, and Engaging
<b>POE/4th IR</b>		Cross cultural programmes/Inter-personal skills	Cross cultural programmes, Focus on employability, consulting field projects, teamwork/Project Work, Field Trips, Projects, Teamwork and Simulations	Focus on employability skills, consulting field projects/Skill development	Cross cultural programmes, Field projects/Skill Development projects

## POLITICAL SCIENCE

Course Code SHPL205A	International Relations	L	T	P	C
Version 1.0		5	1	0	6
Pre- requisites/Exposure					
Co-requisites					

### Course Objectives

1. To make students understand the theories of International Relations and approach to world politics.
2. To make students aware of the history of International Relations and the events that inform it.
3. To make students aware of the international organizations and multilateral organizations and their functions and workings.
4. To educate students about the foreign policy of India and the determinants that influence it.

### Course Outcomes

After completing the course, the students will be able to:

**CO1:** Understand the different International Relations Theories and learn how to approach the world politics.

**CO2:** Understand world history and learn the significance of events that have shaped the contemporary world.

**CO3:** Understand the origin and function of international organisations and multi-lateral organizations and ways to approach global issues.

**CO4:** Understand the foreign policy of India and the determinants that shape it.

## **Course Description**

International Relations is a comprehensive course that makes students aware of world politics and history. It informs them about the contemporary global issues that concern the world and the organizations and ways that deal with them. Furthermore, it focuses on India's place in the world and its policy vis-à-vis other states.

### **Unit 1: Theories in International Relations**

- Realism
- Liberalism to Neo-liberal Institutionalism
- Marxism

### **Unit 2: Post-War International Relations and the Emergence of Cold War**

- First World War and Second World War
- Cold War
- Post-Cold War era and Emerging Global Scenario

### **Unit 3: International Organization**

- United Nations
- Regional Organizations: European Union, SAARC, ASEAN

### **Unit 4: India's Foreign Policy**

- Basic Determinants
- India and Non-Alignment Movement
- India: An emerging Power

#### References

##### **A. Studying International Relations**

M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave, pp.1-4.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7.

S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35.

C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.

R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp.33-68.

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1), pp.77-92.

B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K.Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

### **B. Theoretical Perspectives**

E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.

T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.

K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.

T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 108-123.

R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.

I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 305-317.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 142-149; 155-158.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp.494-496; 500-503.

J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.

F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147- 166.

A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', *International Relations of The Asia- Pacific*, Vol 7(3), pp. 285-286.

T. Kayaoglu, (2010) 'Westphalian Eurocentrism in I R Theory', in *International Studies Review*, Vol. 12(2), pp. 193-217.

### **C. An Overview of Twentieth Century IR History**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 22-35.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 54-78.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 108-141.

Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29-65.

Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 76-84.

Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 225-226.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222.

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.

Additional Resources:

### **Classic Readings**

Hans J. Morgenthau (1948), *Politics among Nations, 8th edition*, revised by K Thompson and D. Clinton, New York, McGraw Hill, 2006.

E. H. Carr (1985), *International Relations between the two world wars 1919-1939*, London, MacMillan.

Kenneth Waltz (1959) *Man, the State and War*, Columbia, Columbia University Press. Daniel Philpott (1999), "Westphalia, Authority and International Society", *Political Studies*, XLVII, pp. 566-539.

### **Additional Readings**

#### **A. Studying International Relations**

K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.

M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.

J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.

J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.

E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.

S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.



**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understand the different International Relations Theories and learn how to approach the world politics.	<b>PO1, PO2, PO3, PO4, PO5, PO7, PO9</b>
<b>CO2</b>	To make them understand world history and learn the significance of events that have shaped the contemporary world.	<b>PO1, PO5, PO7, PO9</b>
<b>CO3</b>	To make the student understand the origin and function of international organizations and multi-lateral organizations and ways to approach global issues.	<b>PO1, PO7, PO9, PO10</b>
<b>CO4</b>	To make them understand the foreign policy of India and the determinants that shape it.	<b>PO1, PO2, PO4, PO5, PO6, PO8, PO9, PO11</b>

**1=weakly mapped; 2= moderately mapped; 3=strongly mapped**

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

<b>Unit I</b>	<b>Theories in International Relations</b>
Local	NA
Regional	NA
National	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Global	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Employability	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Entrepreneurship	NA
Skill Development	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Professional Ethics	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Gender	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Human Values	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Environment & Sustainability	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
<b>Unit II</b>	<b>Post-War International Relations and the Emergence of Cold War</b>
Local	NA
Regional	NA
National	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Global	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Employability	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Entrepreneurship	NA
Skill Development	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Professional Ethics	a.Post-Cold War era and Emerging Global Scenario
Gender	a.First World War and Second World War, b.Cold War, c.Post-Cold War

	era and Emerging Global Scenario
Human Values	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Environment & Sustainability	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
<b>Unit III</b>	<b>International Organisation</b>
Local	NA
Regional	NA
National	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Global	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Employability	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Entrepreneurship	NA
Skill Development	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Professional Ethics	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Gender	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Human Values	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Environment & Sustainability	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
<b>Unit IV</b>	<b>India's Foreign Policy</b>
Local	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Regional	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An

	emerging Power
National	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Global	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Employability	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Entrepreneurship	NA
Skill Development	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Professional Ethics	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Gender	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Human Values	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Environment & Sustainability	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA

## ABILITY ENHANCENT COURSE (AEC)

<b>UCDM301A</b>	<b>Disaster Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisites/Exposure</b>	Basics of Disasters and control techniques				
<b>Co-requisites</b>	--				

### **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 acquaint students with the existing legal framework for disaster management and understanding the appropriate rules and regulations.

### **Course Outcomes**

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

CO1. Know the difference between natural and man- made disasters.

CO2. Acquire the knowledge related to disaster preparedness.

CO3. Acquire awareness about recovery after disaster.

CO4. Know the structure and functioning of disaster management framework of our country.

CO5. Provide the knowledge about disaster management act.

### **Catalogue Description**

This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population, and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

## Course Content

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### 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.

#### **Textbooks**

1. Content building programme (CBP) book on Disaster Management, Forum AS.

#### **Reference Books/Materials**

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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To enable the students to know the difference between natural and man- made disaster	PO7
CO2	Acquire the knowledge related to disaster preparedness	PSO2
CO3	To make the student aware about recovery after disaster	PSO2, PO2
CO4	To know the structure and functioning of disaster management framework of our country	PO1
CO5	To provide knowledge about disaster management act	PO7

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
UCDM301A	Disaster Management	2	2					3					3	

1=weakly mapped

2= moderately mapped

3=strongly mapped



<b>Unit I</b>	<b>Introduction to Disasters</b>
Local	-
Regional	-
National	Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters
Global	War & Terrorism
Employability	-
Entrepreneurship	-
Skill Development	understanding of the disaster phenomenon
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	Causes, effects and practical examples for all disasters
<b>Unit II</b>	<b>Disaster Preparedness</b>
Local	-
Regional	-
National	Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies
Global	-
Employability	-
Entrepreneurship	-
Skill Development	to increase skills and abilities for implementing the Disaster Risk Reduction (DRR) Strategy
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	Disaster Preparedness Plan
<b>Unit III</b>	<b>Rehabilitation, Reconstruction and Recovery</b>
Local	-
Regional	-
National	Reconstruction and Rehabilitation as a Means of Development
Global	Sanitation and Hygiene
Employability	-
Entrepreneurship	Creation of Long-term Job Opportunities and Livelihood Options
Skill	skills and abilities to analyze potential effects of disasters and of the strategies and

Development	methods to deliver public health response to avert these effects
Professional Ethics	-
Gender	-
Human Values	Dealing with Victims' Psychology
Environment & Sustainability	-
<b>Unit IV</b>	<b>Disaster Management in India</b>
Local	Projects must be conceived based on the geographic location and hazard profile of the region where the institute is located
Regional	-
National	Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority
Global	-
Employability	skills and ability to design, implement and evaluate research on disaster
Entrepreneurship	-
Skill Development	-
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
<b>SDG</b>	<b>SDG 11</b>
NEP 2020	Towards a More Holistic and Multidisciplinary Education (11.1- 11.13)
POE/4 <sup>th</sup> IR	Global Education Knowledge

## COMPULSORY LANGUAGE

<b>SHEL248A</b>	<b>Language and Linguistics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. To make students aware about the discipline of Linguistics.
2. To recognize and understand the analysis of linguistic structures.
3. To gain critical insights about the linguistic identities, language development and acquisition, social and educational policies.
4. To foster, creative ability and cross-cultural linguistic sensitivity.

### **Course Outcomes**

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

1. Demonstrate an awareness of the categories of linguistics, of the development of the discipline, of its main schools of thought and of its future directions.
2. Reflect on language issues such as linguistic identities, language development and acquisition, social and educational policies,
3. Develop skills in the analysis of linguistic structures.
4. Identify the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyse any language.

### **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**

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**10 lecture hours**

#### **UNIT I**

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

**20 lecture hours**

## UNIT II

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

10 lecture hours

## UNIT III

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

20 lecture hours

## UNIT IV

Semantics: Types of Meaning, Hyponyms & Hypernyms, Pragmatics

### Reference Books/Materials

Akmajian, A., R. A. Demers and R. M Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. MIT Press, 1984.

Akmajian, A., R. A. Demers and R. M. Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. Holt, Rinehart and Winston, 1974.

De Saussure, Ferdinand. *Course in General Linguistics*. McGraw Hill, 1966.

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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

Mapping between COs POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate an awareness of the categories of linguistics; of the	PO9, PSO5

	development of the discipline, of its main schools of thought and of its future directions.	
<b>CO2</b>	Reflect on language issues such as linguistic identities, language development and acquisition, social and educational policies,	<b>PO1, PSO1</b>
<b>CO3</b>	Develop skills in the analysis of linguistic structures.	<b>PO1, PSO6</b>
<b>CO4</b>	Identify the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyse any language.	<b>PO10, PSO6</b>
<b>CO5</b>	Understand the existence of language in the form of different dialects based on a set of established factors.	<b>PO1, PSO6</b>
<b>CO6</b>	Identify the various functions a language performs and the roles assigned to it understand that all languages behave alike and develop a tolerance for other languages	<b>PO4, PSO6</b>

		To develop a comprehensive understanding of the theories and practical applications of their subject	To acquire a sense of social responsibility and service to the greater good of humanity.	Foster scientific temper, creative ability and cross-cultural sensitivity	Provide the students opportunities in terms of employment and research	Develop ability for advanced critical thinking and	Acquire the capability to work independently, as	Develop awareness about the existing social and	Understand the scope of the discipline and be	Competency in language and communication skills for interacting with diverse audiences in a variety	Ability to use digital sources to aid and augment their scholastic pursuits.	To develop competence in the structure, levels and discourse functions of the English language	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated with a literary work.	To be able to critically analyze and apply literary theories with respect to other disciplines.	To be able to recognize and comprehend different varieties of English language and develop a writing	To apply their knowledge and skills to a wide range of industries and academia
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 6
SHEL248 A	Language and Linguistics	3			3						3	3				3	3

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping															
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P S O 1	PS O2	P S O 3	P S O 4	PS O5	PS O6
C O 1	3			3	2	2		2	3				2	2	3
C O 2	2			3	2			2							3
C O 3	3			3				2	2					2	2
C O 4									2			2		2	3
C O 5					2			2	3			2		3	3
1=lightly mapped                      2= moderately mapped                      3=strongly mapped															

Unit I	LANGUAGE
Local	Introduction and Background of Indian Writing in English to assess impact of literature on self and identity
Regional	Bifurcation of literature and writers based on multiple contexts relevant to regional divisions
National	Assessing literary traditions and advancement in writing through modern Indian perspectives
Global	Understanding the Indian English novel, poetry and modernity in Indian English literature on a global front
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Identification of writing techniques
Professional Ethics	To groom the students to be skilled to express literary interpretations in focused, coherent writing
Gender	Studying various women writers in Indian Writing in English
Human Values	Fulfilling Social responsibility
Environment & Sustainability	-
Unit II	PHONETICS
Local	Identifying the process of forging a national identity
Regional	Regional implications expressed in the novel by the writer
National	Expressing cross cultural sensitivity within the nation

Global	Characteristics of Indian novel and impact of Indian writing on world literature
Employability	-
Entrepreneurship	-
Skill Development	Prose writing techniques
Professional Ethics	-
Gender	-
Human Values	Cultural diversification
Environment & Sustainability	-
<b>Unit III</b>	<b>GRAMMAR AND SYNTAX</b>
Local	Recognising Cultural Impact on individual
Regional	Analysing poetic traditions in Indian writing
National	National integrity through poetry
Global	-
Employability	Poetry writing techniques and assessing motifs
Entrepreneurship	-
Skill Development	Poetry writing techniques
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments.
Gender	Writing traditions of women writers
Human Values	-
Environment & Sustainability	-
<b>Unit IV</b>	<b>SEMANTICS</b>
Local	To develop competence in the structure, levels, and discourse functions of short stories
Regional	Usage of regional language in short stories
National	-
Global	Exposure to social and cultural texts in the global contexts
Employability	-
Entrepreneurship	-
Skill Development	Short story writing techniques
Professional Ethics	To apply knowledge and skills to a wide range of industries and academia
Gender	Assessing representation of women in the Indian society
Human Values	Cross-cultural sensitivity
Environment & Sustainability	-
<b>SDG</b>	<b>SDG5</b>
<b>NEP 2020</b>	<b>Optimal Learning Environments and Support for Students (12.1-12.10)</b>
<b>POE/4<sup>th</sup> IR</b>	<b>Teamwork &amp; Skill Development</b>

## SEMESTER IV

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1.	Discipline VII (Core)			6
2.	Discipline VIII (Core)			6
3.	Compulsory Language	SHEL249A	English Language Teaching	4
4.	Open Elective (OE)			4
5.	Value added Course (VAC)			0
<b>Total Credits</b>				<b>20</b>

**Note:** Students to opt any two core discipline subjects from the pool of disciplines offered.

### Core Papers- Discipline VII & VIII (Any Two)

<b>S.No.</b>	<b>Subject</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	English	SHEL246A	Postcolonial Literature	6
2	Psychology	SHPS234A	Counselling Skills	4
3.	Psychology	SHPS124A	Counselling Skills-Practicum/ Lab	2
4.	Economics	SHES214A	Macroeconomics-II	6
5.	Chinese	SHCN204A	Chinese Oration-II (口语)	5
6.	Chinese	SHCN252A	Chinese Oration-II (口语) - Practical	1
7.	Historical Studies	SHHS232A	History of Art- Part II	6
8.	Political Science	SHPL206A	Globalization: Dimensions and Dilemmas	6



## Core Courses

### ENGLISH

<b>SHEL246A</b>	<b>Postcolonial Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

#### **Course Objectives**

1. To identify key questions, authors, and literary forms in postcolonial literature.
2. To think critically about these texts in relation to postcolonial theory.
3. To situate these works in their larger cultural contexts.
4. To develop interpretative skills of close reading.
5. To offer nuanced interpretations, articulate coherent arguments and develops research skills through your written essays.

#### **Course Outcomes**

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

CO1: Define and analyse certain key terms like Colonization, Imperialism, Post-colonization, and De-colonization.

CO2: Identify the emergence of new literatures and the politics of representation in the literary canon.

CO3: Recognize the effects of Colonization and analyse how post-colonial literature deals with politics of identity and language.

CO4: Analyse how post-colonial texts reflect the Socio-Political dynamics of a Post-Colonial World.

CO5: Understand the contribution of the texts in the syllabus to 'World Literature'.

CO6: Analyze the given texts as a reader in the present day and age.

#### **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

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**15 Lecture Hours**

### **UNIT- I**

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

**15 Lecture Hours**

### **UNIT- II**

Derek Walcott: “A Far Cry from Africa”, “Names”

**15 Lecture Hours**

### **UNIT- III Novel**

Chinua Achebe- *Things Fall Apart*

**15 Lecture Hours**

### **UNIT- IV Short Story**

Gabriel Garcia Marquez: *Chronicles of a Death Foretold*

### **Reference Books/Materials:**

Franz Fanon, “The Negro and Language”, in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

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**

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

## Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

Mapping between COs, PSOs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define and analyze certain key terms like Colonization, Imperialism, Post-colonization and De-colonization.	PO1, PSO2
CO2	Identify the emergence of new literatures and the politics of representation in the literary cannon.	PO5, PSO2
CO3	Recognize the effects of Colonization and analyse how post-colonial literature deals with politics of identity and language.	PO3, PSO3
CO4	Analyse how post-colonial texts reflect the Socio-Political dynamics of a Post-Colonial World.	PO5, PSO3
CO5	Understand the contribution of the texts in the syllabus to 'World Literature'.	PO5, PSO6
CO6	Analyze the given texts as a reader in the present day and age.	PO8, PSO6

		To develop a comprehensive understanding of the theories and practical applications of their subject																	
		To acquire a sense of social responsibility and service to the greater good of humanity.																	
		Foster scientific temper, creative ability and cross-cultural sensitivity																	
		Provide the students opportunities in terms of employment and research																	
		Develop ability for advanced critical thinking and ability to formulate logical arguments.																	
		Acquire the capability to work independently, as well as a member of the diverse team																	
		Develop awareness about the existing social and cultural contexts and develop strategies to contribute to success in the contemporary, developmental and																	
		Understand the scope of the discipline and be motivated to pursue the contemporary, developmental and																	
		Competency in language and communication skills for interacting with diverse audiences in a variety of contexts																	
		Ability to use digital sources to aid and augment their scholastic pursuits.																	
		To develop competence in the structure, levels and discourse functions of the English language																	
		To appreciate different literary texts with respect to its genre and history																	
		To gain an understanding of the social and cultural connotations associated with a literary work.																	
		To be able to critically analyze and apply literary theories with respect to other disciplines.																	
		To be able to recognize and comprehend different varieties of English language and develop a writing style of their own.																	
		To apply their knowledge and skills to a wide range of industries and academia																	
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6		
SHEL246A	Postcolonial Literatures	3				3			3				3	3			3		

Programme and Course Mapping													
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O 1	PS O 2	PSO 3	PSO 4	PS O 5	PS O 6
CO 1	3	2		3	3			2	3				2
CO 2	3	2		3	3			2	2				3
CO 3	3			3	2			2					3
CO 4	3			2	2			2	2				3
1=lightly mapped				2= moderately mapped				3=strongly mapped					

1=weakly mapped

2= moderately mapped

3=strongly mapped

Unit I	INTRODUCTION
Local	Introduction of Colonialism in English to assess impact of literature on self and identity
Regional	Bifurcation of literature and writers based on multiple contexts relevant to regional divisions
National	Assessing literary traditions and advancement in writing
Global	Understanding the English novel and poetry
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Identification of writing techniques
Professional Ethics	To groom the students to be skilled to express literary interpretations in focused, coherent writing
Gender	-
Human Values	Fulfilling Social responsibility
Environment & Sustainability	-
Unit II	POEMS
Local	Identifying the process of forging a national identity
Regional	Regional implications expressed in the novels by the writer
National	Expressing cross cultural sensitivity within the nation
Global	-
Employability	-
Entrepreneurship	-
Skill Development	Prose writing techniques
Professional Ethics	-
Gender	-
Human Values	Cultural diversification
Environment & Sustainability	-
Unit III	SHORT STORY

Local	Recognising Cultural Impact on individual
Regional	-
National	National integrity through literature
Global	-
Employability	Writing techniques and assessing motifs
Entrepreneurship	-
Skill Development	-
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments.
Gender	-
Human Values	-
Environment & Sustainability	-
Unit IV	NOVEL
Local	Analyze how post-colonial texts reflect the Socio-Political dynamics of a Post-Colonial World
Regional	
National	Think critically about these texts in relation to postcolonial theory.
Global	-
Employability	-
Entrepreneurship	-
Skill Development	Develop interpretative skills of close reading
Professional Ethics	Situate these works in their larger cultural contexts
Gender	-
Human Values	-
Environment & Sustainability	-
SDG	SDG4
NEP 2020	Optimal Learning Environments and Support for Students (12.1-12.10)
POE/4 <sup>th</sup> IR	Teamwork & Skill Development

## PSYCHOLOGY

<b>SHPS234A</b>	<b>COUNSELLING SKILLS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### **Course Objectives**

1. To develop a foundational knowledge of different approaches to counselling.
2. To acquire knowledge of the qualities of a good counsellor as well as values and attitudes of a counsellor.
3. To learn about basic counselling skills and counselling processes as well as barriers to counselling.
4. To apply knowledge of Counselling Psychology in real life settings.

### **Course Outcomes**

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

- CO1. Develop an understanding of basic concepts, processes, and techniques of counselling.
- CO2. Have a comprehensive understanding of the profession of counselling.
- CO3. Acquire basic skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- CO4. Develop qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring, and objectivity.
- CO5. Help clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.
- CO6. Develop an understanding of counselling practices and issues in the Indian context.

### **Catalogue Description**

This course is designed to provide a broad overview of the field of Counselling Psychology. Special attention will be given to helping the student acquire basic knowledge and skills required for a future career as counsellor. An important goal of this course is to be able to identify problems and offer remedial counselling in the community. Topics such as skills and competences of a counsellor, counselling process, areas of counselling and behavioural ethics are covered in this course.

### **Course Content**

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#### **UNIT I**

**10 lecture hours**

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

#### **UNIT II**

**10 lecture hours**

**Theories of Counseling:** Person Centered Counseling, Cognitive Counseling, Behavioral counseling.

**UNIT III** **10 lecture hours**

**Areas of Counseling:** Group counseling, counseling with Families, Child counseling, counseling the Delinquent, Pre-marital counseling, Marriage counseling, counseling Drug Addicts, Crisis Intervention counseling, Career counseling.

**UNIT IV** **10 lecture hours**

**Counseling Process:** Stages of the counseling Process, Basic skills for counseling: communication and relationship skills. Assessment and formulation in counseling

**Textbooks**

- Corey, G. (2009). *Counselling and Psychotherapy: Theory and Practice* (7th Ed.) New Delhi: Cengage Learning.
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession* (7th Ed) New Delhi. Pearson.
- Seligman, L. & Reichenberg, L.W.(2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* (3rd Ed). New Delhi: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Boston: Brooks/ Cole Cengage Learning.

**Reference Books/Materials**

- Belkin, G. S. (1998). *Introduction to Counselling* (3<sup>rd</sup> Ed.). Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4<sup>th</sup> Ed.) New Delhi: Pearson.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3<sup>rd</sup> Ed.) New Delhi: Sage.
- Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to Counselling and Guidance* (7<sup>th</sup> Ed.). New York: Pearson.
- James, R. K. (2008). *Crisis Intervention Strategies* (6<sup>th</sup> Ed.). Australia. Thomson
- Brooks/Cole. Hillman, J.L (2002). *Crisis Intervention and Trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.
- S.N. & Sahajpal, P. (2013). *Counselling and Guidance*. 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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	To develop an understanding of basic concepts, processes, and techniques of Counseling.	<b>PO1, PO2</b>
<b>CO2</b>	To have a comprehensive understanding of the profession of counseling.	<b>PO1, PO2, PO8</b>
<b>CO3</b>	To acquire basic skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).	<b>PO4, PSO1</b>
<b>CO4</b>	To develop qualities of an effective counselor including increasing self-awareness, reflexivity, self-monitoring, and objectivity.	<b>PO1, PSO2</b>
<b>CO5</b>	To help clients having mild concerns in life; for instance acting as peer counselors in the college/community.	<b>PO2, PO10, PSO1</b>
<b>CO6</b>	To develop an understanding of counseling practices and issues in the Indian context.	<b>PO1</b>

Course Code	Course Title	Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
<b>SHPS234A</b>	<b>COUNSELLING SKILLS</b>	3	3						3		3	2		



1=weakly mapped

2= moderately mapped

3=strongly mapped

C O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P O 1 0	PO 11	P S O 1	P S O 2	PS O3
C O1	3			3										
C O2	3			3				3						
C O3											2			
C O4	3													
C O5			3						3					
C O6	3													
1=lightly mapped			2= moderately mapped					3=strongly mapped						

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
I	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development  Decision-making, emotional regulation skills, Stress management & pain management skills	Professional Ethics	Gender	Human Values	Environment & Sustainability	16	Essential learning and critical thinking
II	Theories of Counselling	Theories of Counselling	Theories of Counselling	Theories of Counselling							-	4	Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
III	Areas of Counselling	Areas of Counselling	Areas of Counselling	Areas of Counselling	Applications of Emotional Intelligence in developing various modules		Interview skills, data collection					4	Professional Education
IV	Counselling Processes	Counselling Processes	Counselling Processes	Counselling Processes	Clinical psychology in practice, Interview skills, data collection		Therapeutic techniques, treatment planning					3	Hope & Optimism

<b>SHPS124A</b>	<b>COUNSELLING SKILLS- PRACTICUM/LAB</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### **Learning Objectives**

1. To develop hands on knowledge of basic counselling skills and techniques.
2. To develop empathy and understand subject's experience.
3. To develop self-confidence in counselling and the ability to address psychosocial issues in practice.

### **Course Outcomes**

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

CO1. Acquire basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).

CO2. Demonstrate skills of helping clients. Students may choose relaxation, reducing negative/maladaptive self-talk, and learn skills of terminating the counselling relationship.

CO3. Develop qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring, and objectivity.

### **Catalogue Description**

This course is structured as a fundamental counseling skills course, with the purpose of developing relationship building, basic assessments, goal setting, selecting client-aligned interventions, and evaluation of client outcomes required for Field Practicum. The course is designed as a content and practice-oriented skills development experience within a safe and encouraging environment.

### **Note**

It would be mandatory for each student to submit a record file containing a report of all projects duly signed by the respective teachers. During examination one simple problem will have to be solved. Evaluation would be based on written performance and viva.

### **Course Content**

#### **Unit I**

#### **20 Practicum hours**

- Intelligence Testing—SFB/ Koh Block design

- Test of Aptitude assessment
- MSE(Screening form Cognitive impairment)
- Interest Assessment
- Creativity Assessment
- Vocational interest Record for career guidance

## Unit II

## 20 Practicum hours

- Dealing with relationship issues
- Suicidal counseling
- (Addiction Counselling)

### OR

- Exchange your shoes: In this activity dyads exchange their shoes and walk in other person's shoe literally.
- Blindfold activity for trust and support: One person in the dyad becomes the guide and the blindfolded person is helped traverse a path full of impediments.
- Johari Window: for self-awareness and interpersonal communication
- Experiential learning session on Guided Imagery: create two scripts and administration on a subject.

## Textbooks

1. Anastasi, A. & Urbina, S. (1977). *Psychological testing* N J: Practice Hall.
2. Freeman, F. S. (1962) *Theory and practice of psychological testing*. New York: Kinchart& Winston.
3. Gegory, J. R. (2004). *Psychological testing: History, principles, and applications*. Allyn& Bacon

## Reference Books/Materials

4. Kaplan, R.M. & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications, and issues* (6th edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.

## 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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Acquire basic counselling skills of problem identification, and relationship building (e.g. Empathy, listening, paraphrasing, unconditional positive regard).	<b>PO1, PO2, PO5</b>
<b>CO2</b>	Demonstrate skills of helping clients. Students may choose relaxation, reducing negative/maladaptive self-talk, and learn skills of terminating the counselling relationship.	<b>PO5</b>
<b>CO3</b>	Develop qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring, and objectivity.	<b>PO5, PSO2</b>

Course Code	Course Title	Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
<b>SHPS254A</b>	<b>COUNSELLING SKILLS_PRACTICUM /LAB</b>	3	3			3							2	

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		Essential learning and critical thinking
I	Intelligence Testing, Creativity Assessment	Intelligence Testing, Creativity Assessment	Intelligence Testing, Creativity Assessment	Intelligence Testing, Creativity Assessment	Psychological assessment, Personality assessment, Psychological techniques of treating disorders		Scope of ability assessment skills, Scale administration skills, Interview skills, data collection					8	Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
II	Test of Aptitude assessment, Vocational interest Record for	Test of Aptitude assessment, Vocational interest Record for	Test of Aptitude assessment, Vocational interest Record for	Test of Aptitude assessment, Vocational interest Record for	Psychological assessment, Psychological techniques of treating disorders, Interview skills,		Scope of ability assessment skills, Scale administration skills, Interview skills, data collection					3	Professional Education

	career guidance	career guidance	career guidance	career guidance	data collection								
III	Screening form Cognitive impairment, Relationship issues	Screening form Cognitive impairment, Relationship issues	Screening form Cognitive impairment, Relationship issues	Screening form Cognitive impairment, Relationship issues	Psychological assessment, Clinical assessment of psychological and behavioural issues, Therapy practice		Scope of ability assessment skills, Therapeutic techniques, treatment planning			Right conduct, autonomy		3	Equitable and Inclusive Education: Learning for All, Professional Education
IV	Addiction Counseling, Suicidal Counseling.	Addiction Counseling, Suicidal Counseling.	Addiction Counseling, Suicidal Counseling.	Addiction Counseling, Suicidal Counseling.	Clinical psychology in practice, Clinical assessment of psychological and behavioural issues, Therapy practice		Decision-making, emotional regulation skills, Interview skills, data collection, Scope of Specialties within Psychological research, Therape			Hope & optimism		16	Adult Education and Lifelong Learning, Relevance of Bio-psychosocial model of Health, Hope & Optimism,

							utic techniqu es, treatmen t planning ,						Equitab le and Inclusiv e Educati on: Learnin g for All
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## ECONOMICS

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

### Course Objectives:

- To understand the forces determining macroeconomic variables.
- To understand causes of business cycles.
- To analyse how changes in policy are expected to impact the economy.

### Course Outcomes

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

CO1: Understand aggregate macroeconomic variables and determinants of macroeconomic conditions.

CO2. Integrate the role of fiscal and monetary policies in regulating the economy.

CO3. Apply the principle of Macroeconomics in explaining the behavior of Macroeconomic variables at national as well as global level.

CO4. Associate the current economic phenomenon with existing theory and put their views on contemporary economic issues.

CO5 Understand the theory and causes of business cycles.

CO6 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 policy, monetary policy, trade policy, etc. The students will learn about business cycles and reasons behind market fluctuations.

### Course Content

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**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.

## 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.

**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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand of aggregate macroeconomic variables and determinants of macroeconomic conditions.	PO1
CO2	Integrate the role of fiscal and monetary policies in regulating economy.	PO1, PO2, PO9, PSO2
CO3	Apply the principle of Macroeconomics in explaining the behavior of Macroeconomic variables at national as well as global level.	PO2, PO9, PSO5
CO4	Associate the current economic phenomenon with existing theory and put their views on contemporary economic issues.	PO2, PO7, PO9, PSO4
CO5	Exposure to the theory and causes of business cycles.	PO1, PO2
CO6	Understand equilibrium in closed and open economy	PO1, PO2

Course Code	Course Title	Course Outcomes (COs)																	
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6		
SHES214 A	MACRO ECONOMIC S- II	3	3					2		3			3		2	3			

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping																	
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	
CO 1	3			3	2			3	3			3	3	2	2		
CO 2	3			3	2			3	3			3	3	2	2	3	
CO 3	3			3	2	2		3	3			3	3	2	2		
CO 4	3			3	2	2		3	3			3	3	2	2		
CO 5	3			3	3	2		3	3			3	3	2	2		
CO 6	3			3	3	2		3	3			3	3	2	2		
	1=lightly mapped					2= moderately mapped					3=strongly mapped						

<b>Unit I</b>	<b>Macro-Economic Policies</b>
Local	Monetary and Fiscal Policy- Targets and instruments
Regional	Monetary and Fiscal Policy- Targets and instruments
National	Monetary and Fiscal Policy- Targets and instruments, Economic Policy
Global	The Great Depression; Lags in the effects of policies, Economic Policy
Employability	Monetary and Fiscal Policy- Targets and instruments, Economic Policy
Entrepreneurship	Monetary and Fiscal Policy- Targets and instruments, Economic Policy
Skill Development	Monetary and Fiscal Policy- Targets and instruments, Economic Policy
Professional Ethics	Monetary and Fiscal Policy- Targets and instruments, Economic Policy
Gender	
Human Values	
Environment & Sustainability	
<b>Unit II</b>	<b>Theory of Inflation</b>
Local	
Regional	
National	Theory of Inflation, Phillips Curve, Rational Expectation Hypothesis
Global	Theory of Inflation, Phillips Curve, Rational Expectation Hypothesis
Employability	
Entrepreneurship	Theory of Inflation, Phillips Curve, Rational Expectation Hypothesis
Skill Development	Theory of Inflation, Phillips Curve, Rational Expectation Hypothesis
Professional Ethics	
Gender	
Human Values	
Environment &	

Sustainability	
<b>Unit III</b>	<b>IS-LM Model</b>
Local	
Regional	
National	IS-LM Curve, the relative efficacy of fiscal and monetary policy
Global	
Employability	IS-LM Curve, the relative efficacy of fiscal and monetary policy
Entrepreneurship	
Skill Development	IS-LM Curve, the relative efficacy of fiscal and monetary policy
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
<b>Unit IV</b>	<b>Open Economy Model &amp; Business Cycle</b>
Local	
Regional	
National	The Mundell-Fleming model, Business Cycle
Global	The Mundell-Fleming model, Business Cycle
Employability	The Mundell-Fleming model, Business Cycle
Entrepreneurship	Business Cycle
Skill Development	The Mundell-Fleming model, Business Cycle
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	8, 16
NEP 2020	
POE/4 <sup>th</sup> IR	

## CHINESE

<b>SHCN204A</b>	<b>Chinese Oration –II (Theory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. To prepare dialogues.
2. To play roles on dialogues.
3. To make 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:

CO1: Improve listening ability.

CO2: Prepare own dialogues.

CO3: Play different roles in conversations.

CO4: Do new sentence constructions.

CO5: Develop different themes.

CO6: 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

#### Textbooks

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

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Improve listening ability	PO1, PO2, PSO1
CO2	Prepare own dialogues	PO3, PO7, PSO1
CO3	Play different roles in conversations	PO8, PSO1
CO4	Do new sentence constructions	PO10, PSO2
CO5	develop different themes	PO10, PSO2
CO6	Participate in discussions	PO10, PSO2

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
IIBC 214A	Chinese Oration -II (Theory)	2	2	3				2	2		3			3	3	
		Can understand some sentence-length utterances on topics such as self, family/friends,	Comprehends words and phrases from simple questions, statements, high-frequency commands, and	Can ask questions or make sentences involving learned material. Should have achieved mastery of the pinyin	Can understand the Chinese geography, history, Culture and Philosophy.	Can read simple texts on general topics given. Able to read standardized messages, phrases, or expressions,	Can write simple, fixed expressions and short sentences on general topics given. Can write own	Can understand sentence-length utterances that consist of recombination of learned elements in a limited	Can produce, with correct tones and pronunciation, sentences that consist of recombination of learned	Exhibits a basic ability to communicate information with occasional non-grammatical sentences and oral	Can understand and produce the sentences relate to the tourism industry. It may include the description about	Can read and writes texts may include communications for Business Chinese.	to be able to read, listen, understand and translate the News items, Newspapers and digital news.	Application of Concepts	Flexible with application and Industry Friendly	Ethics and Communication Skills

1=weakly mapped  
2= moderately mapped  
3=strongly mapped



Programme and Course Mapping															
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P S O 1	P S O 2	P S O 3
C O 1	2	3											3		
C O 2			3				3						3		
C O 3								3					3		
C O 4		3								3				3	
C O 5										3				3	
C O 6										3				3	
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

<b>Unit I</b>	<b>Preparing dialogues on given topics.</b>
Local	
Regional	
National	Translation in national language
Global	Speaking foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Starting own business/consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in work/business
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
<b>Unit II</b>	<b>Role plays on prepared dialogues.</b>
Local	
Regional	
National	Translation in national language
Global	Speaking foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Starting own business/consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in work/business
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
<b>Unit III</b>	<b>Making sentences with new words.</b>
Local	
Regional	
National	Translation in national language
Global	Speaking foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Starting own business/consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in work/business
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts and cultural awareness
Environment & Sustainability	
<b>Unit IV</b>	<b>Discussions on selected themes</b>
Local	
Regional	
National	Translation in national language
Global	Speaking foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Starting own business/consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in work/business

Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts and cultural awareness
Environment & Sustainability	
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

<b>SHCN252A</b>	<b>Chinese Oration-II - Practical</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Pre-requisites</b>					
<b>Co-requisites</b>					

### 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:

CO1: Understand more dialogues and sentences on different topics.

CO2: 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

**Textbooks**

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:**

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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understand more dialogues and sentences on different topics	<b>PO1, PO2, PSO1</b>
<b>CO2</b>	To speak on different topics including unseen topics	<b>PO3, PO7, PSO2</b>

<b>Programme and Course Mapping</b>																
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	
<b>CO1</b>	3	2						3					3			
<b>CO2</b>			3				3							3		
	1=lightly mapped					2= moderately mapped					3=strongly mapped					

		Can understand some sentence-length utterances on topics such as self, family/friends,	Comprehends words and phrases from simple questions, statements, high-frequency commands, and	Can ask questions or make sentences involving learned material. Should have achieved mastery of the pinyin	Can understand the Chinese geography, history, Culture and Philosophy.	Can read simple texts on general topics given. Able to read standardized messages, phrases, or expressions,	Can write simple, fixed expressions and short sentences on general topics given. Can write own	Can understand sentence-length utterances that consist of recombination of learned elements in a limited	Can produce, with correct tones and pronunciation, sentences that consist of recombination of learned	Exhibits a basic ability to communicate information with occasional non-grammatical sentences and oral	Can understand and produce the sentences relate to the tourism industry. It may include the description about	Can read and writes texts may include communications for Business Chinese.	to be able to read, listen, understand and translate the News items, Newspapers and digital news.	Application of Concepts	Flexible with application and Industry Friendly	Ethics and Communication Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
IIBC 252A	Chinese Oration – II (Practical)	2	2	2				2						3	3	

Unit I	Practice listening with audio and video
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
Unit II	Practice speaking with other classmates
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

## HISTORICAL STUDIES

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

### **Course Objectives**

1. To demonstrate how India's past has been imaged in visual arts and the archive and how visual language was structured in ancient and early medieval India and how it has been communicated since then.
2. To familiarize the student with the way interpretations of visual culture impact the discipline of history.
3. To convey the variety, complexity and diversity that characterized the art forms of this period.
4. To train students to specialize in art history training and develop these skills for future as art critic, artists, or scholars.

### **Course Outcomes**

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

CO1. Analyse sculptures and art pieces in its historical and aesthetic sense.

CO2. Identify art and sculptural specimens based on its quality, features and place it historically.

CO3. Develop a scholarly outlook to deal with Indian visual art forms.

CO4. Decode the symbolism inherent in the production of art and sculptures in Indian subcontinent.

### **Catalogue Description**

Art historical research has two primary concerns. The first is (1) to discover who made a particular art object (attribution), (2) to authenticate an art object, determining whether it was indeed made by the artist to whom it is traditionally attributed, (3) to determine at what stage in a culture's development or in an artist's career the object in question was made, (4) to assay the influence of one artist on succeeding ones in



the historical past, and (5) to gather biographical data on artists and documentation (provenance) on the previous whereabouts and ownership of particular works of art. The second primary concern of art historical research is 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. Art history also involves iconography (*q.v.*), which is the analysis of symbols, themes, and subject matter in the visual arts, particularly the meaning of religious symbolism in Christian art.

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

2. Hindu Temple Architecture: North India with reference to Post Gupta Architecture and South with reference to Pallava and Chalukyas
3. Temple Architecture- Nagara, Dravida and Vesara Styles
4. Patronage of Art and Architecture in Early Medieval India

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

1. Basic Principles: Indo-Islamic Architecture, Indigeneous art forms
2. Features: Mughal Architecture and Painting, Development of Rajput and Pahari Paintings
3. Development of Calligraphy and Book Illustrations as Art

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

5. Chief Characteristics of Neo-Classical, Neo-Gothic and Indo-Saracenic Architecture in Bombay, Calcutta and Madras
6. Development of Modern Art: Cubism, surrealism and Impressionism; colonial impact on Indian art and architecture
7. Art as a museological modality: Development of Museums in Colonial India

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

1. Post-Modern and Contemporary art in India
2. 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 Center.
4. Brown, Percy (2007) Indian painting under the Mughals, Penguin Books.
5. Volwahren, Andreas (2004) Splendors of Imperial India: British Architecture in the 18<sup>th</sup> and 19<sup>th</sup> 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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Analyze sculptures and art pieces in its historical and aesthetic sense.	PO1, PO4, PSO1
CO2	Identify art and sculptural specimens based on its quality, features and place it historically.	PO1, PSO1
CO3	Develop a scholarly outlook to deal with Indian visual art forms.	PO7, PO8, PSO2
CO4	Decode the symbolism inherent in the production of art and sculptures in Indian subcontinent.	PO1, PO4, PSO2

		<b>History of Art- Part II</b>	To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish	To develop an insight about people, cultures, words & things & discuss their etymology, origins, extent, implications & consequences	To make students understand how their past affect their future both at micro and macro level	To enable students to analyse, organize and critically evaluate the historical documents	To give the ability to students to compare and contrast different processes modes of thoughts and modes of	To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social	To enable students to develop their own research papers	To prepare students to prepare and present their views, papers and presentations on distinguished forums	To create among students, the ability to apply historical methods to critically evaluate the past and understand the rich hermeneutical tradition	To enable students to acquire research skills and the use of archives for historical research	To develop the oral and written prowess of the students in writing essays on history and its allied subjects	To develop among the students, general awareness and genuine appreciation for historical events and figures alike.	To understand how different individuals, groups, organisations, societies, cultures, countries and nations affect history
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>SHHS 232A</b>	<b>History of Art- Part II</b>	3	2		2			2	2	3	2				

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>												
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3				2			3	3			
CO2	2	3								3	2	
CO3			3			2			3		2	
CO4		2	3							3		
CO5			3						3			
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>				

### RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit		Unit I	Unit II	Unit III	Unit IV
<b>Relevance to the local, national, regional and global developmental needs</b>	<b>Local</b>				
	<b>Regional</b>				
	<b>National</b>	Conservation of Cave Architecture: Ellora, Kailashnath Temple  Conservation of Temple Architecture- Nagara, Dravida and Vesara Styles			Contemporary art in India
	<b>Global</b>				
<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Employability</b>			Development of Modern Architecture  Development of Museums	
	<b>Entrepreneurship</b>				
	<b>Skill Development</b>				Survey of major artists in India
<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>Professional Ethics mm</b>				
	<b>Gender</b>				
	<b>Human Values</b>				

	<b>Environment &amp; Sustainability</b>				
<b>SDG</b>		SDG11		SDG11	SDG11
<b>NEP</b>		Technology in Education; Efficient resourcing		Technology in Education; Efficient resourcing	Technology in Education; Efficient resourcing
<b>POE/4th IR</b>		Cross cultural programmes/Inter-personal skills	Updated curriculum, global education knowledge/Skill development, project work, field trips	Updated curriculum, field projects, team work	Updated curriculum, field projects, team work/Skill development projects

## POLITICAL SCIENCE

SHPL206A	Globalisation: Dimensions and Dilemmas	L	T	P	C
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objective

- To discuss the political, economic, social, cultural, and technical aspects of globalization, this course introduces students to the fundamental discussions surrounding its significance and nature.
- To examine the evolving nature of the relationship between the state and trans-national actors and networks, it imparts knowledge of how the world economy functions and the anchors and resistances provided by global social movements, in keeping with the most significant debates within the globalization discourse.
- To discuss the phenomena of global governance, the course also provides insights into important contemporary global challenges such the development of nuclear weapons, ecological concerns, international terrorism, and human security.
- To analyse the phenomena of global government.

### Course Learning Outcomes

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

**CO1:** Understand the meaning, nature, and importance of globalization will be understood by the students with conceptual clarity.

**CO2:** Gain knowledge of the current discussions surrounding the globalization discourse.

**CO3:** Understand the expansion of financial networks and the key players in the global economy, as well as their effects on state and sovereignty, will also be taught to the students.

**CO4:** Comprehend current world challenges such nuclear weapon proliferation, environment, global terrorism, and human security.

### Course Description:

Globalization is an often-discussed but seldom-defined phenomenon. At a broad level, globalization is an increase in the impact on human activities of forces that span national boundaries. These activities can be economic, social, cultural, political, technological, or even biological, as in the case of disease.

Additionally, all of these realms can interact. Globalization has taking place for centuries and, with time, has accelerated, from the colonization of the inhabited parts of the world to the appearance of nations, from conquests to independent countries, from sailboats and caravans to steamboats, truck fleet and cargo planes, from trade in a few commodities to global production and distribution networks and to the present explosion of international flows services, capital, and information. The effects of globalization are widely debated. Globalization attracts increasing interest and importance in contemporary world affairs. It also inspires passionate supporters and critics. This class is aiming to explore different facets of the complex, evolving phenomenon of globalization. The course introduces the main debates about the global economy and their implications for real life from many different aspects: culture, economics, gender differences, etc. This course will illustrate what globalisation has seemed to accomplish and what problems are being faced. First, we will discuss the various definitions for the concept of globalization. Then, this course will try to develop a historical point of view to understand the roots of globalization. After this general discussion on the subject, we will assess the importance of globalization via different disciplines and perspectives. Globalisation has five primary economic dimensions: trade, finance, aid, migration, and ideas. Do increases in these dimensions of globalisation, if managed in a way that supports development in all countries, can help to alleviate global poverty? The impact of globalisation on culture and the impact of culture on globalization merit discussion. Globalisation has economic roots and political consequences, but it also has brought into focus the power of culture in this global environment - the power to bind and to divide in a time when the tensions between integration and separation tug at every issue that is relevant to international relations.

The next topic that this course will discuss is the interaction of sociology and globalisation. Sociology has been traditionally defined as the study of society and as the boundaries of society have expanded from local community, through states to global society, sociology has become the study of the global society. This is a good illustration of how ideas, knowledge and (social) sciences expand with the changes and expansion of realities.

What is the role of globalisation understanding of gender relations in the 21st century? It will spend a week to investigate this question. Gender relations refer to the sum of social norms, conventions and practices which regulate the multifaceted relationships between men and women in a given society at a given time. One pervasive trait of gender relations across different cultures consists of the power asymmetries between men and women.

The next topic is about the environment and globalisation. Economic globalisation impacts the environment and sustainable development in a wide variety of ways and through a multitude of channels. In recent years, rapidly rising global concentrations of atmospheric pollutants have threatened to cause severe damage to the ozone layer as well as dramatic climatic changes such as global warming. To reduce the severity of these environmental threats, global emissions must be sharply curtailed. The aim of the next topic is to explore and demonstrate the role of the media in the process of globalisation by introducing the relevant literature, by examining various aspects of globalisation and by identifying their relevance in understanding the media. Lastly, we will talk the challenges to globalization. Is Globalisation a vital step toward both a more stable world and better lives for the people in it? There is no single answer for this question. All the topics that mentioned above are the parts of this question.

### **Unit 1: Globalisation: Conceptions and Perspectives**

- Understanding Globalization and its Alternative Perspectives
- Political Debates on Sovereignty and Territoriality

## **Unit 2: Global Economy: Its Significance and Anchors of Global Political Economy**

- IMF, World Bank, WTO, TNCs

## **Unit 3: Emerging Perspectives**

- Cultural and Technological Dimension
  - Global Resistances (Global Social Movements and NGOs)
  - Contemporary Global Issues
- a. Ecological Issues: Historical Overview of International Environmental, Agreements, Climate Change, Global Commons Debate
  - b. Proliferation of Nuclear Weapons
  - c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments
  - d. Migration
  - e. Human Security

## **Unit 4**

Globalization: Power and Resource Governance

## **References**

- Andrew Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan.
- Anthony McGrew, (2017) 'Globalization and Global Politics', in J. Baylis, Smith and Owens (eds.), *Globalization of World Politics: An Introduction to International Relations*, New York:Oxford University Press, pp. 13-27.
- Joseph E. Stiglitz (2018), *Globalization and Its Discontents Revisited: Anti- Globalization in the Era of Trump*, New York: W.W. Norton & Company.
- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press,pp. 1-16.
- R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.
- Canchal Kumar, et.al, *Understanding Global Politics*, K.W. Publishers, Delhi, 2017.
- A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.
- D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.
- M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.
- A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *Public Culture*, Vol. 12(1), pp. 1-19.
- P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 334-342. (NGO).
- P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.



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

**Examination Scheme:**

<b>Components</b>	<b>AssignmentI</b>	<b>AssignmentII</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

<b>SHPL206A</b>	<b>SHPL206A</b>	
<b>PPG</b>	<b>Course Title</b>	<b>Globalisation: Dimensions and Dilemmas</b>
<b>3</b>	<b>PO1</b>	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
<b>2</b>	<b>PO2</b>	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
<b>2</b>	<b>PO3</b>	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
<b>3</b>	<b>PO4</b>	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
<b>3</b>	<b>PO5</b>	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
<b>3</b>	<b>PO6</b>	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
<b>3</b>	<b>PO7</b>	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

**1=weakly mapped; 2= moderately mapped; 3=strongly mapped**

**Mapping between COs and POs**

		<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The meaning, nature, and importance of globalization will be understood by the students with conceptual clarity.		<b>PO1, PO2</b>
<b>CO2</b>	The students will gain knowledge of the current discussions surrounding the globalization discourse.		<b>PO5, PO4</b>
<b>CO3</b>	The expansion of financial networks and the key players in the global economy, as well as their effects on state and sovereignty, will also be taught to the students.		<b>PO7, PO2</b>
<b>CO4</b>	The essay will improve students' comprehension of current world challenges such as nuclear weapon proliferation, environment, global terrorism, and human security.		<b>PO6</b>

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

<b>Unit I</b>	<b>Globalisation: Conceptions and Perspectives</b>
Local	NA
Regional	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
National	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Global	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Employability	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Entrepreneurship	NA
Skill Development	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Professional Ethics	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Gender	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Human Values	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Environment & Sustainability	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
<b>Unit II</b>	<b>Global Economy: Its Significance and Anchors of Global Political Economy</b>
Local	NA
Regional	NA
National	IMF, World Bank, WTO, TNCs
Global	IMF, World Bank, WTO, TNCs
Employability	IMF, World Bank, WTO, TNCs
Entrepreneurship	NA

Skill Development	IMF, World Bank, WTO, TNCs
Professional Ethics	IMF, World Bank, WTO, TNCs
Gender	IMF, World Bank, WTO, TNCs
Human Values	IMF, World Bank, WTO, TNCs
Environment & Sustainability	IMF, World Bank, WTO, TNCs
<b>Unit III</b>	<b>Emerging Perspectives</b>
Local	NA
Regional	NA
National	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3. Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Global	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3. Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Employability	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3. Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Entrepreneurship	NA
Skill Development	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3. Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Professional Ethics	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3. Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security

Gender	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3. Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Human Values	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3. Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Environment & Sustainability	1. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
<b>Unit IV</b>	<b>Globalisation: Power and Resource Governance</b>
Local	NA
Regional	Globalisation: Power and Resource Governance
National	Globalisation: Power and Resource Governance
Global	Globalisation: Power and Resource Governance
Employability	Globalisation: Power and Resource Governance
Entrepreneurship	NA
Skill Development	Globalisation: Power and Resource Governance
Professional Ethics	Globalisation: Power and Resource Governance
Gender	Globalisation: Power and Resource Governance
Human Values	Globalisation: Power and Resource Governance
Environment & Sustainability	Globalisation: Power and Resource Governance
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA

## **COMPULSORY LANGUAGE**

<b>SHEL249A</b>	<b>English Language Teaching</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. To bring awareness about the discipline of Language Teaching.
2. To recognize and understand the structure and development of syllabus.
3. To gain critical insights about curriculum development and acquisition, social and educational policies.
4. To foster ability to amalgamate technology with language teaching.

### **Course Outcomes**

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

CO1. Identify and classify strategies used by a teacher to teach language.

CO2. Demonstrate clear understanding of the syllabus, its structure and development.

CO3. Understand the structure of a textbook and its use.

CO4. Articulate the reasons for different types of tests the teacher administers.

CO5. Demonstrate the ways in which technology can be used for learning language.

### **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 analyze any language and a good theoretical foundation if the student is to continue in linguistics.

## Course Content

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**10 lecture hours**

### UNIT I

Knowing the learner (Syllabus structure; identifying the learner)

Structures of English language

**10 lecture hours**

### UNIT II

Materials for language teaching (Structure of a textbook and its relation to the syllabus)

Assessing language skills (tests and their purposes)

**10 lecture hours**

### UNIT III

Methods of teaching English language: Grammar Translation, Direct Method, Communicative Language

Teaching, Task Based Language Teaching

**10 lecture hours**

### UNIT IV

Using Technology in language learning (ICT and language learning including

Web 2.0 Tools)

### Reference Books/Materials

Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).



*Business English* (New Delhi: Pearson, 2008).

R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).

Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

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

**Examination Scheme:**

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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

<b>Mapping between COs, POs and PSOs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	To identify and classify strategies used by a teacher to teach language	<b>PO9, PSO1</b>
<b>CO2</b>	To demonstrate clear understanding of the syllabus, its structure and development	<b>PO8, PSO6</b>
<b>CO3</b>	To understand the structure of a textbook and its use.	<b>PO5, PS01</b>
<b>CO4</b>	To articulate the reasons for different types of tests the teacher administers.	<b>PO9, PSO6</b>
<b>CO5</b>	To demonstrate the ways in which technology can be used for	<b>PO1, PSO6</b>

	learning language.	
<b>CO6</b>	To identify the various approaches to language pedagogy.	<b>PO4, PSO6</b>

		To develop a comprehensive understanding of the theories and practical applications of their	To acquire a sense of social responsibility and service to the greater good of humanity.	To foster scientific temper, creative ability and cross-cultural sensitivity	To provide the students opportunities in terms of employment and research	To develop ability for advanced critical thinking and ability to formulate logical arguments.	To acquire the capability to work independently, as well as a member of the diverse team,	To develop awareness about the existing social and cultural constructs and develop strategies to	To understand the scope of the discipline and be motivated to pursue the contemporary	To be competent in language and communication skills for interacting with diverse audiences in a	To be able to use digital sources to aid and augment their scholastic pursuits.	To develop competence in the structure, levels and discourse functions of the English language	To apply their knowledge and skills to a wide range of industries and academia.
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO6
SHEL 249A	English Language Teaching	3							2	3		3	3

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping													
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O 1	PS O 2	PSO 3	PS O 4	PS O 5	PS O 6
CO 1	3		2	2	3		2	2	2			3	3
CO 2	3		2		3			2	3	1			
CO 3	2		2		3	2		2			1	2	3
CO 4	2		2	2	3			2					
1=lightly mapped                      2= moderately mapped                      3=strongly mapped													

<b>Unit I</b>	<b>Knowing the Learner</b>
Local	Introduction and Background of language to assess impact of literature on self and identity
Regional	Bifurcation of literature and writers based on multiple contexts relevant to regional divisions
National	Assessing literary traditions and advancement in writing
Global	Understanding the English novel, poetry and in literature on a global front
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Identification of writing techniques
Professional Ethics	To groom the students to be skilled to express literary interpretations in focused, coherent writing
Gender	Studying various women writers
Human Values	Fulfilling Social responsibility
Environment & Sustainability	-
<b>Unit II</b>	<b>Materials for Language Teaching</b>
Local	Identifying the process of forging a national identity
Regional	Regional implications expressed in the novel by the writer
National	Expressing cross cultural sensitivity within the nation
Global	-
Employability	-
Entrepreneurship	-
Skill Development	Prose writing techniques
Professional Ethics	-
Gender	-
Human Values	Cultural diversification
Environment & Sustainability	-
<b>Unit III</b>	<b>Methods of teaching English Language</b>
Local	Recognising Cultural Impact on individual
Regional	-
National	National integrity through language
Global	-
Employability	Poetry writing techniques and assessing motifs
Entrepreneurship	-
Skill Development	Poetry writing techniques
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments.
Gender	-
Human Values	-
Environment &	-

Sustainability	
Unit IV	Using Technology in Language Learning
Local	To develop competence in the structure, levels, and discourse functions
Regional	Usage of regional language
National	-
Global	Exposure to social and cultural texts in the global contexts
Employability	-
Entrepreneurship	-
Skill Development	Writing techniques
Professional Ethics	To apply knowledge and skills to a wide range of industries and academia
Gender	-
Human Values	Cross-cultural sensitivity
Environment & Sustainability	-
SDG	SDG5
NEP 2020	Optimal Learning Environments and Support for Students (12.1-12.10)
POE/4 <sup>th</sup> IR	Team Work & Skill Development

## SEMESTER V

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
Sl. No.	Course Type	Course Code	Course Title	Credits
1.	Discipline Specific Elective (DSE-I) Paper-I			6
2.	Discipline Specific Elective (DSE-II) Paper-I			6
3.	General Elective (GE-I)			6
4.	Skill Enhancement Course (SEC-I)	SHEL371A	Business Communications	4
<b>Total Credits</b>				<b>22</b>

### Discipline Specific Electives (DSE I & II)

(Any Two Papers from One Discipline)

S.No.	Subject	Course Code	Course Title	Credits
1	English	SHEL345A	Literary Theory	6
2.	English	SHEL347A	Literature of Indian Diaspora	6
3.	Psychology	SHPS335A	Clinical Psychology	6
4.	Psychology	SHPS337A	Health Psychology	6
5.	Economics	SHES311A	Indian Economy-I	6
6.	Economics	SHES313A	Development Economics-I	6
7.	Chinese	SHCN303A	Advanced Chinese Oration-I (口语)	5
8.	Chinese	SHCN351A	Advanced Chinese Oration-I (口语) - Practical	1
9.	Chinese	SHCN307A	India China Relation	1
10.	Historical Studies	SHHS345A	Understanding Sufism in India	6
11.	Historical Studies	SHHS347A	Travel, Trade and Pilgrimage	6
12.	Political Science	SHPL303A	Western Political Thought	6
13.	Political Science	SHPL305A	Citizenship in a Globalizing World	6

**General Electives (GE)**

**(Any One Paper)**

<b>S.No.</b>	<b>Subject</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	English	SHEL144A	British Romantic Literature	6
2	Psychology	SHPS241A	Intergroup Relations	6
3.	Economics	SHES320A	Environmental Economics	6
4.	Chinese	SHCN301A	Advanced Chinese Readings-I (口语)	6
5.	Historical Studies	SHHS341A	History of Religion in South Asia- Part I	6
6.	Political Science	SHPL307A	Social Movement and Development Process in Contemporary India	6

## Discipline Specific Electives

### ENGLISH

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

#### **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:

CO1: Understand the basics of Literary Criticism.

CO2: Define the basic theories, knowledge areas, and analytical tools of the field through a number of contemporary and historical schools of literary world.

CO3: Widen their knowledge of literary concepts and focuses on their importance.

CO4: Inculcate creative writing, appreciation, critical thinking, and critical analysis.

CO5: Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods.

CO6: Explore 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

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**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:**

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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

<b>Mapping between COs, POs and PSOs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Introduces to the basics of Literary Criticism	<b>PO1, PSO2</b>
<b>CO2</b>	Defines the basic theories, knowledge areas, and analytical tools of the field through several contemporary and historical schools of literary world.	<b>PO1, PSO2</b>
<b>CO3</b>	Widens the knowledge of literary concepts and focuses on their importance.	<b>PO3, PSO6</b>
<b>CO4</b>	Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis.	<b>PO5, PSO2</b>
<b>CO5</b>	Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods.	<b>PO1, PSO4</b>
<b>CO6</b>	Finally, the learner would be exploring The World, the Text, and the Critic in Literary Criticism and Theory.	<b>PO1, PSO3</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 2	PSO 3	PSO 6
SHEL345 A	Literary Theory	3		2	2	3						3	3	3

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Unit I	Knowing the Learner
Local	Introduction and Background of language to assess impact of literature on self and identity
Regional	Bifurcation of literature and writers based on multiple contexts relevant to regional divisions
National	Assessing literary traditions and advancement in writing
Global	Understanding the English novel, poetry and in literature on a global front
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Identification of writing techniques
Professional Ethics	To groom the students to be skilled to express literary interpretations in focused, coherent writing
Gender	Studying various women writers
Human Values	Fulfilling Social responsibility
Environment & Sustainability	-
Unit II	Materials for Language Teaching
Local	Identifying the process of forging a national identity
Regional	Regional implications expressed in the novel by the writer

National	Expressing cross cultural sensitivity within the nation
Global	-
Employability	-
Entrepreneurship	-
Skill Development	Prose writing techniques
Professional Ethics	-
Gender	-
Human Values	Cultural diversification
Environment & Sustainability	-
<b>Unit III</b>	<b>Methods of teaching English Language</b>
Local	Recognising Cultural Impact on individual
Regional	-
National	National integrity through language
Global	-
Employability	Poetry writing techniques and assessing motifs
Entrepreneurship	-
Skill Development	Poetry writing techniques
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments.
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit IV</b>	<b>Using Technology in Language Learning</b>
Local	To develop competence in the structure, levels, and discourse functions
Regional	Usage of regional language
National	-
Global	Exposure to social and cultural texts in the global contexts
Employability	-
Entrepreneurship	-
Skill Development	Writing techniques
Professional Ethics	To apply knowledge and skills to a wide range of industries and academia
Gender	-
Human Values	Cross-cultural sensitivity
Environment & Sustainability	-
<b>SDG</b>	<b>SDG5</b>
<b>NEP 2020</b>	<b>Optimal Learning Environments and Support for Students (12.1-12.10)</b>
<b>POE/4<sup>th</sup> IR</b>	<b>Teamwork &amp; Skill Development</b>

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

### Course Objectives

1. To bring awareness about the literary traditions.
2. To recognize and comprehend different writing skills and developing writing skills.
3. To expose students to social and cultural texts.
4. To foster creative ability and cross-cultural sensitivity.

### Course Outcomes

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

CO1: Identify the characteristics of Indian Diaspora.

CO2: Interpret texts written by Indian Diasporic writers.

CO3: Identify features of diasporic literary works and their influences on the world.

CO4: Identify contemporary trends in diasporic literature.

CO5: Analyze human experience connected to displacement.

CO6: 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

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**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*

### Textbooks [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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs, POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the characteristics of Indian Diaspora.	PO1, PSO3
CO2	Interpret texts written by Indian Diasporic writers.	PO5, PSO3
CO3	Identify features of diasporic literary works and their influences on the world.	PO7, PSO3
CO4	Identify contemporary trends in diasporic literature.	PO5, PSO3
CO5	Analyze human experience connected to displacement.	PO7, PSO3
CO6	Analyze problems connected to diasporic identities.	PO5, PSO3

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHEL347A	Literature of Indian Diaspora	2				3		3						3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping															
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P S O 1	PS O2	P S O 3	P S O 4	PS O5	PS O6
C O 1	3	2	1		2			3		2	1		1	2	3
C O 2	3							3		2	1		1		
C O 3	3	2	1		2			3		2		2	1	2	3
C O 4	2														
C O 5	2				2			3		2				2	
1=lightly mapped                      2= moderately mapped                      3=strongly mapped															

Unit I	INTRODUCTION
Local	Literary Theory: An Introduction; Terry Eagleton: “What is Literature?”
Regional	Bifurcation of literature and writers based on multiple contexts relevant to regional divisions
National	Assessing literary traditions and advancement in writing through modern Indian perspectives
Global	Understanding the Indian English novel, poetry and modernity in Indian context on a global front
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	-
Skill Development	Identification of writing techniques
Professional Ethics	To groom the students to be skilled to express literary interpretations in focused, coherent writing
Gender	Studying various women writers in Indian context in English
Human Values	Fulfilling Social responsibility
Environment & Sustainability	-
Unit II	THE MISTRESS OF SPICES
Local	Identifying the process of forging a national identity
Regional	Regional implications expressed in the novel by the writer

National	Expressing cross cultural sensitivity within the nation
Global	Characteristics of Indian novel and impact of Indian context on world literature
Employability	-
Entrepreneurship	-
Skill Development	Writing techniques
Professional Ethics	-
Gender	-
Human Values	Cultural diversification
Environment & Sustainability	-
<b>Unit III</b>	<b>A FINE BALANCE</b>
Local	Recognising Cultural Impact on individual
Regional	Analysing traditions in Indian writing
National	National integrity through poetry
Global	-
Employability	Writing techniques and assessing motifs
Entrepreneurship	-
Skill Development	Writing techniques
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments.
Gender	Writing traditions of women writers
Human Values	-
Environment & Sustainability	-
<b>Unit IV</b>	<b>INTERPRETER OF MALADIES</b>
Local	To develop competence in the structure, levels, and discourse functions of short stories
Regional	Usage of regional language in short stories
National	-
Global	Exposure to social and cultural texts in the global contexts
Employability	-
Entrepreneurship	-
Skill Development	Short story writing techniques
Professional Ethics	To apply knowledge and skills to a wide range of industries and academia
Gender	Assessing representation of women in the Indian society
Human Values	Cross-cultural sensitivity
Environment & Sustainability	-
<b>SDG</b>	<b>SDG5</b>
<b>NEP 2020</b>	<b>Optimal Learning Environments and Support for Students (12.1-12.10)</b>
<b>POE/4<sup>th</sup> IR</b>	<b>Teamwork &amp; Skill Development</b>



## PSYCHOLOGY

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

### Course Objectives

1. To develop 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:

CO1. Understand mental health and the relation between mind and body.

CO2. Identify the characteristics of healthy behaviours and promoting them.

CO3. Demonstrate understanding of the professional activities and employment setting for clinical psychologists.

CO4. 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

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#### 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. Behavioral assessment and case study. Psychological Assessment: Interviewing and Observing behavior. Cognitive and Personality Assessment

## UNIT III

15 lecture hours

**Treatment of Abnormal Behaviour:** Biological Approaches. Psychological Approaches: Behavioral, Cognitive, Humanistic, Psychoanalytic, Indian Approaches: Guru-Chela relationship and Logotherapy: 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

### Textbooks

- 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*. (3<sup>rd</sup> 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.

**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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Understanding mental health and the relation between mind and body.	<b>PO3</b>
<b>CO2</b>	Identifying the characteristics of healthy behaviours and promoting them.	<b>PO5</b>
<b>CO3</b>	To be acquainted with the professional activities and employment setting for clinical psychologists	<b>PO3,PO5</b>
<b>CO4</b>	Developing an understanding of pursuing research in clinical psychology domains and developing interventions.	<b>PO8,PSO3</b>

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
<b>SHPS335A</b>	<b>Clinical Psychology</b>			3		3			3					3

1=weakly mapped

2= moderately mapped

3=strongly mapped

**Programme and Course Mapping**

<b>C O</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>P O 1 0</b>	<b>PO 11</b>	<b>P S O 1</b>	<b>P S O 2</b>	<b>PS O3</b>
<b>C O1</b>			3											
<b>C O2</b>														
<b>C O3</b>			3	3										
<b>C O4</b>			3					3						3
<b>C O5</b>														
<b>C O6</b>														
1=lightly mapped			2= moderately mapped					3=strongly mapped						

	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability	Essential learning and critical thinking	
I	Clinical Psychology services	Clinical Psychology services	Clinical Psychology Services Clin	Clinical Psychology services	Clinical psychology in practice,		Scope of Psychology Specialties within Psychology.	Ethics of Practice in clinical psychology	-	-right conduct, autonomy	-	3	
I	clinical diagnosis and assessment.	clinical diagnosis and assessment.	clinical diagnosis and assessment. Cognitive and Personality Assessment	clinical diagnosis and assessment. Cognitive and Personality Assessment	Clinical assessment of psychological and behavioural issues		Diagnostic skills	Ethics of Practice in clinical psychology		right conduct, autonomy		3	Learning basic components of human behaviour & personality
I	Treatment of Abnormal Behaviour:	Treatment of Abnormal Behaviour:	Treatment of Abnormal Behaviour:	Treatment of Abnormal Behaviour:	Psychological techniques of treating disorders		Therapeutic techniques, treatment planning	Ethics of practice in clinical psychology		right conduct, autonomy		3	Learning basic components of human behaviour & personality
I	V meaning of existence and	meaning of existence and	meaning of existence and	meaning of existence and purpose in life, self-	Therapy practice		Therapeutic skills & intervention	Ethics of practice in clinical		right conduct, autonomy		3	

purpose in life, self-actualization, self-psychology.	purpose in life, self-actualization, self-psychology.	purpose in life, self-actualization, self-psychology.	actualization, self-psychology.				psycho logy				
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<b>SHPS337A</b>	<b>HEALTH PSYCHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

1. To demonstrate knowledge of health psychology.
2. To develop 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. To develop adequate knowledge about the promotion of healthy behaviour.

### Course Outcomes

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

- CO1. Understand the close inter-relationship between mind-body.
- CO2. Learn about how the mind contributes the diseases in the body.
- CO3. Learn about the role of lifestyle patterns and diseases linked to it.
- CO4. Learn how the behavioural principles explain healthy and unhealthy habits.
- CO5. Understand the role of positive emotions in developing resilience.
- CO6. 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 behavior, life satisfaction and resilience as well as others are included.

## Course Content

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### 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**

**Behavior 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

#### Textbooks

- 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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Understand the close inter-relationship between mind-body.	<b>PO1, PO2</b>
<b>CO2</b>	Learn about how the mind contributes the diseases in the body	<b>PO1, PO3</b>
<b>CO3</b>	Learn about the role of lifestyle patterns and diseases linked to it.	<b>PO3</b>
<b>CO4</b>	Learn how the behavioural principles explain healthy and unhealthy habits	<b>PO1, PO2</b>
<b>CO5</b>	Understanding the role of positive emotions in developing resilience.	<b>PO1</b>
<b>CO6</b>	Demonstrate adequate knowledge about issues related to stress, stress management and coping.	<b>PO3</b>

Course Code	Course Title	Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations or complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
<b>SHPS33 7A</b>	<b>HEALTH PSYCHOL OGY</b>	3	3	3										

1=weakly mapped      2= moderately mapped      3=strongly mapped



**Programme and Course Mapping**

<b>C O</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>P O 1 0</b>	<b>PO 11</b>	<b>P S O 1</b>	<b>P S O 2</b>	<b>PS O3</b>
<b>C O1</b>	3	3												
<b>C O2</b>	3		3											
<b>C O3</b>			3											
<b>C O4</b>	3	3											3	
<b>C O5</b>														
<b>C O6</b>			3											
<p align="center">1=lightly mapped                      2= moderately mapped                      3=strongly mapped</p>														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability	3	Essential learning and critical thinking	
I	social, emotional, cognitive and physical Aspects of health	social, emotional, cognitive and physical Aspects of health	social, emotional, cognitive and physical Aspects of health	social, emotional, cognitive and physical Aspects of health					-	-	- relevance of Bio-psychosocial model of health		Building mind - body relationship	
II	health behaviour and its implications.	health behaviour and their implications.	health behaviour and their implications.	health behaviour and their implications.							elevance of Bio-psychosocial model of health	3		

II I	Health Enhancing Behaviours	Health Enhancing Behaviours	Health Enhancing Behaviours	Health Enhancing Behaviours	Health enhancement practices		Stress management & pain management skills					3		
I V	Health and Well-being	Health and Well-being	Health and Well-being	Health and Well-being			Building skills to enhance resilience		Hope & optimism			3		

## ECONOMICS

<b>SHES311A</b>	<b>Indian Economy I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 3.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### 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

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

CO1. Develop ideas of the basic characteristics of Indian economy, its potential on natural resources.

CO2. Understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development.

CO3. 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.

CO4. 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.

CO5. To understand the past and present economic conditions of the country.

CO6. 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 well being.

#### 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 Microeconomics, Macmillan Press Ltd.
- Salvator, Dominick, Managerial Economics, McGraw-Hill Book Company
- Chaturvedi, D.D. and S. L. Gupta; Business Economics, Brijwasi Publishers.
- Gould & Lajear Microeconomics.
- 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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop ideas of the basic characteristics of Indian economy, its potential on natural resources.	PO3, PSO1
CO2	Understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development	PO4, PO8, PO9, PSO5
CO3	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	PO8, PO9, PSO1, PSO2
CO4	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.	PO1, PO8
CO5	To understand the past and present economic conditions of the country.	PSO1
CO6	To Identify major issues debates, or approaches concerning economy	PSO2

		To develop a comprehensive	To acquire a sense of social	To Understand the issues of	To provide the students opportunities	To develop the ability for advanced	To develop different value systems	To Demonstrate empathetic social	To understand the scope of the	Acquire the ability to engage in	To be able to use digital sources to aid and augment their scholastic	To pinpoint and understand the past, present economic conditions of the	To Identify major issues debates, or approaches appropriate to the	To be able to critically analyze and apply Economic theories concerning	To develop the ability, explain economics to lay audiences showing	To analyze and evaluate positions on economic issues showing that they	To initiate the programmes for pursuing studies and be alert with the
Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
SHE311A	Indian Economy-I	2		2	3				3	3		3	3			3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping																	
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	3	3	2		3		3	3			3	3	3	2	2		
CO2	3	3	2		3	3	3	3	2		3	3	3	2	2		
CO3	3	3	2		3	3	3	3	2		3	3	3	2	2		
CO4	3	3	2	1	3	3	3	3	2		3	3	3	2	2	1	
CO5	3	3	2		3		3	3			3	3	3	3	3		
CO6	3	3	2	2	3		3	3			3	3	3	2	2		
	1=lightly mapped			2= moderately mapped						3=strongly mapped							

## RELEVANCE OF THE COURSE TO THE VARIOUS INDICATORS

<b>Unit I</b>	<b>Introduction to Indian Economy</b>
Local	
Regional	
National	Characteristics and features of Indian economy. Changes in structure of Indian Economy, Economic Planning
Global	
Employability	Economic Planning
Entrepreneurship	Economic Planning
Skill Development	Economic Planning
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Changes in structure of Indian Economy
<b>Unit II</b>	<b>Demographic features of India's population</b>
Local	
Regional	Inter-state disparities in the pattern of development
National	Structural Change in the distribution of Income and Workforce in India. National Income: Growth and composition; Contribution of different sector & growth pattern
Global	Growth and composition; Contribution of different sector & growth pattern
Employability	Structural Change in the distribution of Income and Workforce in India. National Income: Growth and composition; Contribution of different sector & growth pattern
Entrepreneurship	Contribution of different sector & growth pattern
Skill Development	
Professional Ethics	



Gender	
Human Values	
Environment & Sustainability	
<b>Unit III</b>	<b>Poverty in India</b>
Local	
Regional	Poverty, Inequality, Social justice, Unemployment
National	Poverty, Inequality, Social justice, Unemployment
Global	Poverty, Inequality, Social justice, Unemployment
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	Gender Development Indices
Human Values	Social justice
Environment & Sustainability	Poverty
<b>Unit IV</b>	<b>Agriculture</b>
Local	Agriculture, rural credit,
Regional	Indian Agriculture, Land Reforms, Rural Credit, Green Revolution
National	Indian Agriculture, Land Reforms, Rural Credit, Green Revolution
Global	
Employability	Indian Agriculture, Land Reforms, Rural Credit, Green Revolution
Entrepreneurship	Indian Agriculture, Land Reforms, Rural Credit, Green Revolution
Skill Development	Indian Agriculture, Land Reforms, Rural Credit, Green Revolution

Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Green Revolution
SDG	SDG 8, 12, 17
NEP 2020	
POE/4 <sup>th</sup> IR	

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

### Course Objectives

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

### Course Outcomes

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

CO1. Explain development economic growth theories.

CO2. Apply economic prescriptions to development, concerns like education, health, sanitation and infrastructural development.

CO3. 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.

- CO4. Understand the models of economic growth.  
 CO5. Identify obstacles to economic development.  
 CO6. 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 indepth 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

##### Theories of Economic Development 15 hours

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

#### UNIT III

##### Labour Supply and Economic Growth 15 hours

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 Modal of Migration and Arrow's Learning by Doing. Rostow's stages of Economic Growth, Marx stages of Economic Growth.

### TEXTBOOKS:

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:**

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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Explain development economic growth theories.	<b>PO1, PSO5</b>
<b>CO2</b>	Apply economic prescriptions to development, concerns like education, health, sanitation and infrastructural development.	<b>PO2, PO5, PO7, PSO3</b>
<b>CO3</b>	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.	<b>PO7, PO8, PO9, PSO1, PSO2</b>
<b>CO4</b>	Understand the models of economic growth.	<b>PO1, PO5, PO8, PO9</b>
<b>CO5</b>	Identify obstacles to economic development.	<b>PO2, PO8</b>
<b>CO6</b>	Understand the importance of economic decision making towards the objective of inclusive growth.	<b>PO2, PO7</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
SHE313 A	Development Economics	3	3			3		3	3	3		2	3	2		2	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping																	
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	3	2	2	3	3			3	2		3	3	3	2	2		
CO 2	3	2	2	3	3		2	3	2		3	3	3	2	2	2	
CO 3	3	2	2	3	3		2	3	2		3	3	3	2	2	2	
CO 4	3	2	2	3	3			3	2		3	3	3	2	2		
CO 5	3	2		3	3		3	3	2		3			3	3	2	
CO 6	3	3	3		3		3	2			3			3	2		
	1=lightly mapped					2= moderately mapped					3=strongly mapped						

Unit I	<b>Growth and Development</b>
Local	
Regional	
National	Economic Growth & Development & its measurement
Global	UNDP Measurement of Development
Employability	
Entrepreneurship	
Skill Development	Economic Growth & Development & its measurement, UNDP Measurement of Development
Professional Ethics	
Gender	Gender Development Index
Human Values	
Environment & Sustainability	
Unit II	<b>Theories of Economic Development</b>
Local	
Regional	
National	Classical growth theory (Smith, Ricardo, Malthus and, Mill); Marxian model; Schumpeter's Theory
Global	Classical growth theory (Smith, Ricardo, Malthus and, Mill); Marxian model; Schumpeter's Theory
Employability	Classical growth theory (Smith, Ricardo, Malthus and, Mill); Marxian model; Schumpeter's Theory
Entrepreneurship	Classical growth theory (Smith, Ricardo, Malthus and, Mill); Marxian model; Schumpeter's Theory
Skill Development	Classical growth theory (Smith, Ricardo, Malthus and, Mill); Marxian model;

	Schumpeter's Theory
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
<b>Unit III</b>	<b>Labour Supply and Economic Growth</b>
Local	
Regional	
National	Lewis' Theory of Unlimited Supply of Labour, Ranis-Fie Model; Leibenstein's Critical Minimum Effort Thesis; Nelson's Low Level Equilibrium Trap
Global	Lewis' Theory of Unlimited Supply of Labour, Ranis-Fie Model; Leibenstein's Critical Minimum Effort Thesis; Nelson's Low Level Equilibrium Trap
Employability	
Entrepreneurship	Rosenstein Rodan's Theory of Big-Push
Skill Development	Lewis' Theory of Unlimited Supply of Labour, Ranis-Fie Model; Leibenstein's Critical Minimum Effort Thesis; Nelson's Low Level Equilibrium Trap
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
<b>Unit IV</b>	<b>Approaches to Economic Development</b>
Local	
Regional	Harris-Todaro Model of Migration
National	Vicious circle of poverty, Myrdal's-Backwash Effects and circular causation, balanced growth, unbalanced growth
Global	Various theories of Economic Development- Myrdal, Rostow, Marx,
Employability	
Entrepreneurship	Arrow's Learning by Doing. Rostow's stages of Economic Growth
Skill Development	Various theories of Economic Development
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Rostow's stages of Economic Growth
SDG	1,4,8
NEP 2020	
POE/4 <sup>th</sup> IR	

## CHINESE

### Course Objectives

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

### Course Outcomes

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

- CO1. Read and able to understand spoken Chinese.
- CO2. Speak advance Chinese sentences.
- CO3. Understand native speakers.
- CO4. Ask the questions.
- CO5. Respond to the questions.
- CO6. Improve listening.

<b>SHCN303A</b>	<b>Advanced Chinese Oration-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		5	0	0	5
<b>Pre-requisites</b>					
<b>Co-requisites</b>					

### Catalogue Description

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

### Course Content

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#### **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

**Textbooks**

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:**

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



**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Read and able to understand spoken Chinese	<b>PO1, PSO2</b>
<b>CO2</b>	speak advance Chinese sentences	<b>PO5, PSO3</b>
<b>CO3</b>	understand native speakers	<b>PO5, PO8, PSO1</b>
<b>CO4</b>	ask the questions	<b>PO7, PSO1</b>
<b>CO5</b>	Respond to the questions	<b>PO5, PSO3</b>
<b>CO6</b>	Improve listening	<b>PO5, PO8, PSO1</b>

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>Programme and Course Mapping</b>															
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3													3	
<b>CO2</b>					3										3
<b>CO3</b>					3			3					3		
<b>CO4</b>							3						3		
<b>CO5</b>					3										3
<b>CO6</b>					3			3					3		
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PS O1	PS O2	PS O3
IIBC 313 A	Advanced Chinese Oratorion -I	3				3		3	3					3	2	3

Unit I	Listening theme based advanced Chinese audio.
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment & Sustainability	
Unit II	Theme based interactive discussions.
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment & Sustainability	
Unit III	Q&A based on Chinese texts and correlating the same with their surroundings
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment & Sustainability	
Unit IV	Small individual/group presentation on a particular theme
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work

Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment & Sustainability	
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

<b>SHCN351A</b>	<b>Advanced Chinese Oration-I (Practical)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

### 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:

- CO1. Listen to understand advance level spoken terms and sentences.  
CO2. Speak advance level spoken terms and sentences.

### Catalogue Description

The course introduces the advance level speaking and listening skills.

### Course Content

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#### Unit-1 **5 lecture hours**

Listening Practices with the audio and video clips

#### Unit-2 **5 lecture hours**

Practice advance level oratory skills

#### Textbooks

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

		Can understand some sentence-length sentences on tourism such as self	Comprehends words and phrases from simple questions of statements	Can ask questions or make sentences involving learned material. Should have	Can understand the Chinese geography, history, Culture and Philosophy	Can read simple texts on general topics given. Able to read standardized	Can write simple, fixed expressions and short sentences on general topics given	Can understand sentence-length utterances that consist of combination	Can produce, with correct tones and pronunciation, sentences that consist of	Exhibits a basic ability to communicate information with occasional non	Can understand and produce the sentences relate to the tourism industry.	Can read and writes texts may include communications for Business Chinese.	to be able to read, listen, understand and translate the News items, Newspapers	Application of Concepts	Flexible with application and Industry Friendly	Ethics and Communication Skills
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PS O1	PS O2	PS O3
IIBC 351 A	Advanced Chinese Oratorical -I (Practical)	2						2	2					2	2	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Listen to understand advance level spoken terms and sentences.	<b>PO1, PO5, PSO1</b>
<b>CO2</b>	Speak advance level spoken terms and sentences.	<b>PO7, PO8, PSO2, PSO3</b>

<b>Programme and Course Mapping</b>															
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3				3								3		
<b>CO2</b>							3	3						3	3
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

Unit I	Listening Practices with the audio and video clips
Local	
Regional	Learning through national language
National	Speaking a foreign language
Global	Tourism, Hospitality Industry, MNC
Employability	Start own consultancy
Entrepreneurship	Pronunciation, tones& intonation, Comprehension ability
Skill Development	Professional ethics in business/work
Professional Ethics	Awareness of gender differentiation through language
Gender	Sensitivity towards different cultural values
Human Values	Human values in the topics of subjects
Environment & Sustainability	
Unit II	Practice advance level oratory skills
Local	
Regional	Learning through national language
National	Speaking a foreign language
Global	Tourism, Hospitality Industry, MNC
Employability	Start own consultancy
Entrepreneurship	Pronunciation, tones& intonation, Comprehension ability
Skill Development	Professional ethics in business/work
Professional Ethics	Awareness of gender differentiation through language
Gender	Sensitivity towards different cultural values
Human Values	Human values in the topics of subjects
Environment & Sustainability	Speaking on the topics related to Environment & Sustainability
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

<b>SHCN307A</b>	<b>India-China Relations</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites</b>					
<b>Co-requisites</b>					

### Course Objectives

1. To understand the historical context of India-China Relations.
2. To understand the international context of India-China Relations.
3. To 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:

CO1. Understand the socio-cultural historical context of India-China Relations.

CO2. Understand the political-economical context of India-China Relations.

CO3. Understand the regional context of the development of relations.

CO4. Understand the International context of India-China Relations.

CO5. Understand the bilateral co-operations in India-China relationship.

CO6. 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

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#### 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

**Textbooks**

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*, 6<sup>th</sup> 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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	understand the socio-cultural historical context of India-China Relations.	PO5, PO10, PS01
CO2	Understand the political-economical context of India-China Relations	PO5, PO10, PS02
CO3	Understand the regional context of the development of relations.	PO5, PO10, PS03
CO4	understand the international context of India-China Relations	PO5, PO10, PS01
CO5	understand the bilateral co-operations in India-China relationship.	PO5, PO10,

		<b>PSO1</b>
<b>CO6</b>	Understand the conflicts in India- China relationship	<b>PO5, PO10, PSO1</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
IIBC 317A	India-China Relations	Can understand some sentence-length utterances on topics such as self	Comprehends words and phrases from simple sentences/statements	Can ask questions or make sentences involving learned material	Should have history, Culture and Diplomacy	Can read simple texts on general topics	Ability to read standardized	Can write simple, fixed expressions and short sentences on general topics	Can understand sentence-length utterances that consist of recombination	Can produce, with correct tones and pronunciation, sentences that consist of	Exhibits a basic ability to communicate information with occasional non	Can understand and produce the sentences relate to the tourism industry.	Can read and writes texts may include communications for Business Chinese.	to be able to read, listen, understand and translate the News items, Newspapers	Application of Concepts	Flexible with application and Industry Friendly	Ethics and Communication Skills
						3						3			2	2	2

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping															
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P S O 1	P S O 2	PS O 3
C O 1					3					3			3		
C O 2					3					3				3	
C O 3					3					3					3
C O 4					3					3			3		
C O 5					3					3			3		
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

<b>Unit I</b>	<b>International context of India- China relations</b>
Local	
Regional	Regional issues related to China
National	National policy understanding
Global	Understanding of foreign policy of India and China
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Following professional ethics in work
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Issues of environment and sustainability issues in two countries
<b>Unit II</b>	<b>Regional context of India China relations</b>
Local	
Regional	Regional issues related to China
National	National policy understanding
Global	Understanding of foreign policy of India and China
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Following professional ethics in work
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Issues of environment and sustainability issues in two countries
<b>Unit III</b>	<b>Cultural, philosophical, strategic issues between India China relations</b>
Local	
Regional	Regional issues related to China
National	National policy understanding
Global	Understanding of foreign policy of India and China
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Following professional ethics in work
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Issues of environment and sustainability issues in two countries
<b>Unit IV</b>	<b>Trade relations between India and China</b>
Local	
Regional	Regional issues related to China
National	National policy understanding
Global	Understanding of foreign policy of India and China
Employability	Tourism, Hospitality Industry
Entrepreneurship	
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Following professional ethics in work

Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Issues of environment and sustainability issues in two countries
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

## HISTORICAL STUDIES

<b>SHHS345A</b>	<b>Understanding Sufism in India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Total Contact Hours</b>		<b>60 Hours</b>			
<b>Pre-requisites/Exposure</b>		-			
<b>Co-requisites</b>		-			

### 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:

- CO1. Evaluate the process of development of Sufi tradition in India with reference to some great Sufis.
- CO2. Analyze important Sufi doctrines in the Indian subcontinent.
- CO3. Compare and contrast the common elements between Bhaktism and Sufism.
- CO4. Evaluate the contribution of Sufism to composite Indian Culture and the role of the great Indian Sufis in modern times.
- CO5. 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:**

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

<b>Programme and Course Mapping</b>											
<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO 4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>2</b>							<b>3</b>		
<b>CO2</b>	<b>3</b>		<b>3</b>				<b>3</b>	<b>2</b>		<b>3</b>	
<b>CO3</b>			<b>3</b>	<b>2</b>			<b>2</b>	<b>3</b>	<b>3</b>		
<b>CO4</b>				<b>2</b>	<b>3</b>				<b>2</b>	<b>3</b>	
<b>CO5</b>			<b>3</b>		<b>2</b>	<b>3</b>			<b>3</b>		
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>				<b>3=strongly mapped</b>				



Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
<b>SHHS 345A</b>	<b>Understanding Sufism in India</b>	1		2	1	1	1	1	1	2	1			
		To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish	To develop an insight about people, cultures, words & things & discuss their etymology, origins, extent,	To make students understand how their past affect their future both at micro and macro level	To enable students to analyse, organize and critically evaluate the historical documents	To give the ability to students to compare and contrast different processes modes of thoughts and modes of	To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social	To enable students to develop their own research papers	To prepare students to prepare and present their views, papers and presentations on distinguished forums	To create among students, the ability to apply historical methods to critically evaluate the past and	To enable students to acquire research skills and the use of archives for historical research	To develop the oral and written prowess of the students in writing essays on history and its allied subjects	To develop among the students, general awareness and genuine appreciation for historical events and figures alike.	To understand how different individuals, groups, organisations, societies, cultures, countries and nations affect history

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit		Unit I	Unit II	Unit III	Unit IV
<b>Relevance to the local, national, regional and global developmental needs</b>	<b>Local</b>				
	<b>Regional</b>				
	<b>National</b>				
	<b>Global</b>	Introduction to Sufism in India and the World			
<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Employability</b>				
	<b>Entrepreneurship</b>				
	<b>Skill Development</b>				
<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>Professional Ethics</b>				
	<b>Gender</b>				Sufism and Women: Contestations and Compliances
	<b>Human Values</b>				Social and political roles of Sufis in the South Asia
	<b>Environment &amp; Sustainability</b>				
<b>SDG</b>		SDG4; 10	SDG4; 16	SDG4	SDG4; 10

<b>NEP</b>		Promotion of Indian Languages, Arts and Culture	Promotion of Indian Languages, Arts and Culture	Promotion of Indian Languages, Arts and Culture	Promotion of Indian Languages, Arts and Culture
<b>POE/4th IR</b>		Global knowledge/Skill development	Technical skills that match industry needs/interpersonal skills	Updated curriculum/Project work, field trips	Employability skills/Hands-on experience, skill development

<b>SHHS347A</b>	<b>Travel, Trade &amp; Pilgrimage</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Total Contact Hours</b>		<b>60 Hours</b>			
<b>Pre-requisites/Exposure</b>		-			
<b>Co-requisites</b>		-			

### 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:

- CO1. Describe the phenomenon of pilgrimage in religions.
- CO2. Analyze the commonalities and differences between different pilgrimage traditions.
- CO3. Examine the social and political dimensions of pilgrimage.
- CO4. Evaluate the ways in which pilgrimage forms both personal and social identities.
- CO5. 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 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

Programme and Course Mapping											
CO	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO3
CO1	3		2	3				3	3		
CO2	3					2		3		3	
CO3			3	2	3				3		
CO4	2				3					3	
CO5			3				2		3		
1=lightly mapped			2= moderately mapped				3=strongly mapped				

		<b>Travel, Trade and Pilgrimage</b>													
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>SHHS 347A</b>	<b>Travel, Trade and Pilgrimage</b>	2		2	1	1				1	2	1			

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit		Unit I	Unit II	Unit III	Unit IV
<b>Relevance to the local, national, regional and global developmental needs</b>	<b>Local</b>				
	<b>Regional</b>				
	<b>National</b>				
	<b>Global</b>	Historiographical approach to travelling, trade and pilgrimage			
<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Employability</b>			Economic Tourism- Fairs, Markets, Caravans, Hundis, Joint Stock Companies etc	Travelling in the Contemporary Period
	<b>Entrepreneurship</b>				
	<b>Skill Development</b>				
<b>Relevance to the Professional Ethics, Gender,</b>	<b>Professional Ethics</b>				
	<b>Gender</b>				

<b>Human Values, Environment &amp; Sustainability</b>	<b>Human Values</b>		Tangible and Intangible Heritage  Travelling as means of socio-cultural interaction between different communities and regions		
	<b>Environment &amp; Sustainability</b>				
<b>SDG</b>		SDG4	SDG4	SDG4; 11	SDG4; 11
<b>NEP</b>		Promotion of Indian Languages, Arts and Culture	Promotion of Indian Languages, Arts and Culture	Promotion of Indian Languages, Arts and Culture; Holistic and Multidisciplinary Education	Promotion of Indian Languages, Arts and Culture; Holistic and Multidisciplinary Education
<b>POE/4th IR</b>		Global knowledge/Skill development	Technical skills that match industry needs/interpersonal skills	Updated curriculum/Project work, field trips	Employability skills/Hands-on experience, skill development



## POLITICAL SCIENCE

<b>SHPL303A</b>	<b>Western Political Thought</b>	L	T	P	C
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

- To introduce students back to Greek antiquity and helps them understand how political concerns were initially articulated and how they are now being addressed in normative ways.
- To introduce students to the issues, concepts, and principles of political philosophy as they are being handled by political philosophers today.
- To introduce students to the ways in which political issues have been raised and are now being resolved in ways that have ramifications for more fundamental issues of thinking and existence in society.
- To enable students to respond to a few key political issues through being introduced to philosophers from many traditions, such as: Why do we live in political communities? What kind of governance is "best"? What role does human nature play in political decision-making? How and under what conditions do we need to oppose terrible leaders?

### Course Learning Outcomes

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

**CO1:** Learn how to comprehend the classics so that you may utilize them to address current sociopolitical issues.

**CO2:** Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do).

**CO3:** Convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.

**CO4:** Recognise modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.

**CO5:** Recognise distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.

### Course Description

This course deals with government, sovereignty and state, along with justice, constitution and citizenship. Western political thought remains an essential tradition of political thinking and theorisations. In this course, we examine major texts in Western political thought, where authors pose difficult questions about the political community, social order, and human nature. How do our views about human nature and history

inform government design? This course explores how Plato, Machiavelli, and Rousseau responded and how these philosophers contributed to the broader conversation about human needs, goods, justice, democracy, and the ever-changing relationship between the citizen and the state.

In the first unit, the course addresses the polis, or political community, centered upon the texts of Plato and Aristotle. In the second unit, it explores the modern state and constitutional government, featuring the work of John Locke, Niccolò Machiavelli, and Thomas Hobbes. Finally, we focus on democracy and a critique of liberal ideology from the perspectives of the texts of Jean-Jacques Rousseau, Alexis de Tocqueville, Karl Marx, and Friedrich Engels. These political philosophies have shaped various forms of government, from tyranny to republican democracy to welfare states.

Note that while we use the terms politics, political theory, and political science throughout the course, they are not interchangeable. Politics describes the use of power and the distribution of resources. Political theory is the study of the concepts and principles people use to describe, explain, and evaluate political events and institutions. Traditionally, political theory approaches this study from three perspectives: classic, modern, and contemporary political theory. Here, we examine all three. Political science is the academic discipline concerned with the study of the state, government, and politics. Aristotle defined political science as "the study of the state".

Western political thought has served as a philosophical and ideological foundation for governments around the world. This course gives one historical, social, and cultural context to relate to contemporary political society.

### **Unit 1: Antiquity**

- Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship
- Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon

### **Interlude**

- Machiavelli: Virtù, Religion, Republicanism, morality and statecraft; vice and virtue

### **Unit 2: Possessive Individualism**

- Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals.
- Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property

### **Unit 3: Modernity and its Discourses**

#### **a. Romantics**

- Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality.
- Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights

#### Unit 4:

##### **a. Utilitarian and Liberal Socialist**

- John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle.

##### **b. Idealist & Radicals**

- Hegel
- Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle

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

**Examination Scheme:**

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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>SHPL303A</b>	Course Code	<b>SHPL303A</b>
<b>WPT</b>	Course Title	<b>Western Political Thought</b>
3	PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
2	PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
2	PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
3	PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

**1=weakly mapped; 2= moderately mapped; 3=strongly mapped**

### Mapping between COs and POs

		Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Learn how to comprehend the classics so that you may utilize them to address current sociopolitical issues	<b>PO1, PO2</b>	
<b>CO2</b>	Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do).	<b>PO3, PO4</b>	
<b>CO3</b>	To convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.	<b>PO5</b>	
<b>CO4</b>	Recognize modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.	<b>PO6</b>	
<b>CO5</b>	Recognize distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.	<b>PO7</b>	

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Antiquity; Interlude
Local	NA
Regional	NA
National	NA
Global	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Employability	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Entrepreneurship	NA
Skill Development	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Professional Ethics	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Gender	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue



Human Values	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Environment & Sustainability	NA
<b>Unit II</b>	<b>Possessive Individualism</b>
Local	NA
Regional	NA
National	NA
Global	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Employability	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Entrepreneurship	NA
Skill Development	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Professional Ethics	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Gender	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Human Values	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Environment & Sustainability	NA

<b>Unit III</b>	<b>Modernity and its Discourses: Romantics</b>
Local	NA
Regional	NA
National	NA
Global	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Employability	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Entrepreneurship	NA
Skill Development	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Professional Ethics	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Gender	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Human Values	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Environment & Sustainability	NA
<b>Unit IV</b>	<b>Utilitarian and Liberal Socialist; Idealist &amp; Radicals</b>
Local	NA
Regional	NA
National	NA
Global	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Employability	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Entrepreneurship	NA

Skill Development	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Professional Ethics	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Gender	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Human Values	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Environment & Sustainability	NA
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA

SHPL305A	Citizenship in a Globalising World	L	T	P	C
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

- To present several citizenship debate trajectories.
- To explore the interaction between the individual and the group, what membership means, how the advantages and disadvantages of membership are distributed, and how these normative aspects of citizenship have evolved through time.

### Course Outcomes

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

**CO1:** Gain a thorough knowledge of citizenship's historical, normative, and factual underpinnings.

**CO2:** Recognise the many paths of the notion of citizenship's creation and evolution.

**CO3:** Recognise and evaluate some of the most important moral issues that citizenship is currently facing as a result of globalization and the increasingly spreading notion that diversity needs to be accommodated in multicultural political environments.

### **Course Description**

In recent times, the notion of citizenship has become increasingly prominent as the traditional boundaries of the nation-state face challenges from globalisation, multiculturalism and economic restructuring. In this context, Citizenship in a Globalising World is a welcome addition in the field of political science as it takes a detailed look at the topic of citizenship, from the origins of both citizenship and the state, to various theories of citizenship and what it means in the modern context, when it has to coexist with forces of globalization and the rise of new social groups.

#### **Unit 1:**

- Classical conceptions of citizenship
- The Evolution of Citizenship and the Modern State

#### **Unit 2:**

- Citizenship and Diversity

#### **Unit 3:**

- Citizenship beyond the Nation-state: Globalization and global justice

#### **Unit 4:**

- The idea of cosmopolitan citizenship

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**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

Mapping between COs and POs		Course Outcomes (COs)	Mapped Program Outcomes
CO1	Gain a thorough knowledge of citizenship's historical, normative, and factual underpinnings.	PO1, PO4, PO5, PO6, PO7	
CO2	Recognise the many paths of the notion of citizenship's creation and evolution.	PO1, PO4, PO5, PO6, PO7	
CO3	Recognise and evaluate some of the most important moral issues that citizenship is currently facing as a result of globalisation and the increasingly spreading notion that diversity needs to be accommodated in multicultural political environments.	PO1, PO2, PO3, PO4, PO5, PO6, PO7	
CO4	NA	NA	

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

SHPL305A	CoUrse Code	SHPL305A
CGW	CourseTitle	<b>Citizenship in a Globalising World</b>
3	PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
2	PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
2	PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one’s position as a researcher/investigator shapes and impacts the knowledge one produces.
3	PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

**1=weakly mapped; 2= moderately mapped; 3=strongly mapped**

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

<b>Unit I</b>	<b>NA</b>
Local	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Regional	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
National	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Global	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Employability	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Entrepreneurship	NA
Skill Development	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Professional Ethics	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Gender	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Human Values	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Environment & Sustainability	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
<b>Unit II</b>	<b>NA</b>
Local	Citizenship and Diversity
Regional	Citizenship and Diversity
National	Citizenship and Diversity
Global	Citizenship and Diversity
Employability	Citizenship and Diversity
Entrepreneurship	NA
Skill Development	Citizenship and Diversity
Professional Ethics	Citizenship and Diversity
Gender	Citizenship and Diversity
Human Values	Citizenship and Diversity
Environment & Sustainability	Citizenship and Diversity

<b>Unit III</b>	<b>NA</b>
Local	NA
Regional	Citizenship beyond the Nation-state: Globalization and global justice
National	Citizenship beyond the Nation-state: Globalization and global justice
Global	Citizenship beyond the Nation-state: Globalization and global justice
Employability	Citizenship beyond the Nation-state: Globalization and global justice
Entrepreneurship	NA
Skill Development	Citizenship beyond the Nation-state: Globalization and global justice
Professional Ethics	Citizenship beyond the Nation-state: Globalization and global justice
Gender	Citizenship beyond the Nation-state: Globalization and global justice
Human Values	Citizenship beyond the Nation-state: Globalization and global justice
Environment & Sustainability	Citizenship beyond the Nation-state: Globalization and global justice
<b>Unit IV</b>	<b>NA</b>
Local	NA
Regional	NA
National	The idea of cosmopolitan citizenship
Global	The idea of cosmopolitan citizenship
Employability	The idea of cosmopolitan citizenship
Entrepreneurship	NA
Skill Development	The idea of cosmopolitan citizenship
Professional Ethics	The idea of cosmopolitan citizenship
Gender	The idea of cosmopolitan citizenship
Human Values	The idea of cosmopolitan citizenship
Environment & Sustainability	The idea of cosmopolitan citizenship
SDG	4,5,8,9,10,11,12,13,15,16,17



NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA

## General Elective Courses (GE-I)

### ENGLISH

<b>SHEL144A</b>	<b>British Romantic Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

#### **Course Objectives**

1. To acquaint the students with the romantic period and some of its representative writers.
2. To provide the students with the broad idea of the social and historical contexts of British Romantic Literature.
3. To understand the difference between reason and imagination, literature and revolution.
4. To understand the concept of nature as stated by the romantic poets in literature.
5. To appreciate the simplicity and lucidity of expression of poets in romantic literature.

#### **Course Outcomes**

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

CO1: Familiarise with both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture.

CO2: Analyse a variety of genres, including novels, poetry, life writing and political writing.

CO3: Evaluate and compare various thematic perspectives and styles within English Romanticism.

CO4: Demonstrate an understanding of the historical and cultural context of English Romanticism.

CO5: Understand the contributions of texts in syllabus to the literary canon.

CO6: Read the texts of the Romantic Age as a reader in the present day and age.

#### **Catalogue Description**

This learning program would groom the students to be skilled to express literary interpretations in focused, coherent writing situate literature within cultural and historical contexts to evaluate current criticism independently.

## Course Content

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**15 lecture hours**

### UNIT I

Introduction: Reason and Imagination; Conceptions of Nature; Literature and Revolution

The Gothic; The Romantic Lyric

William Blake: "The Lamb", "The Tyger"

William Wordsworth: "Tintern Abbey"

Samuel Coleridge: "Rime of the Ancient Mariner"

**15 lecture hours**

### UNIT II

John Keats: "Ode to Grecian Urn"

Percy Bysshe Shelley: "Ode to the West Wind"

John Byron: "She Walks in Beauty"

**15 lecture hours**

### UNIT III

Charles Lamb: *The South-Sea House, Dream-Children: A Reverie*

William Hazlitt: *Public Opinion*

**15 lecture hours**

### UNIT IV

Jane Austen: *Pride & Prejudice*

#### Reference Books/Materials

1. Austen, Jane. *Pride and Prejudice*. Wordsworth Classics, 1999.
2. Coleridge, Samuel Taylor. *Biographia Literaria*, ed. George Watson. Everyman, 1993.
3. Keats, John. 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling. OUP, 1973.
4. Lamb, Charles. *The Essays of Elia*. The Temple Classics, 2006.
5. Rousseau, Jean-Jacques. *Preface to Emile or Education*. Translated by Allan Bloom Harmondsworth. Penguin, 1991.

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

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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

<b>Mapping between COs, POs and PSOs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Familiarize with both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture.	<b>PO1, PSO3</b>
<b>CO2</b>	Analyse a variety of genres, including novels, poetry, life writing and political writing	<b>PO1, PSO2</b>
<b>CO3</b>	Evaluate and compare various thematic perspectives and styles within English Romanticism.	<b>PO5, PSO2</b>
<b>CO4</b>	Demonstrate an understanding of the historical and cultural context of English Romanticism.	<b>PO7, PSO2</b>
<b>CO5</b>	Understand the contributions of texts in syllabus to the literary canon	<b>PO8, PSO3</b>
<b>CO6</b>	Read the texts of the Romantic Age as a reader in the present day and age	<b>PO5, PSO3</b>

		To develop a comprehensive understanding of the theories and practical applications of their	To acquire a sense of social responsibility and service to the greater good of humanity.	To foster scientific temper, creative ability and cross cultural sensitivity	To provide the students opportunities in terms of employment and research	To develop ability for advanced critical thinking and ability to formulate logical arguments.	To acquire the capability to work independently, as well as a member of the diverse team.	To develop awareness about the existing social and cultural constructs and develop strategies to	To understand the scope of the discipline and be motivated to pursue the contemporary	To be competent in language and communication skills for interacting with diverse audiences in a	To be able to use digital sources to aid and augment their scholastic pursuits.	To develop competence in the structure, levels and discourse functions of the English language	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated with a literary work.	To be able to critically analyze and apply literary
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO4
SHEL 144A	British Romantic Literature	2				3		3	1				3	3	

1=weakly mapped  
mapped

2= moderately mapped

3=strongly

Programme and Course Mapping													
PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 9	PO 10	PSO 1	PSO 2	PSO 3
3													3
3												3	
				2								3	
						3						3	
							2						3
				3									3
1=lightly mapped				2= moderately mapped					3=strongly mapped				

<b>Unit I</b>	<b>INTRODUCTION</b>
Local	
Regional	
National	Analyse a variety of genres, including novels, poetry, life writing and political writing.
Global	An overview of some aspects of Romantic-period literature and culture
Employability	-
Entrepreneurship	-
Skill Development	To provide students with the broad idea of the social and historical context of British Romantic Literature
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit II</b>	<b>JOHN KEATS, SHELLEY, AND BYRON</b>
Local	Familiar with both central and more obscure texts from the Romantic period
Regional	-
National	-
Global	-
Employability	-
Entrepreneurship	-
Skill Development	-
Professional Ethics	To understand the scope of the discipline and be motivated to pursue the contemporary developments
Gender	-
Human Values	-
Environment & Sustainability	-
<b>Unit III</b>	<b>CHARLES LAMB, WILLIAM HAZLITT</b>
Local	-
Regional	-
National	To understand the concept of nature as stated by the romantic poets in literature.
Global	-
Employability	-
Entrepreneurship	-
Skill Development	-
Professional Ethics	To groom the students to be skilled to express literary interpretations in focused, coherent writing situate literature within cultural and historical contexts to evaluate current criticism independently.
Gender	-
Human Values	To appreciate the simplicity and lucidity of expression of poets in romantic literature.
Environment & Sustainability	-
<b>Unit IV</b>	<b>JANE AUSTEN</b>

Local	-
Regional	-
National	Evaluate and compare various thematic perspectives and styles within English Romanticism.
Global	-
Employability	Familiarize with both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture
Entrepreneurship	-
Skill Development	Understand the contributions of texts in syllabus to the literary canon
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
SDG	SDG4
NEP 2020	Multi-Disciplinary studies
POE/4 <sup>th</sup> IR	

## PSYCHOLOGY

<b>SHPS241A</b>	<b>INTER-GROUP RELATIONS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### **Course Objectives**

1. To explain the concept of groups and their meaning in the workplace.
2. To identify types of groups.
3. To explain how groups are formed and their roles in the workplace.

### **Course Outcomes**

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

- CO1. Explain what groups are and what they mean in the workplace.
- CO2. Identify the various types of groups.
- CO3. Explain how groups are formed and what roles they play in the workplace.
- CO4. List how groups become cohesive and how they enhance performance.
- CO5. Elaborate how group relationships can be managed, improved upon and evaluated.
- CO6. Explain how conflicts are managed within groups.

### **Catalogue Description**

The course encompasses the concepts of the group, interpersonal and intergroup relationship, how groups are formed, how they function, as well as their cohesiveness, their place in decision making and productivity.

### **Course Content**

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#### **Unit I: 15 lecture hours**

Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

#### **Unit II: 15 lecture hours**

Social categorization and conflict: In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.



**Unit III: 15 lecture hours**

Cultural aspects of intergroup relations: Social identity, Stereotypes, case studies in the Indian context.

**Unit IV: 15 lecture hours**

Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies

**Text Books**

- Baron, R.A., Branscombe, N.R, Byrne, D. &Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.
- Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.

**Reference Books/Materials**

- Smith, P.B., Bond, M.H & Kagitcibasi, C. (2006) Understanding social psychology across culture. New Delhi: Sage Publications.
- Zorsyth, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth

**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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain what groups are and what they mean in the workplace	PO1, PO2, PSO2
CO2	Identify the various types of groups	PO1, PO6
CO3	Explain how groups are formed and what roles they play in the workplace	PO1, PO2, PO6
CO4	List how groups become cohesive and how they enhance performance	PO2, PO5, PSO3
CO5	Elaborate how group relationships can be managed, improved upon and evaluated,	PO5, PSO2, PSO3

<b>CO6</b>	Explain how conflicts are managed within groups,	<b>PO2, PO7</b>
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Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O11	PS O2	PS O3
<b>SHPS239A</b>	<b>INTER-GROUP RELATIONS</b>	1	2			2			2	3	1		3	3

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping															
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	PS O1	PS O2	PS O3	
C O 1	3		3			3			2	2					
C O 2	3					3		3	3				2		
C O 3			3			3			3						
C O 4	3						2	3							
C O 5	3					3									
C O 6			3	2				3	3				2		
	1=lightly mapped					2= moderately mapped mapped					3=strongly				

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I					Research Methods in Social Psychology				Attachment		-	5	Life skills ; Conceptual understanding	
II	Inter group relation and communities	Social psychology and communities	IGR and communities	Social psychology and communities			Interpersonal relationship			Values in personal relationships		9	Life skill; Conceptual understanding	
II I	The Role of inter group relationship Workplace and Educational Settings.	The Role of IGR Addressing Social Problems	The Role of IGR in the Workplace and Educational Settings.	The Role of IGR the Workplace and Educational Settings.			Interpersonal relationship						Life skills ; Conceptual understanding	

I V	The Role of Inter group relationship in Addressing Social Problems	The Role of IGR Addressing Social Problems	Case studies in Indian context	The Role of IGR Addressing Social Problems																	Life skills ; Conceptual understanding

## **ECONOMICS**

<b>SHES320A</b>	<b>ENVIRONMENTAL ECONOMICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### **Course Objectives:**

The main objectives of the course are to:

- To provide a comprehensive introduction to the economic analysis of issues arising from the interactions between the natural environment and the human economy.
- To introduce to the concepts, method, and techniques of valuation of non-tradable environmental goods and services.
- To introduce the concept of sustainable development.

### **Course Outcomes:**

After completing the course students would be able to:

- CO1. Understand human economy – natural environment interaction.
- CO2. Understand the concept and conditions of sustainability of the human economy.
- CO3. Comprehend International environmental agreements.
- CO4. Grasp capital theoretic basis of the notion of sustainable development.
- CO5. Explore environmental Adjustment of National Income.

### **Catalogue Description**

This course aims to provide a comprehensive introduction to the economic analysis of issues arising from the interactions between the natural environment and the human economy. It underscores the role of entropy laws in this process of interaction. It focuses on the ecosystem-services and discusses comprehensively the challenges arising due to externalities,

public-good character and non-tradability of such services. In particular, it highlights the resulting nature of market failure along with issues for social welfare and distributive implications in determining human well-being.

## Course Content

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### UNIT-I Introduction

The human economy – natural environment interaction. Biophysical Foundations of production and consumption of human economy Sources and Sink functions of the ecosystem. Material Balance approach: the concept and conditions of sustainability of the human economy.

Classification and characterization of resources and pollution as a public good or bad, Role of Externalities as the fundamental determinants.

### UNIT-II Economic Development and Environment

The relation between Development Environmental Quality: Environmental Kuznets Curve

Environmental Cost-Benefit Analysis under strong and weak conditions of sustainability: Choice of time discount rate for evaluation. Sustainability premium.

### UNIT-III International agreements

International environmental agreements, RIO Conventions. Kyoto protocol, UNFCCC, Bali Action Plan. Climate change and its problems. Climate Change Finance and Green Climate Fund.

### UNIT-IV Sustainable Economic Development

Capital theoretic basis of the notion of sustainable development

Natural capital stock and sustainable resource accounting. Strong and weak Sustainability, Environmental Adjustment of National Income.

### References

Nick Hanley, Jason F Shorgen and Ben White, 1997/2006, Environmental Economics Theory and Practice, First/Second Edition, MacMillan.

Charles D Kolstad, 2012, Intermediate Environmental Economics, Indian Edition, Oxford University Press, New Delhi

David W Pearce and R Kerry Turner, 1990, Economics of Natural Resources and the Environment, Harvester Wheatsheaf

Ecott J. Callan and Janet M. Thomas, 2013, Environmental Economics and Management: Theory, Policy and Applications, Cengage Learning, 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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs	
Course Outcomes (COs)	Mapped Program Outcomes

<b>CO1</b>	Understand human economy – natural environment interaction.	<b>PO1, PSO2, PSO3</b>
<b>CO2</b>	The concept and conditions of sustainability of the human economy.	<b>PO1, PO2</b>
<b>CO3</b>	International environmental agreements.	<b>PO1</b>
<b>CO4</b>	Capital theoretic basis of the notion of sustainable development.	<b>PO1, PSO3</b>
<b>CO5</b>	Environmental Adjustment of National Income.	<b>PO1, PO4, PSO2</b>

Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
SHEL155A	Environmental Economics	3	3		1								3	2			

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

<b>Unit I</b>	<b>Environment and Natural Resources</b>
Local	-
Regional	-
National	Need for public awareness, land use change, Use and over-exploitation of surface and ground water
Global	Causes and impacts due to mining, dam building on environment, Renewable and non- renewable energy sources, use of alternate energy sources, growing energy needs, floods, droughts conflicts over water (international & inter-state
Employability	-
Entrepreneurship	-
Skill Development	Acquire the techniques to protect our mother earth
Professional Ethics	Comprehend and become responsive regarding environmental issues.
Gender	-
Human Values	Become consciousness about healthy and safe environment
Environment & Sustainability	comprehend and become responsive regarding environmental issues
<b>Unit II</b>	<b>Ecosystems and Biodiversity</b>
Local	-
Regional	-
National	Biogeographic zones of India, India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity
Global	global biodiversity hot spots, 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.
Employability	-
Entrepreneurship	-
Skill Development	-
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	concern at national and international level with respect to formulate protection acts and sustainable developments policies
<b>Unit III</b>	<b>Environmental Pollution and Environmental Policies</b>
Local	-
Regional	tribal populations and rights, and human wildlife conflicts in Indian context
National	Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution nuclear hazards and human health risks



Global	Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
Employability	-
Entrepreneurship	-
Skill Development	-
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	safe and secure environment
<b>Unit IV</b>	<b>Human Communities and the Environment and Field work</b>
Local	Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
Regional	Resettlement and rehabilitation of project affected persons, Bishnois of Rajasthan
National	Disaster management: floods, earthquake, Role of Indian and other religions and cultures in environmental conservation cyclones and landslides
Global	-
Employability	-
Entrepreneurship	-
Skill Development	-
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	Consciousness about healthy and safe environment.
SDG	SDG 6
NEP 2020	Towards a More Holistic and Multidisciplinary Education (11.1- 11.13)
POE/4 <sup>th</sup> IR	Global Education Knowledge

## CHINESE

<b>SHCN301A</b>	<b>Advanced Chinese Readings-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	---	5	1	0	6
<b>Pre-requisites</b>	---				
<b>Co-requisites</b>	----				

### **Course Objectives**

1. To understand Intermediate level of literature.
2. To understand the classical stories
3. To understand the Chinese poetry.
4. To understand the Chinese Society

### **Course Outcomes**

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

- CO1. Understand classical stories.
- CO2. Understand modern stories
- CO3. Understand the poetry
- CO4. Understand the society through literature
- CO5. Narrating story in their own words
- CO6. Review the stories

## Catalogue Description

The course introduces advanced Chinese to those who have completed intermediate Chinese. The paper comprises essays and prose of different Chinese writers which provides an intensive understanding of language, society and literature.

## Course Content

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### Unit-1: 15 lecture hours

Understanding the society and language of China after 1911

### Unit-2: 15 lecture hours

Introducing abstracts from modern Chinese writer/writers.

### Unit-3: 15 lecture hours

Introducing abstracts from contemporary Chinese writer/writers.

### Unit-4: 15 lecture hours

Written and spoken exercises.

## Text Books

1. *Advance Chinese Course* (汉语高级教程), Part-1, Peking University Press, Beijing, 2005
2. *Road to Success*. Lower Advanced, Beijing Language & Culture University Press, Beijing, 2010.

### Reference Books/Materials

1. Modern Chinese Grammar: Particles and measure words (现代汉语语法) 2007, Aditi Jha, Kamal Dutta, SVS Publications
2. Modern Chinese English Dictionary

### 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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	understand classical stories.	PO2, PSO2
CO2	understand modern stories	PO3, PSO2
CO3	understand the poetry	PO5, PO6, PSO1
CO4	understand the society through literature	PO4, PSO1
CO5	Narrating story in their own words	PO3, PSO2
CO6	Review the stories	PO2, PSO2

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
SHCN301A	Advanced Chinese Readings-I		3	2	2	2	3							2	2	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping															
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P S O 1	P S O 2	P S O 3
C O 1		3												2	
C O 2			2											2	
C O 3					2	3							2		
C O 4				2									2		
C O 5			2											2	
C O 6		3												2	
	1=lightly mapped			2= moderately mapped						3=strongly mapped					

<b>Unit I</b>	<b>Understanding the society and language of China after 1911</b>
Local	
Regional	
National	
Global	Knowledge on society and language of China after 1911
Employability	Research institutes
Entrepreneurship	
Skill Development	Analysing ability about China and its society and political structuring
Professional Ethics	
Gender	Gender norms prevalent in China post 1911
Human Values	Human Values prevalent in China post 1911
Environment & Sustainability	Awareness on how foreign countries politically deal with environmental issues
<b>Unit II</b>	<b>Introducing abstracts from modern Chinese writer/writers.</b>
Local	
Regional	
National	
Global	Knowledge of modern literature of China
Employability	Research
Entrepreneurship	
Skill Development	Analysing ability about China and its society and political structuring through literature
Professional Ethics	
Gender	Gender norms prevalent in China through literature
Human Values	Human Values reflected through literature
Environment & Sustainability	Awareness on how foreign countries politically deal with environmental issues
<b>Unit III</b>	<b>Introducing abstracts from contemporary Chinese writer/writers</b>
Local	
Regional	
National	
Global	Knowledge of contemporary literature of China
Employability	Research
Entrepreneurship	
Skill Development	Analysing ability about China and its society and political structuring through literature
Professional Ethics	
Gender	Gender norms prevalent in China through literature
Human Values	Human Values reflected through literature
Environment & Sustainability	Awareness on how foreign countries politically deal with environmental issues

<b>Unit IV</b>	<b>Written and spoken exercises</b>
Local	
Regional	
National	
Global	
Employability	Academia
Entrepreneurship	
Skill Development	Ability to speak about social, literary and political scenario of China in Chinese
Professional Ethics	
Gender	Gender norms prevalent in China
Human Values	
Environment & Sustainability	Awareness on how foreign countries politically deal with environmental issues
<b>SDG</b>	8,12
<b>NEP 2020</b>	Towards a More Holistic and Multidisciplinary Education (11.1- 11.13)
<b>POE/4<sup>th</sup> IR</b>	Global Education Knowledge



## **HISTORICAL STUDIES**

<b>SHHS341A</b>	<b>History of Religion in South Asia- Part I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

### **Course Objectives-**

1. To discuss the essential aspects of religious thought and practice in South Asia as they have developed over the course of history.
2. To understand the basic questions of human existence in light of the answers provided to those questions in the literature and ethos of South Asian religious traditions.
3. To examine the role of religion in the socio-cultural development of the society.
4. To examine the Religious history of India from Ancient to Early Medieval Period

### **Course Outcomes:**

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

1. Evaluate India's early cultural and religious past
2. Assess contemporary concerns and ideologies in influencing our understanding and representation of that past.
3. Analyse the relationship between Indian religious texts and the earlier myths of the Vedas and the Indian Epics, the diversity of the narrative and mythic materials within and across different texts
4. Examine the process of production, consumption, transformation and dissemination of Indian religious traditions, texts and institutions

### **Catalogue Description-**

This course is a historical and topical survey of the complex religious traditions of South Asia. While focusing on Hinduism, the course also treats Jainism, Buddhism and Islam as they relate to the Hindu tradition. It examines the development of South Asian religious ideas

and institutions against the social, cultural, and historical backdrop of the Asian sub-continent.

## **Syllabus**

### **Unit I: The origins and Development of Religion in South Asia**

- (a) Understanding Dynamics of Religions- concepts, approaches and historiography
- (b) Religion in the Harappan Civilization

### **Unit II: Development of Religious Beliefs, Rituals and Dogmas**

- (a) Early Vedic and Later Vedic Religious Tradition (1500-600 BCE)
- (b) Development of new Religious Ideas, Practices and Sects in the Mahajanpada period (c.600 to c.200 BCE): Early Buddhism, Jainism, Materialism
- (c) The Epics and their religious significance: Ramayana and Mahabharata 400 BCE to circa 400 CE)

### **Unit III: New Dynamics and Mutations in the South Asian Religious Tradition**

- (a) Puranic Hinduism: Vaishnavism, Shaivism and Shaktism
- (b) Mahayana Buddhism and Jaina Agamas- Schism in Buddhism and Jainism

### **Unit IV: Religion and State Patronage in Ancient and Early Medieval Period**

- (a) Gupta age and Sanskrit cosmopolis- Bhagavatism, and emergence of grand religious structures
- (b) Post-Gupta period- Beginning of Bhakti tradition

## **Readings:**

1. Bhattacharya, H. :The Cultural Heritage of India, 2nd ed., Vol. IV, 1969.
2. Bhattacharyya, N.N. : Indian Religious Historiography, Vol. I, 1996.
3. Ghurye, G.S. : Gods and Men, 1962.
4. Jones, Lindsay(ed.) : Encyclopaedia of Religion (15 Volumes ), 2005, (details on p.9).
5. Kosambi, D.D. : Myth and Reality, 1962
6. Shrimali, K.M : ‘ Religion, Ideology and Society ‘, Proceedings of the Indian History Congress, 49th Session, 1988, Dharwad (1989).
7. Weber, Max : The Religion of India, 1968.
8. Young, Serinity(ed.) : Encyclopaedia of Women and World Religion, 2 Vols.1999.



### Online Reference

1. <https://www.degruyter.com/document/doi/10.1515/zfr-2020-0001/html>
2. <https://www.historydiscussion.net/gupta-period/gupta-age-politics-developments-and-literature/3156>
3. <https://egyankosh.ac.in/bitstream/123456789/67721/1/Unit-13.pdf>

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

**Examination Scheme:**

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

**Program Articulation Matrix: Mapping of Course Outcome (COs) with Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4
	CO1	3			2							3			
	CO2	3										3			
	CO3							2	2				2		
	CO4	3			2								2		

*1=weakly mapped, 2= moderately mapped, 3=strongly mapped*

		<b>History of Religion in South Asia- Part I</b>														
		To develop an understanding of historical sources and develop the ability to analyse and evaluate the historical sources and discuss their impact on the present and future both at national and international level.														
		To develop an insight about people, cultures, mind & things & discuss their impact on the present and future both at national and international level.														
		To make students understand how their past affect their future both at national and international level.														
		To enable students to analyse, organize and critically evaluate the historical sources and present different methods to compare and contrast different sources and methods of multi-disciplinary research to interpret the past.														
		To develop an inter-disciplinary and multi-disciplinary research to interpret the past.														
		To enable students to develop their own research papers.														
		To prepare students to prepare and present their various papers and projects.														
		To create among students, the ability to apply historical methods to critically analyse historical sources.														
		To enable students to acquire research skills and the use of archives for historical research.														
		To develop the oral and written prowess of the students in writing essays on historical topics.														
		To develop among the students, general awareness and genuine appreciation for the historical sources.														
		To understand how different individuals, groups, organisations, societies, cultures, etc. have shaped the present.														
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O1	PS O 2	PS O3	PS O4	PS O5		
SHH S 341 A	History of Religion in South Asia- Part I	2			2			1	1	2	2					

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit		Unit I	Unit II	Unit III	Unit IV
<b>Relevance to the local, national, regional and global developmental needs</b>	<b>Local</b>				
	<b>Regional</b>				
	<b>National</b>				
	<b>Global</b>	Understanding Dynamics of Religions-concepts, approaches and historiography	The Epics and their religious significance: Ramayana and Mahabharata (400 BCE to circa 400 CE)	New Dynamics and Mutations in the South Asian Religious Tradition	
<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Employability</b>				
	<b>Entrepreneurship</b>				
	<b>Skill Development</b>				
<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>Professional Ethics</b>				
	<b>Gender</b>				
	<b>Human Values</b>				
	<b>Environment &amp; Sustainability</b>				
<b>SDG</b>		SDG4	SDG4	SDG4	

<b>NEP</b>		Promotion of Indian Languages, Arts and Culture; Holistic Education	Promotion of Indian Languages, Arts and Culture; Holistic Education	Promotion of Indian Languages, Arts and Culture; Holistic Education	
<b>POE/4th IR</b>		Global knowledge/Skill development	Technical skills that match industry needs/interpersonal skills	Updated curriculum/Project work, field trips	Employability skills/Hands-on experience, skill development





## POLITICAL SCIENCE

SHPL307A	Social Movement and Development Process in Contemporary India	L	T	P	C
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### **Course Objectives**

1. To understand the development process in India since independence and the Liberalisation policy
2. To understand the process of industrialization and the influence it had on social structures.
3. To understand the agrarian policy and structure in India and the land reforms and green revolution
4. To understand the various social movements such as tribal, peasant, Dalits, and women.
5. To understand India's development processes have changed as a result of the effects of globalisation, creating new geographies of power as well as places of advantage and disadvantage.
6. To learn about the circumstances, settings, and modes of political contestation over current development paradigms and the recovery of people' democratic voices in this course.

### **Course Outcomes:**

After completing the course, students will be able to:

**CO1:** To understand and analyse the development process and policies in India since independence at a deeper level.

**CO2:** To understand and analyse the industrial policy of India and its influence on the social structure.

**CO3:** To understand and analyse the agrarian policy of India and its influence on the social structure; To recognise development plans and how they affect the agriculture and industrial sectors.

**CO4:** To understand and appreciate the social movements and its causes and impact on the social structure; To recognise how social movements have arisen in reaction to the development strategies used by succeeding administrations.

**CO5:** To exhibit that one is aware of the various developments, demands, and achievements of the various Indian social movements.

### **Course Description**

Social Movements and Development Process in India is a comprehensive course that helps students better understand and appreciate Indian society and the structures and processes that shape it. It develops the understanding of the agricultural and industrial policy of India.

### **Unit I: Development Process Since Independence**

- State and Planning
- Liberalisation and Reforms

### **Unit II: Industrial Development Strategy and Its Impact on the Social Structure**

- Mixed Economy, privatisation, the impact on organised and unorganised labor
- Emergence of the New Middle Class

### **Unit III: Agrarian Development Strategy and its Impact on the Social Structure**

- Land Reforms, Green Revolution
- Agrarian Crisis since the 1990s and its impact on farmers

### **Unit IV: Social Movements**

- Tribal, Peasants movements
- Dalit and Women's movements
- Civil Rights Movements

### **Reading list:**

A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

- P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.
- P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.
- P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.
- T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.
- A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.
- B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.
- F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.
- L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.
- S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.
- S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.
- V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.
- A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi
- F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
- F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-169.
- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.

- K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI(16) pp. 1523-1529.
- P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.
- P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.
- P. Sainath, (2010) 'Agrarian Crisis and Farmers', *Suicide*, Occasional Publication 22, New Delhi: India International Centre (IIC).
- M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.
- V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).
- G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.
- M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.
- G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
- P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.
- A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.
- A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.
- N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.
- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.

S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266

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

**Examination Scheme:**

<b>Component s</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Term Exam</b>	<b>Attendance</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>SHPL307A</b>	<b>Course Code</b>	<b>SHPL307A</b>
<b>SMDPCI</b>	<b>Course Title</b>	<b>Social Movement and Development Process in Contemporary India</b>
<b>3</b>	<b>PO1</b>	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
<b>2</b>	<b>PO2</b>	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
<b>2</b>	<b>PO3</b>	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
<b>3</b>	<b>PO4</b>	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.

3	PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO1	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	PO1	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

<b>Mapping between COs and POs</b>	
<b>Course Outcomes (COs)</b>	
<b>CO1</b>	To understand and analyze the development process and policies in India since independence at a deeper level
<b>CO2</b>	To understand and analyse the industrial policy of India and its influence on the social structure
<b>CO3</b>	To Understand and analyse the agrarian policy of India and its influence on the social structure; To recognise development plans and how they affect the agriculture and industrial sectors.
<b>CO4</b>	To understand and appreciate the social movements and its causes and impact on the social structure; To recognise how social movements have arisen in reaction to the development strategies used by succeeding administrations.
<b>CO5</b>	To exhibit that one is aware of the various developments, demands, and achievements of the various Indian social movements.

Mapped Program Outcomes	P01, P04, P05, P06, P07	P01, P04, P05, P06, P07	P01, P04, P05, P06, P07	P01, P02, P04, P05, P06, P07	P01, P02, P03, P04, P05, P06, P07
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## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

<b>Unit I</b>	<b>Development Process Since Independence</b>
Local	1. State and Planning, 2. Liberalisation and Reforms
Regional	1. State and Planning, 2. Liberalisation and Reforms
National	1. State and Planning, 2. Liberalisation and Reforms
Global	NA
Employability	1. State and Planning, 2. Liberalisation and Reforms
Entrepreneurship	NA
Skill Development	1. State and Planning, 2. Liberalisation and Reforms
Professional Ethics	1. State and Planning, 2. Liberalisation and Reforms
Gender	1. State and Planning, 2. Liberalisation and Reforms
Human Values	1. State and Planning, 2. Liberalisation and Reforms
Environment & Sustainability	1. State and Planning, 2. Liberalisation and Reforms
<b>Unit II</b>	<b>Industrial Development Strategy and Its Impact on the Social Structure</b>
Local	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Regional	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
National	1. Mixed Economy, privatisation, the impact on organised



	and unorganised labour; 2. Emergence of the New Middle Class
Global	NA
Employability	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Entrepreneurship	NA
Skill Development	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Professional Ethics	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Gender	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Human Values	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Environment & Sustainability	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
<b>Unit III</b>	<b>Agrarian Development Strategy and its Impact on the Social Structure</b>
Local	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Regional	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
National	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Global	NA
Employability	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers

Entrepreneurship	NA
Skill Development	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Professional Ethics	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Gender	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Human Values	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Environment & Sustainability	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
<b>Unit IV</b>	<b>Social Movements</b>
Local	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Regional	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
National	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Global	NA
Employability	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Entrepreneurship	NA
Skill Development	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Professional Ethics	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Gender	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Human Values	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Environment & Sustainability	1. Tribal, Peasants movements, 2. Dalit and Women's

	movements, 3. Civil Rights Movements
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA

## SKILL ENHANCEMENT COURSE (SEC-I)

<b>SHEL371A</b>	<b>Business Communications</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites</b>					
<b>Co-requisites</b>					

### Course Objectives

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:

CO1. To develop the implication-based understanding of Paraphrasing, deciphering instructions, interpreting guidelines, discussion boards & Referencing Styles

CO2. To demonstrate his/her ability to write error free while making an optimum use of correct Business Vocabulary & Grammar.

CO3. To distinguish among various levels of organizational communication and communication barriers while developing an understanding of Communication as a process in an organization.

CO4. To draft effective business correspondence with brevity and clarity.

CO5. 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 are encouraged to actively take part in all group activities and to give an oral group presentation.

## **Course Content**

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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

### **Textbooks**

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:**

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

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	To develop the implication-based understanding of paraphrasing, deciphering instructions, interpreting guidelines, discussion boards & referencing Styles	<b>PO9, PSO1</b>
<b>CO2</b>	To demonstrate his/her ability to write error free while making an optimum use of correct Business Vocabulary & Grammar.	<b>PO9, PO10, PSO1</b>
<b>CO3</b>	To distinguish among various levels of organizational communication and communication barriers while developing an understanding of Communication as a process in an organization.	<b>PO9, PSO6</b>
<b>CO4</b>	To draft effective business correspondence with brevity and clarity.	<b>PO9, PSO5</b>
<b>CO5</b>	To demonstrate his verbal and non-verbal communication ability through presentations	<b>PO9</b>

		To develop a comprehensive understanding of the theories and practical applications of their subject	To acquire a sense of social responsibility and service to the greater good of humanity.	Foster scientific temper, creative ability and cross-cultural sensitivity.	Provide the students opportunities in terms of employment and research	Develop ability for advanced critical thinking and	Acquire the capability to work independently, as	Develop awareness about the existing social and	Understand the scope of the discipline and be	Competency in language and communication skills for interacting with diverse audiences in a variety.	Ability to use digital sources to aid and augment	To develop competence in the structure, levels and discourse functions of the English language	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated with a literary work.	To be able to critically analyze and apply literary theories with respect to other disciplines.	To be able to recognize and comprehend different varieties of English language and develop a writing	To apply their knowledge and skills to a wide range of industries and academic
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PO 6
	Business Communication									3	2	2				2	2

Unit I	Introduction to Communication
Local	facilitate the learners to enhance their communication skills in a modern and globalized context, enhance their linguistic and communicative competence and hone their interpersonal skills.
Regional	-
National	-
Global	Understanding correct form of English and proficiency
Employability	Improve professional communication
Entrepreneurship	Facilitate professional growth
Skill Development	Improve professional communication
Professional Ethics	Enhance communication skills
Gender	-
Human Values	Communication
Environment & Sustainability	
Unit II	Academic Writing
Local	Enhance academic writing skills for fostering the ability to compose comprehensive written materials
Regional	-
National	
Global	Development of writing skills in the global context, employing

	languages and writing styles
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	
Skill Development	Fostering the enhancement of academic writing among students
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	
<b>Unit III</b>	<b>Technology-Enabled Communication</b>
Local	Being adept in technology for the purpose of creativity and research
Regional	
National	
Global	Ability to use digital sources to aid and augment their scholastic pursuits
Employability	Technological proficiency and understanding of basic tools
Entrepreneurship	-
Skill Development	Knowledge of technology and multiple program and tools
Professional Ethics	-
Gender	-
Human Values	Skills for Decent Work (Good communication and moral behaviour)
Environment & Sustainability	
<b>Unit IV</b>	<b>Building Vocabulary</b>
Local	Develop the ability to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias. Also Understand the correct form of English with proficiency
Regional	
National	
Global	Improve professional communication
Employability	Understanding Etiquettes& Manners; Attitude Self-esteem & Self-reliance; Public Speaking
Entrepreneurship	Enhancing non-verbal skills
Skill Development	-
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	
<b>SDG</b>	<b>SDG 8</b>



NEP 2020	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46),
POE/4 <sup>th</sup> IR	Skill Development Project

## SEMESTER VI

<b>Scheme of Studies B.A. Programme Based on Choice Based Credit System (CBCS)</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1.	Discipline Specific Elective (DSE-I) Paper-II			6
2.	Discipline Specific Elective (DSE-II) Paper-II			6
3.	General Elective (GE-II)			6
4.	Skill Enhancement Course (SEC-II)	SHEL372A	Soft Skills	4
<b>Total Credits</b>				<b>22</b>

### Discipline Specific Electives (DSE)

(Any Two Papers from One Discipline)

<b>S.No.</b>	<b>Subject</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	English	SHEL346A	Literary Criticism	6
2.	English	SHEL348A	Modern Indian Writing in English Translations	6
3.	Psychology	SHPS332A	Advanced Social Psychology	6
4.	Psychology	SHPS336A	Forensic Psychology	6
5.	Economics	SHES312A	Indian Economy-II	6
6.	Economics	SHES314A	Development Economics-II	6
7.	Chinese	SHCN304A	Advanced Chinese Oration-II (口语)	5
8.	Chinese	SHCN352A	Advanced Chinese Oration-II (口语) - Practical	1
9.	Chinese	SHCN308A	China and the World	6
10.	Historical Studies	SHHS346A	Approaches to South Asian History: Society, Polity and Economy (1200-1800)	6
11.	Historical Studies	SHHS348A	Dissertation/ Practical	6
10.	Political Science	SHPL304A	Indian Political Thought-II	6
11.	Political Science	SHPL308A	India's Foreign Policy	6

**General Electives (GE)**

**(Any One Paper)**

<b>S.No.</b>	<b>Subject</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
1	English	SHEL247A	Contemporary India: Women and Empowerment	6
2	Psychology	SHPS240A	Psychology and Media	6
3.	Economics	SHES114A	Society, Culture and Social Change	6
4.	Chinese	SHCN302A	Advanced Chinese Readings-II (口语)	6
5.	Historical Studies	SHHS344A	History of Religion in South Asia- Part II	6
6.	Political Science	SHPL306A	International Human Rights	6

## Discipline Specific Electives (DSE)

### ENGLISH

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

#### 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:

CO1: Introduces to the basics of Literary Criticism

CO2: Defines the basic theories, knowledge areas, and analytical tools of the field through a number of contemporary and historical schools of literary world.

CO3: Widens the knowledge of literary concepts and focuses on their importance.

CO4: Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis.

CO5: Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods.

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CO6: 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**

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**15 Lecture Hours**

#### **Unit I**

Introduction to Literary Criticism – History & Development from Plato to modern critics of 20<sup>th</sup> 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:**

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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

<b>Mapping between COs, POs and PSOs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Introduces to the basics of Literary Criticism.	<b>PO8, PSO2</b>
<b>CO2</b>	Defines the basic theories, knowledge areas, and analytical tools of the field through a number of contemporary and historical schools of literary world.	<b>PO3, PSO6</b>
<b>CO3</b>	Widens the knowledge of literary concepts and focuses on their importance.	<b>PO8, PSO2</b>
<b>CO4</b>	Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis.	<b>PO3, PSO4</b>
<b>CO5</b>	Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods.	<b>PO5, PSO4</b>
<b>CO6</b>	Finally, the learner would be exploring The World, the Text, and the Critic in Literary Criticism and Theory.	<b>PO3, PSO6</b>

		Foster scientific temper, creative ability and cross-cultural sensitivity	Provide the students opportunities in terms of employment and research	Develop ability for advanced critical	Acquire the capability to work	Develop awareness about the	Understand the scope of the	Competency in language and communication skills for interacting	Ability to use digital sources to aid	To develop competence in the structure, levels and discourse	To appreciate different literary texts with respect to its genre and history	To be able to critically analyze and apply literary theories with respect to	To apply their knowledge and skills to a wide range of industries and
Course Code	Course Title	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 4	PSO 6
SHEL 346A	Literary Criticism	3		3			3				3		2

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping													
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P S O 1	P S O 2	PS O3	PS O4	P S O 5	P S O 6
C O 1	3	2	1	2	3		2	2	3		2	3	2
C O 2	3	2		2	3		2		2				3
C O 3	3		1				2	2			3	3	3
C O 4	3			2	2		2	2	2			2	3
1=lightly mapped                      2= moderately mapped                      3=strongly mapped													





Unit I	INTRODUCTION TO LITERARY CRITICISM
Local	
Regional	
National	
Global	Introduction to Literary Criticism – History & Development from Plato to modern critics of 20 <sup>th</sup> century.
Employability	
Entrepreneurship	-
Skill Development	
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
Unit II	PLATO
Local	-
Regional	
National	
Global	Aristotle: Definition of Tragedy, Tragic Hero, Catharsis, Plot & Setting in <i>Poetics</i> .
Employability	-
Entrepreneurship	-
Skill Development	
Professional Ethics	-
Gender	
Human Values	Plato: Theory of Mimesis; Criticism of Poetry in <i>Republic, Book X</i>
Environment & Sustainability	-
Unit III	JOHN DRYDEN
Local	
Regional	
National	
Global	-
Employability	
Entrepreneurship	-
Skill Development	

Professional Ethics	
Gender	John Dryden: <i>Essay of Dramatic Poesy</i>
Human Values	-
Environment & Sustainability	William Wordsworth: Preface to <i>Lyrical Ballads</i>
Unit IV	T.S.ELIOT
Local	
Regional	
National	-
Global	
Employability	-
Entrepreneurship	-
Skill Development	T.S. Eliot: The Theory of Impersonal Poetry from <i>Tradition and Individual Talent</i>
Professional Ethics	I.A. Richards and Practical Criticism
Gender	-
Human Values	
Environment & Sustainability	-
SDG	4
NEP 2020	Quality Education
POE/4 <sup>th</sup> IR	

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

### Course Objectives

1. To identify and define various key characteristics of Modern Indian Literature.
2. To develop an understanding of the concept of translation and its functioning in the

context of Modern Indian Writing.

3. To articulate an understanding of key concepts and theatre practices in Modern theatre.
4. To analyse 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:

CO1: Identify and define various key characteristics of Modern Indian Literature.

CO2: Develop an understanding of the concept of translation and its functioning in the context of Modern Indian Writing.

CO3: Articulate an understanding of key concepts and theatre practices in Modern theatre.

CO4: Analyze key concepts and practices in Modern Indian Poetry and Short stories and identify how they emerged in the socio-political context.

CO5. Understand stage, audience reception and performance.

CO 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 20<sup>th</sup> 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:**

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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

<b>Mapping between COs, POs and PSOs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Identify and define various key characteristics of Modern Indian Literature.	<b>PO8, PSO2</b>
<b>CO2</b>	Develop an understanding of the concept of translation and its functioning in the context of Modern Indian Writing.	<b>PO5, PSO4</b>
<b>CO3</b>	Articulate an understanding of key concepts and theatre practices in Modern theatre	<b>PO5, PSO2</b>
<b>CO4</b>	Analyze key concepts and practices in Modern Indian Poetry and Short stories and identify how they emerged in the socio-political context.	<b>PO8, PSO2</b>
<b>CO5</b>	Understand stage, audience reception and performance	<b>PO5, PSO2</b>
<b>CO6</b>	Understand the contribution of the texts in syllabus to 'Indian Literature'	<b>PO8, PSO2</b>

		Foster scientific temper, creative ability and cross-cultural sensitivity	Provide the students opportunities in terms of employment and research	Develop ability for advanced critical thinking and	Acquire the capability to work independently, as	Develop awareness about the existing social and	Understand the scope of the discipline and be	Competency in language and communication skills for interacting with diverse audiences in a variety	Ability to use digital sources to aid and augment their scholastic pursuits.	To develop competence in the structure, levels and discourse functions of the English language	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated with a literary work.	To be able to critically analyze and apply literary theories with respect to other disciplines.	To be able to recognize and comprehend different varieties of English language and develop a writing
Course Code	Course Title	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
SHEL348 A	Modern Indian Writing In English Translations			3			2				2		3	

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping													
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P S O 1	P S O 2	PS O3	PS O4	P S O 5	P S O 6
C O 1	3	2	1	2	3		2	2	3		2	3	2
C O 2	3	2		2	3		2		2				3
C O 3	3		1				2	2			3	3	3
C O 4	3			2	2		2	2	2			2	3
1=lightly mapped                      2= moderately mapped                      3=strongly mapped													

Unit I	CONCEPTS OF MODERNITY
Local	
Regional	Linguistic Regions and Languages
National	Forms of Literature
Global	Concepts of Modernity; Western & Indian
Employability	
Entrepreneurship	-
Skill Development	
Professional Ethics	-
Gender	-
Human Values	Translation: Theory & Practice; major themes/issues of 20 <sup>th</sup> century Indian Literature: Dalit/ Feminist/ Diasporic/ Community discourses; Premchand: <i>The Shroud</i>
Environment & Sustainability	-
Unit II	ANANDA MURTHY AND AMRITA PRITAM
Local	-
Regional	
National	Amrita Pritam: “I Say Unto Waris Shah”
Global	
Employability	-
Entrepreneurship	-
Skill Development	
Professional Ethics	-
Gender	
Human Values	Ananda Murthy U.R.: <i>Samaskara</i>
Environment & Sustainability	-
Unit III	THANGJAM IBOPISHAK SINGH
Local	
Regional	
National	
Global	-
Employability	
Entrepreneurship	-
Skill Development	
Professional Ethics	
Gender	-
Human Values	Thangjam Iboishak Singh: ‘Dali, Hussain, or Odour of Dream, Colour of Wind’ and “The Land of the Half-Humans”, Dharamveer Bharati: <i>Andha Yug</i>
Environment & Sustainability	-
Unit IV	FAKIR MOHAN SENAPATI & G. KALYAN RAO

Local	
Regional	G. Kalyan Rao: <i>Untouchable Spring</i>
National	-
Global	
Employability	-
Entrepreneurship	-
Skill Development	
Professional Ethics	
Gender	Fakir Mohan Senapati: <i>Rebati</i>
Human Values	
Environment & Sustainability	-
SDG	4
NEP 2020	Quality Education
POE/4 <sup>th</sup> IR	



## PSYCHOLOGY

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

### Course Objectives

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

### Course Outcomes

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

CO1. Understand the key issues and theoretical concepts related to social inequalities, especially in the Indian context.

CO2. Develop insights into one's own behaviour as a man (or as a woman) through self-reflexivity.

CO3. Understand basic terms, theories and emerging themes used to describe family systems.

CO4. Apply theoretical knowledge of social psychology in designing intervention systems.

CO5. Develop insights into issues related to groups, environment, and the legal system.

CO6. Develop insights into issues related to poverty and deprivation in rural India and interventions for reducing poverty.

### Course Content

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#### **UNIT I** **15 lecture hours**

Introduction: Nature of Applied Social Psychology, Social influences on behavior, 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.

### Textbooks

- Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology*, 9<sup>th</sup> edition, Delhi: Pearson.
- Myers, D., Sahajpal, P., Behera, P. (2011). *Social Psychology* (10th Edition). New Delhi: McGraw Hill.
- Mikkelson, 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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Understand the key issues and theoretical concepts related to social inequalities, especially in the Indian context.	<b>PO2, PSO2</b>
<b>CO2</b>	Develop insights into one's own behaviours as a man (or as a woman) through self-reflexivity.	<b>PO1</b>
<b>CO3</b>	Understand basic terms, theories and emerging themes used to describe family systems.	<b>PO1, PSO2</b>
<b>CO4</b>	Apply theoretical knowledge of social psychology in designing intervention systems.	<b>PO4, PSO3</b>
<b>CO5</b>	Develop insights into issues related to groups, environment, and the legal system.	<b>PO1, PSO2</b>
<b>CO6</b>	Develop insights into issues related to poverty and deprivation in rural India and interventions for reducing poverty.	<b>PO1, PO4, PSO2</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
<b>SHPS332A</b>	<b>ADVANCED SOCIAL PSYCHOLOGY</b>	3	3		3								2	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O1 1	P S O 1	P S O 2	PS O3
C O 1		3											2	
C O 2	3													
C O 3	3												2	
C O 4				3										2
C O 5	3												2	
C O6	3			3									2	
1=lightly mapped					2= moderately mapped					3=strongly mapped				

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				S D G	NE P	P O E/ 4 <sup>th</sup> I R
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I- Introduction	Social and community interactions	Social operating processes	Advanced social processes application	Analysis of social behaviour globally on cultural diverse population			Social Theories in Psychology	Code of conduct, ethical behaviour	Gender sensitization	Community growth and development	Sustainable social practices	3, 4	Conceptual understanding Critical thinking	
II- Applications	Intergroup, Intragroup social relationships	Social relationship management	Advanced intergroup, Intragroup social mechanisms	Cultural specific relationship processes at global level.			Social Theories in Psychology				Effective environmental management practices.	3, 4	Conceptual understanding	
III- Discrimination and Diversity	Management of Discriminatory Practices at	Understanding diverse cultural practices	Developing social acceptance	Exploring diverse cultural sensitive	Economic advancement		Social Theories in Psychology	Socially acceptable behaviour practices	Gender issues, socially constructed			3, 4	Critical thinking	

	social setting	ces.		paradigm				ces	gender mechanisms					
IV- Intervention and Evaluation	Building effective social interventions	Effective social building interventions.	Exploring community development programmes	Implementing effective social interventions			Social Theories in Psychology		Gender sensitive interventions programmes.	Building effective human oriented value system	Sustainable environment interventions programmes	3	Conceptual understanding	

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

### Course Objectives

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

### Course Outcomes

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

CO1. Conceptualize forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.

CO2. Develop an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.

CO3. 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.

CO4. Learn about the forensic interviewing with the help of advanced tools used in crime investigation.

CO5. Demonstrate ability to developing offender or criminal profiling.

CO6. Demonstrate 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 defense, 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

**Textbooks**

- 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.
- Wrightsmann, L. S. &Fulero, S. M. (2008). Forensic Psychology (3<sup>rd</sup> 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:**

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



**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Conceptualise forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.	<b>PO1, PO2</b>
<b>CO2</b>	Develop an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.	<b>PO1, PO2,</b>
<b>CO3</b>	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.	<b>PO1, PO2</b>
<b>CO4</b>	Learning about forensic interviewing with the help of advanced tools used in crime investigation.	<b>PO5, PSO1</b>
<b>CO5</b>	Demonstrating ability to developing offender or criminal profiling	<b>PO4, PSO1</b>

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
<b>Course Code</b>	<b>Course Title</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>
<b>SHPS336 A</b>	<b>FORENSIC PSYCHOLOGY</b>	3	3			2					2	1		

1=weakly mapped 2= moderately mapped 3=strongly mapped

C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P S O 1	P S O 2	PS O3
C O 1	3		3									1		
C O 2	3		3											
C O 3	3		3											
C O 4					2									
C O 5														
C O 6										2				
1=lightly mapped                      2= moderately mapped                      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		
I- Introduction	Conceptualizing and applying	Conceptualizing and applying	Conceptualizing and applying	Conceptualizing and applying			Theoretical Psychology	Ethical Consideration of Foreign	Understanding of gender	Ethical courtroom		3	Conceptual understanding Critic

	forensic psychology concepts	forensic psychology concepts	ing forensic psychology concepts	forensic psychology concepts				sic psychology	perspective, gender sensitivity, Gender issue focussed approach	practice, Victim sensitivity			al thinking
II- The Psychologist in Court Expert	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system			Theories in Psychology	Ethical testimony,	Understanding gender perspective, gender sensitivity, Gender issue focussed approach	Ethical courtroom practice, Victim sensitivity		3, 4	Conceptual understanding
III- Eyewitness Testimony	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system			Theories in Psychology		Understanding gender perspective, gender sensitivity, Gender issue focussed approach	Ethical courtroom practice, Victim sensitivity			Critical thinking
IV- Nature of profile			Criminal profile work,	Criminal profile work,			Theories in Psychology		Understanding gender	Ethical courtroom		4	Conceptual understanding

ing work			study of eviden ces, courtro om testim ony	study of eviden ces, courtro om testim ony					r perspem ctive, gende r sensiti vity, Gende r issu focuss ed appro ach	roo pract ice, Vict im sens itivity			ng
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## ECONOMICS

<b>SHES312A</b>	<b>Indian Economy-II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>	<b>Indian Economy-I</b>				
<b>Co-requisites</b>	--				

### 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:

CO1: Examine the causes and remedies of various problems faced by the Indian economy like poverty, inequality, unemployment, inflation, and black money.

CO2: Interpret the various measures of economic reforms.

CO3: Understand and examine the process of economic planning in India.

CO4: Develop a perspective on the different problems and approaches to economic planning and development in India.

CO5: Explain contemporary issues pertaining to the economy.

CO6: 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

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#### **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**

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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Examine the causes and remedies of various problems faced by the Indian economy like poverty, inequality, unemployment, inflation, and black money.	PO2, PSO1, PSO2
CO2	Interpret the various measures of economic reforms.	PO1, PO2, PO5, PSO3
CO3	Understand and examine the process of economic planning in India.	PO2, PO5, PO7
CO4	To develop a perspective on the different problems and approaches to economic planning and	PO6, PO8, PO9, PSO5

	development in India.	
<b>CO5</b>	To explain contemporary issues pertaining to the economy.	<b>PO1, PO7</b>
<b>CO6</b>	To identify the bottlenecks in the balanced regional and national development.	<b>PO7, PO8, PSO2</b>

1=weakly mapped

1=lightly mapped

2= moderately mapped

		To develop a comprehensive understanding of the theories and practical applications of their subject	To acquire a sense of social responsibility and service to the greater good of humanity.	To Understand the issues of environmental context and sustainable development	To provide the students opportunities in terms of application and research	To develop the ability for advanced critical thinking and the ability to formulate logical	To develop different value systems and moral	To Demonstrate empathetic social concern and equity context national development and the	To understand the scope of the discipline and be motivated to pursue contemporary developments	Acquire the ability to engage in independent and life-long learning in the broadest context of socio	To be able to use digital sources to aid and augment their scholastic pursuits.	To pinpoint and understand the past, present economic conditions of the country.	To Identify major issues debates, or approaches appropriate to the discipline.	To be able to critically analyze and apply Economic theories concerning other disciplines.	To develop the ability, explain economics to lay audiences, showing that they can translate	To analyze and evaluate positions on economic issues, showing that they can break an economic	To initiate the programmes for pursuing studies and be alert with the importance of entrepreneurial
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
SHES3 12A	Indian Economy-II	3	2			2	3	3	3	2		3	2	2		3	

3=strongly mapped

<b>Programme and Course Mapping</b>																	
<b>C O</b>	<b>P O 1</b>	<b>P O 2</b>	<b>P O 3</b>	<b>P O 4</b>	<b>P O 5</b>	<b>P O 6</b>	<b>P O 7</b>	<b>P O 8</b>	<b>P O 9</b>	<b>PO 10</b>	<b>PS O1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O4</b>	<b>PS O5</b>	<b>PS O6</b>	
<b>C O1</b>	3	3	2		3		3	3			3	3	3	2	2		
<b>C O2</b>	3	3	2		3	3	3	3	2		3	3	3	2	2		
<b>C O3</b>	3	3	2		3	3	3	3	2		3	3	3	2	2		
<b>C O4</b>	3	3	2	1	3	3	3	3	2		3	3	3	2	2	1	
<b>C O5</b>	3	3	2		3		3	3			3	3	3	3	3		
<b>C O6</b>	3	3	2	2	3		3	3			3	3	3	2	2		
	1=lightly mapped					2= moderately mapped					3=strongly mapped						





Unit I	Economic Problems
Local	
Regional	Balanced Regional Development, Low Capital Formation and Industrial Sickness
National	Economic Problems: Poverty, Inequality, Parallel Economy, Unemployment, Balanced Regional Development, Low Capital Formation and Industrial Sickness
Global	
Employability	
Entrepreneurship	Low Capital Formation and Industrial Sickness
Skill Development	Economic Problems: Poverty, Inequality, Parallel Economy, Unemployment, Balanced Regional Development, Low Capital Formation and Industrial Sickness
Professional Ethics	Parallel Economy
Gender	Inequality
Human Values	
Environment & Sustainability	Poverty
Unit II	Industrial Policy
Local	
Regional	
National	Industrial policy: Growth and pattern of industrialization, Public Sector, Privatization and disinvestment debate
Global	
Employability	Industrial policy: Growth and pattern of industrialization, Public Sector, Privatization and disinvestment debate
Entrepreneurship	Industrial policy: Growth and pattern of industrialization, Public Sector, Privatization and disinvestment debate
Skill Development	Industrial policy: Growth and pattern of industrialization, Public Sector, Privatization and disinvestment debate
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit III	Labour & Employment
Local	
Regional	
National	<b>Labor and employment</b> , Employment Policy, unemployment scenario, Labor market reforms
Global	
Employability	<b>Labor and employment</b> , Employment Policy, unemployment scenario, Labor market reforms
Entrepreneurship	
Skill	<b>Labor and employment</b> , Employment Policy, unemployment scenario,

Development	Labor market reforms
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
<b>Unit IV</b>	<b>Trade &amp; Development</b>
Local	
Regional	
National	Balance of payment, Balance of Trade, Trade Policy, Trade Reforms, Foreign Exchange Management Act (FEMA), WTO, GATT, FDI, FII
Global	Balance of payment, Balance of Trade, Trade Policy, Trade Reforms, Foreign Exchange Management Act (FEMA)
Employability	Trade Policy, Trade Reforms, Foreign Exchange Management Act (FEMA), WTO, GATT, FDI, FII
Entrepreneurship	Trade Policy, Trade Reforms, Foreign Exchange Management Act (FEMA), WTO, GATT, FDI, FII
Skill Development	Trade Policy, Trade Reforms, Foreign Exchange Management Act (FEMA), WTO, GATT, FDI, FII
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	WTO, Trade Policy
SDG	8,12,17
NEP 2020	
POE/4 <sup>th</sup> IR	

<b>SHES314A</b>	<b>Development Economics-II</b>	L	T	P	C
<b>Version 2.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>	Development Economics -I				
<b>Co-requisites</b>	--				

### Course Objectives

1. To develop a perspective on the different problems and approaches to economic planning and development in India.
2. To familiarize students with cutting edge research topics in the economic development of India.

3. To familiarize students with issue of Governance and corruption.
4. 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:

- CO1: Understand the current literature on the empirical economics of development.  
 CO2: Examine the aspects that have been at the core of development policy over time and how they relate to dominant development ideas today.  
 CO3: Understand and examine the process of economic planning in India.  
 CO4: Describe choice of techniques and different growth models and their relevance.  
 CO5: Explain contemporary issues pertaining to the industrialization in the developing economies.  
 CO6: Identify the bottlenecks in the balanced economic development.

### Catalogue Description

This course is basically on Economics Development, which is an extension to a 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

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#### Unit I: 20 lecture hours

- (a) **Choice of Techniques and appropriate Technology:** Capital intensive versus Labor 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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To provide a critical reading of the current literature on the empirical economics of development.	PO1, PO5, PSO3
CO2	Examine the aspects that have been at the core of development policy over time and how they relate to dominant development ideas today.	PO3, PO8, PSO2
CO3	Understand and examine the process of economic planning in India.	PO2, PO6, PSO5
CO4	Describe different choice of techniques and different growth models and their relevance.	PO9, PSO6
CO5	To explain contemporary issues pertaining to the	PO1, PO2,

	industrialization in the developing economies.	<b>PSO2</b>
<b>CO6</b>	To identify the bottlenecks in the balanced economic development.	<b>PO2, PSO2</b>

		To develop a comprehensive understanding of the theories and practical applications of their subject	To acquire a sense of social responsibility and commit to the greater good of humanity.	To Understand the issues of environmental contexts and sustainable development	To provide the students opportunities in terms of employment and research	To develop the ability for advanced critical thinking and the ability to formulate logical	To develop different value systems and moral	To Demonstrate empathetic social concern and contribute towards national development and the	To understand the scope of the discipline and be motivated to pursue continuous development	Acquire the ability to engage in independent and life long learning in the broadest context of social	To be able to use digital sources to aid and augment their scholastic pursuits.	To pinpoint and understand the past, present economic conditions of the country.	To Identify major issues debates, or approaches appropriate to the discipline.	To be able to critically analyze and apply Economic theories concerning other disciplines.	To develop the ability, explain economics to lay audiences, showing that they can translate	To analyze and evaluate positions on economic issues, showing that they can break an economic	To initiate the programmes for pursuing studies and be alert with the importance of entrepreneurial
Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
SHES314A	Development Economics -II	3	2	3		3			3	3			2	2		3	2

- 1=weakly mapped
- 2= moderately mapped
- 3=strongly mapped

Programme and Course Mapping																
C O1	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
C O1	3	2	2	3	3			3	2		3	3	3	2	2	
C O2	3	2	2	3	3		2	3	2		3	3	3	2	2	2
C O3	3	2	2	3	3		2	3	2		3	3	3	2	2	2
C O4	3	2	2	3	3			3	2		3	3	3	2	2	
C O5	3	2		3	3		3	3	2		3			3	3	2

<b>C</b>	<b>3</b>	<b>3</b>	<b>3</b>		<b>3</b>		<b>3</b>	<b>2</b>			<b>3</b>			<b>3</b>	<b>2</b>	
<b>O6</b>	1=lightly mapped			2= moderately mapped					3=strongly mapped							

<b>Unit I</b>	<b>Choice of Technique &amp; Capital Formation</b>
Local	
Regional	
National	<b>Choice of Techniques and appropriate Technology, Cost Benefit Analysis, Capital formation</b>
Global	
Employability	<b>Choice of Techniques and appropriate Technology, Cost Benefit Analysis, Capital formation</b>
Entrepreneurship	<b>Choice of Techniques and appropriate Technology, Cost Benefit Analysis, Capital formation</b>
Skill Development	<b>Choice of Techniques and appropriate Technology, Cost Benefit Analysis, Capital formation</b>
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	Cost-Benefit Analysis
<b>Unit II</b>	<b>Models of Economic Growth</b>
Local	
Regional	
National	Models of Economic Growth-Classical, Neo Classical
Global	Models of Economic Growth- Classical, Neo Classical
Employability	Models of Economic Growth- Classical, Neo Classical
Entrepreneurship	Models of Economic Growth- Classical, Neo Classical
Skill Development	Models of Economic Growth- Classical, Neo Classical
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
<b>Unit III</b>	<b>Inequality and Development</b>
Local	
Regional	
National	<b>Inequality and Development:</b> Lorenz Curve, Kuznets Inverted U Shape curve, Population & Development
Global	<b>Inequality and Development:</b> Lorenz Curve, Kuznets Inverted U Shape curve, Population & Development
Employability	<b>Inequality and Development:</b> Lorenz Curve, Kuznets Inverted U Shape curve, Population & Development
Entrepreneurship	
Skill Development	<b>Inequality and Development:</b> Lorenz Curve, Kuznets Inverted U Shape curve, Population & Development
Professional Ethics	



Gender	
Human Values	
Environment & Sustainability	Kuznets Inverted U Shape curve
<b>Unit IV</b>	<b>External Sector in Growth &amp; Development</b>
Local	
Regional	
National	Trade Policies, Dual gap analysis – Balance of payments – Foreign Direct Investment – International Development Institutions
Global	Trade Policies, Dual gap analysis – Balance of payments – Foreign Direct Investment – International Development Institutions
Employability	Trade Policies, Dual gap analysis – Balance of payments – Foreign Direct Investment – International Development Institutions
Entrepreneurship	
Skill Development	Trade Policies, Dual gap analysis – Balance of payments – Foreign Direct Investment – International Development Institutions
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	8,12,17
NEP 2020	
POE/4 <sup>th</sup> IR	

## CHINESE

<b>SHCN304A</b>	<b>Advanced Chinese Oration-II (Theory)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

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

### **Course Outcomes**

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

CO1: Create good speeches.

CO2: Make good arguments.

CO3: Express on unfamiliar topics.

CO4: Place opinion in everyday situations.

CO5: Develop understanding about the context of the dialogue.

CO6: Improve listening skills.

### **Catalogue Description**

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

### **Course Content**

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#### **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

### Textbooks

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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Create good speeches.	PO1, PO2, PO8, PSO3
CO2	Make good arguments.	PO3, PO9, PO10. PSO1
CO3	Express on unfamiliar topics.	PO8, PSO3, PSO2
CO4	Place opinion in everyday situations.	PO8, PSO1
CO5	Develop understanding about the context of the dialogue.	PO1, PO2, PO8, PSO3
CO6	Improve listening skills.	PO1, PO2, PO8, PSO3

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
IIBC 314A	Advanced Chinese Oratorion-II	2	2	3					3	3	3			3	3	3

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping															
C O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P S	P S	P S
	1	2	3	4	5	6	7	8	9	10	11	12	O1	O2	O3
C O 1	3	3						3							3
C O 2			3						3	3			3		
C O 3							3							3	3
C O 4								3					3		
C O 5	3	3						3							3
C O 6	3	3						3							3
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

Unit I	Listening theme based advanced Chinese audio.
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment & Sustainability	Speaking on the topics related to Environment & Sustainability
Unit II	Theme based interactive discussions.
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment & Sustainability	Speaking on the topics related to Environment & Sustainability
Unit III	Q&A based on Chinese texts and correlating the same with their surroundings
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment &	Speaking on the topics related to Environment & Sustainability

<b>SHCN352A</b>	<b>Advanced Chinese Oration-II (口语) Practical</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

Sustainability	
Unit IV	Small individual/group presentation on a particular theme
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment & Sustainability	Speaking on the topics related to Environment & Sustainability
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

### 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:

CO1: Understand advance level Chinese conversations.

CO2: Acquire advance level oratory skills on unfamiliar topics.

### Catalogue Description

The course enhances student's advance level oratory skills.

### Course Content

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#### Unit-1

**5 lecture hours**

Listening dialogues on unfamiliar topics.

## Unit-2

10 lecture hours

Discussions on unfamiliar topics

### Textbooks

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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand advance level Chinese conversations.	PO1, PO2, PO8, PSO3
CO2	Acquire advance level oratory skills on unfamiliar topics.	PO3, PO9, PO10, PSO1

Can understand some sentence-length utterances on topics such as self, family/friends.
Comprehends words and phrases from simple questions, statements, high-frequency commands, and material. Should have achieved mastery of the pinin
Can understand the Chinese geography, history, Culture and Philosophy.
Can read simple texts on general topics given. Able to read standardized messages, phrases, or expressions.
Can write simple, fixed expressions and short sentences on general topics given. Can write own
Can understand sentence-length utterances that consist of recombination of learned elements in a limited
Can produce, with correct tones and pronunciation, sentences that consist of recombination of learned
Exhibits a basic ability to communicate information with occasional non-grammatical sentences and oral
Can understand and produce the sentences relate to the tourism industry. It may include the description about
Can read and writes texts may include communications for Business Chinese.
to be able to read, listen, understand and translate the News items, Newspapers and digital news.
Application of Concepts
Flexible with application and Industry Friendly
Ethics and Communication Skills



Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
IIBC 352A	Advanced Chinese Oratorion-II	2	2	3					3	3	3			3	3	3

1=weakly mapped  
 2= moderately mapped  
 3=strongly mapped

Programme and Course Mapping															
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 1 0	PO 1 1	PO 1 2	PSO 1	PSO 2	PSO 3
CO 1	3	3						3							3
CO 2			3						3	3			3		
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

Unit I	Listening dialogues on unfamiliar topics.
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment & Sustainability	Speaking on the topics related to Environment & Sustainability
Unit II	Discussions on unfamiliar topics
Local	
Regional	
National	Learning through national language
Global	Speaking a foreign language
Employability	Tourism, Hospitality Industry, MNC
Entrepreneurship	Start own consultancy
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in business/work
Gender	Awareness of gender differentiation through language
Human Values	Sensitivity towards different cultural values
Environment & Sustainability	Speaking on the topics related to Environment & Sustainability
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	

<b>SHCN308A</b>	<b>China and The World</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives

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

### **Course Outcomes**

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

CO1: Understand the role of China in UNO.

CO2: Understand the relationship with China and their neighbours.

CO3: Understand about the regional and international organizations led by China.

CO4: Understand the relationships with China and the developed nations.

CO5: Understand China as a global power.

CO6: 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**

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#### **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.

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#### **Unit-4**

**15 lecture hours**

China and the superpowers

### **Textbooks**

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Understand the role of China in UNO	<b>PO4, PSO2</b>
<b>CO2</b>	Understand the relationship with China and their neighbors	<b>PO4, PSO1, PSO2</b>
<b>CO3</b>	Understand about the regional and international organizations led by China.	<b>PO4, PSO1</b>
<b>CO4</b>	Understand the relationships with China and the developed nations	<b>PO4, PSO1</b>
<b>CO5</b>	Understand China as a global power	<b>PO4, PSO1</b>
<b>CO6</b>	Understand the world order and China	<b>PO4, PSO1</b>

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3			
IIB C 318 A	China and the world	Can understand some sentence-length	Comprehends words and phrases from	Can ask questions or make sentences	Can understand the Chinese geography,	Can read simple texts on general topics	Can write simple, fixed expressions and	Can understand sentence-length	Can produce, with correct tones and	Exhibits a basic ability to communicate	Can understand and produce the sentences relate to the tourism industry	Can read and writes texts may include communications for Business Chinese	to be able to read, listen, understand and translate the News items. Newspapers	Application of Concepts	Flexible with application and Industry Friendly	Ethics and Communication Skills	3	3	

1=weakly mapped  
 2= moderately mapped  
 3=strongly mapped

Programme and Course Mapping																
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P S O 1	P S O 2	P S O 3	
C O 1				3										3		
C O 2				3									3	3		
C O 3				3									3			
C O 4				3									3			
C O 5				3									3			
C O 6				3									3			
	1=lightly mapped				2= moderately mapped						3=strongly mapped					

<b>Unit I</b>	<b>Introduce the role of China in UNO</b>
Local	
Regional	
National	India's foreign policy understanding
Global	Learning about the global politics
Employability	Think tanks, Government
Entrepreneurship	Start think tank
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in work
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Understanding of the topics related to Environment & Sustainability
<b>Unit II</b>	<b>Introduction of relationship with China and their neighbours</b>
Local	
Regional	
National	India's foreign policy understanding
Global	Learning about the global politics
Employability	Think tanks, Government
Entrepreneurship	Start think tank
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in work
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Understanding of the topics related to Environment & Sustainability
<b>Unit III</b>	<b>Introduction of the organizations led by China</b>
Local	
Regional	
National	India's foreign policy understanding
Global	Learning about the global politics
Employability	Think tanks, Government
Entrepreneurship	Start think tank
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in work
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Understanding of the topics related to Environment & Sustainability
<b>Unit IV</b>	<b>China and the superpowers</b>
Local	
Regional	
National	India's foreign policy understanding
Global	Learning about the global politics
Employability	Think tanks, Government

Entrepreneurship	Start think tank
Skill Development	Pronunciation, tones& intonation, Comprehension ability
Professional Ethics	Professional ethics in work
Gender	Awareness of gender differentiation through language
Human Values	Awareness of different schools of thoughts
Environment & Sustainability	Understanding of the topics related to Environment & Sustainability
SDG	8,12
NEP 2020	
POE/4 <sup>th</sup> IR	



## **HISTORICAL STUDIES**

<b>SHHS346A</b>	<b>Approaches to South Asian History: Society, Politics &amp; Economy</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>				<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Total Contact Hours</b>	<b>60 Hours</b>						
<b>Pre-requisites/Exposure</b>	-						
<b>Co-requisites</b>	-						

### **Course Objectives**

1. To examine into newer works and research 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:

CO1: Demonstrate foundational knowledge of the culture of South Asia, given by scholars at the forefront of their disciplines.

CO2: Develop skills to work in South Asian societies or in a context with South Asian connections.

CO3: Formulate key research questions related to South Asian History.

CO4: Develop an inter-disciplinary perspective for understanding and approaching historical studies.

CO5: 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 the great number 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 18<sup>th</sup> 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

Programme and Course Mapping											
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PS O 1	PS O 2	PSO 3
CO 1	2	3					2		3		
CO 2	3					2				3	
CO 3			3	2					3		2
CO 4	3									3	
CO 5			3		2				3		
1=lightly mapped mapped			2= moderately mapped					3=strongly			

	<b>Approaches to South Asian History: Society, Polity &amp; Economy (1200-1800)</b>	To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish things & discuss their etymology, origins, extent.	To develop an insight about people, cultures, words & things & discuss their etymology, origins, extent.	To make students understand how their past affect their future both at micro and macro level	To enable students to analyse, organize and critically evaluate the historical documents	To give the ability to students to compare and contrast different processes modes of thoughts and modes of	To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social	To enable students to develop their own research papers	To prepare students to prepare and present their views, papers and presentations on distinguished forums	To create among students, the ability to apply historical methods to critically evaluate the past and	To enable students to acquire research skills and the use of archives for historical research	To develop the oral and written prowess of the students in writing essays on history and its allied subjects	To develop among the students, general awareness and genuine appreciation for historical events and figures	To understand how different individuals, groups, organisations, societies, cultures, countries and nations	
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
SHHS 346A	Approaches to South Asian History: Society, Polity and Economy (1200-1800)	2	1	1						2	2				

### RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit		Unit I	Unit II	Unit III	Unit IV
Relevance to the local, national, regional and	Local				
	Regional				
	National				

<b>global developmental needs</b>		Modern Political Evolution with special reference to studies on South Asia: Approaches and Issues			
	<b>Global</b>	Profile of South Asian Political Systems		Liberalisation, Privatisation and Globalization	
<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Employability</b>				
	<b>Entrepreneurship</b>				
	<b>Skill Development</b>				
<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>Professional Ethics mm</b>				
	<b>Gender</b>				
	<b>Human Values</b>		Politics of Identity- The self and the other in Modern Nationalism		
	<b>Environment &amp; Sustainability</b>				
<b>SDG</b>		SDG4	SDG4	SDG4	

<b>NEP</b>		Promotion of Indian Languages, Arts and Culture; Multi-disciplinary and Holistic Education	Promotion of Indian Languages, Arts and Culture; Multi-disciplinary and Holistic Education	Promotion of Indian Languages, Arts and Culture; Multi-disciplinary and Holistic Education	
<b>POE/4th IR</b>		Global knowledge/Skill development	Technical skills that match industry needs/interpersonal skills	Updated curriculum/Project work, field trips	Employability skills/Hands-on experience, skill development

Course Code	Course Title	L	T	P	S	C
SHHS348A	Dissertation	0	0	0	0	6
Pre-requisites/Exposure	NA					
Co-requisites	NA					

(L – Lecture    T – Tutorial    P – Practical    S – Studio    C – Credits)

### Course Objectives

1. To facilitate student to carry out extensive research and development of research project.
2. To analyse the various factors that influenced the history through problem and gap identification, development of methodology for problem solving, interpretation of findings.
3. To overall goal of the dissertation is for the student to display the knowledge and capability required for independent work.
4. To enable students with the application of knowledge in solving / analysing /exploring a real-life situation / difficult problem.

### Course Outcomes

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

**CO1:** Understand research and problem solving.

**CO2:** Analyse the research tools and methodologies.

**CO3:** Examine the research outcomes.

**CO4:** Evaluate the ways in which future research avenues can be explored.

### 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 an 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 Dissertation of the Project, which is finalized by the end of VI 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-centre
    - 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 B.A. Programme 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 Dean 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 must 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, Carr, E. H. What is History? Macmillan, London: 1964.
2. Collingwood, R. G. The Idea of History, Oxford University Press. Oxford 197
3. Garraghan, G. J. S. J. A Guide to Historical Method (Ed), Jean Delanglez S. J. (Fordham University Press, New York, 1957.
4. Gottschalk, Louis, Understanding History, New York, Second Edition, 1969.
5. S. M Sayanekar, Element in Research Methodology in Social Science. Manan Prakashan, 2016.
6. K. N. Chitnis, Research Methodology in History, Atlantic Publishers, New Delhi, 2006.

### Examination Scheme

	<b>Evaluation Component</b>	<b>Duration</b>	<b>Weightage</b>
1	Hard Copy Dissertation	-	50
2	External Evaluation	30 Minutes	30
3	Internal Evaluation	-	20
<b>Total</b>			<b>100</b>

**Program Articulation Matrix: Mapping of Course Outcome (COs) with Program Outcomes (POs)**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3
CO 1	3	3	3				2		3		
CO 2	3	3				2				3	
CO 3	3		3	2					3		2
CO 4	3	3								3	
<b>1=lightly mapped</b>			<b>2= moderately mapped</b>					<b>3=strongly mapped</b>			

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
SH HS 348	<b>Dissertation</b>	3	2	2						2	2			

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## POLITICAL SCIENCE

<b>SHPL304A</b>	<b>Indian Political Thought (II)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

- The primary objective of the course is to familiarize students with the writings and scholarship that pertain to Indian political thought.
- The study's main concern is on philosophers, whose opinions are nevertheless framed by specific issues and contributed to socio-political transformation.
- The overall objective of the course is to give students an overview of the many schools of Indian thought while also promoting in-depth familiarity with thinkers and texts.
- The concepts incorporate both classical and medieval perspectives on the problems facing Indian civilisation.
- The primary objective of the course is to introduce students to the range and breadth of Indian political thinking.
- The philosophers were purposefully chosen to reflect the diversity of beliefs and viewpoints that exist within the modern Indian thinking heritage. Selected passages from original sources are also provided for class discussion.

### Course Learning Outcomes

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

**CO1:** Demonstrate their comprehension of the fundamental ideas that underlie both ancient and medieval Indian political philosophy, which are both prevalent traditions of thinking in India, as well as their ability to compare these ideas.

**CO2:** Acquire solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course.

**CO3:** Place current discussions on significant topics on a historical timeline and consider the many alternatives suggested by the works of many thinkers.

**CO4:** Learn to accept and tolerate other points of view as well as adore and value the diversity within the contemporary Indian intellectual culture.

## Course Description

This course deals to study important themes through individual thinkers. The course has been designed to give students a glimpse about the richness and diversity within Indian political thought. The thinkers have been consciously selected to represent a wide spectrum of ideologies and vantage points within the modern Indian thought tradition. Selected extracts from original texts are also given to discuss in the class. This shall help students to have some 83 experiences in understanding how these thinkers build up their arguments and developed their views on the respective themes.

### Unit 1: Introduction to Indian Political Thought

- Foundation of Indian Political Thought

#### Ancient Thought

- Foreign Policy and Circle of States: Kautilya

### Unit 2: Emergence of Modern Thought

- Liberalism: Rammohan Roy
- Modernism: Syed Ahmed Khan
- Gender: Pandita Ramabai

#### Nationalism and Modernity

- Critique of Nationalism: Rabindranath Tagore
- Critique of Modern Civilization: M. K. Gandhi

### Unit 3: Community and Nation

- Ideal Society: Vivekananda
- Hindutva: V. D. Savarkar

#### Social Justice

- B. R. Ambedkar: Annihilation of Caste

### Unit 4: Socialism and Radical Democracy

- The idea of India: Jawaharlal Nehru
- Radical Humanism: M. N. Roy
- Partyless Democracy: J. P. Narayan

## References

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- V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.
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**Modes of Evaluation: Quiz/Assignment/ presentation/  
extempore/Written Examination**

**Examination Scheme:**

<b>Component s</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Ter m Exa m</b>	<b>Attendanc e</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>1 0</b>	<b>1 0</b>	<b>2 0</b>	<b>10</b>	<b>5 0</b>



**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>SHPL304A</b>	<b>Course Code</b>	<b>SHPL304A</b>
<b>IPT II</b>	<b>Course Title</b>	<b>Indian Political Thought II</b>
<b>3</b>	<b>PO1</b>	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
<b>2</b>	<b>PO2</b>	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
<b>2</b>	<b>PO3</b>	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
<b>3</b>	<b>PO4</b>	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
<b>3</b>	<b>PO5</b>	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
<b>3</b>	<b>PO6</b>	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
<b>3</b>	<b>PO7</b>	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

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1=weakly mapped; 2= moderately mapped; 3=strongly mapped

<b>Mapping between COs and POs</b>	
<b>Course Outcomes (COs)</b>	
<b>CO1</b>	After successfully completing this course, students will be able to demonstrate their comprehension of the fundamental ideas that underlie both ancient and medieval Indian political philosophy, which are both prevalent traditions of thinking in India, as well as their ability to compare these ideas
<b>CO2</b>	Students will have a solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course
<b>CO3</b>	Students will have a solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course
<b>CO4</b>	Students will have a solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course. They would also learn to accept and tolerate other points of view as well as adore and value the diversity within the contemporary Indian intellectual culture.

				<b>Mapped Program Outcomes</b>
		<b>PO1, PO4</b>		
		<b>PO6, PO4</b>		
	<b>PO5, PO7</b>			

### **RELEVANCE OF THE COURSE TO VARIOUS INDICATORS**

<b>Unit I</b>	<b>Introduction to Indian Political Thought; Ancient Thought</b>
Local	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya,
Regional	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
National	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Global	NA
Employability	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Entrepreneurship	NA
Skill Development	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Professional Ethics	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Gender	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Human Values	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Environment & Sustainability	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
<b>Unit II</b>	<b>Emergence of Modern Thought; Nationalism and Modernity</b>

Local	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Regional	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
National	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Global	NA
Employability	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Entrepreneurship	NA
Skill Development	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Professional Ethics	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Gender	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Human Values	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Environment & Sustainability	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
<b>Unit III</b>	<b>Community and Nation; Social Justice</b>
Local	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Regional	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
National	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Global	NA

Employability	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Entrepreneurship	NA
Skill Development	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Professional Ethics	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Gender	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Human Values	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Environment & Sustainability	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
<b>Unit IV</b>	<b>Socialism and Radical Democracy</b>
Local	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Regional	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
National	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Global	Radical Humanism: M. N. Roy
Employability	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Entrepreneurship	NA
Skill Development	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Professional Ethics	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Gender	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Human Values	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Environment & Sustainability	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
SDG	4,5,8,9,10,11,12,13,15,16,17

NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA

<b>SHPL308A</b>	<b>India's Foreign Policy</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

- To inform students about the domestic origins and institutional limitations that have shaped India's foreign policy throughout its development and application.
- To emphasize important connections between the "domestic" and "international" parts of its foreign policy.
- To understand India's shifting positions and the evolution of its role as a global player since independence is made easier by looking at its relations with the superpowers during and after the Cold War, its negotiating tactics and positioning in international climate change negotiations, international economic governance, international terrorism, and the United Nations.

### Course Learning Outcomes

**CO1:** Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy.

**CO2:** Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state.

**CO3:** Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China.

**CO4:** Students' comprehension of India's tactics in South Asia will improve as a result of the course.

**CO5:** Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes.

### Course Description

This course will help students, academics and professionals develop an authentic understanding of India's Foreign Policy- its historical context, recent developments and key issues facing the country. The course will provide students with a framework to analyse and become familiar with India's diplomatic agenda and current engagements with partner countries.

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the

international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

**Unit 1: India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power**

- India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

**Unit 2: India and Great Powers**

- India's Relations with the USA and Russia
- India's Engagements with China

**Unit 3: India in South Asia: Debating Regional Strategies**

- Prospects and Challenges

**Unit 4: India in the Contemporary Multipolar World**

- UNO
- G20
- EU
- BRICS
- SCO

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- Sumit Ganguly (ed) (2010), India's Foreign Policy: Retrospect and Prospect, New Delhi, Oxford University Press.

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

**Examination Scheme:**

<b>Component s</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Ter m Exa m</b>	<b>Attendanc e</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>1 0</b>	<b>1 0</b>	<b>2 0</b>	<b>10</b>	<b>5 0</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>SHPL308A</b>	Course Code	<b>SHPL308A</b>
<b>IFP</b>	Course Title	<b>Indian Foreign Policy</b>
3	PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
2	PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
2	PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
3	PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

**1=weakly mapped; 2= moderately mapped; 3=strongly mapped**

<b>Mapping between COs and POs</b>	
<b>Course Outcomes (COs)</b>	
<b>CO1</b>	Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy
<b>CO2</b>	Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state.
<b>CO3</b>	Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China .
<b>CO4</b>	Students' comprehension of India's tactics in South Asia will improve as a result of the course.
<b>CO5</b>	Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes.



National	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Global	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Employability	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Entrepreneurship	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Skill Development	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Professional Ethics	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Gender	NA
Human Values	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Environment & Sustainability	1. India's Relations with the USA and Russia, 2. India's Engagements with China
<b>Unit III</b>	<b>India in South Asia: Debating Regional Strategies</b>
Local	NA
Regional	NA
National	Prospects and Challenges
Global	Prospects and Challenges
Employability	Prospects and Challenges
Entrepreneurship	NA
Skill Development	Prospects and Challenges
Professional Ethics	Prospects and Challenges
Gender	Prospects and Challenges
Human Values	Prospects and Challenges
Environment & Sustainability	Prospects and Challenges
<b>Unit IV</b>	<b>India in the Contemporary Multipolar World</b>
Local	NA
Regional	NA
National	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Global	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO

Employability	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Entrepreneurship	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Skill Development	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Professional Ethics	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Gender	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Human Values	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Environment & Sustainability	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward-looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA



## General Electives (GE-II)

### ENGLISH

<b>SHEL247A</b>	<b>Contemporary India: Women &amp; Empowerment</b>	L	T	P	C
<b>Version 2.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

#### Course Objectives

1. To make the students aware about the contemporary society.
2. To recognize and understand the issue of gender identity.
3. To gain critical insights about women empowerment.
4. To foster creative ability and cross-cultural sensitivity.

#### Course Outcomes

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

CO1: Recognise the importance of Women Empowerment in contemporary society.

CO2: Analyse women's position from Vedic times to the present; the social construction of gender; women in family- marriage, working women; their issues such as domestic violence, female feticide; women and the environment- eco-feminist movements, changing working conditions, and women's labour.

CO3: Appreciate social and cultural phenomenon through the lens of gender and gain knowledge to appreciate a range of disciplinary perspectives.

CO4: Identify the historical evolution of a woman's position in Indian society.

CO5: Gain historical understanding of social movements and social justice.

CO6: Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories.

#### Catalogue Description



This learning program will encourage the students to be familiarized with the specific cultural contexts of women in India.

## **Course Content**

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**15 lecture hours**

### **UNIT I**

Stages of marginalization of women: Status of Women in India – A graphic Study from Vedic Period; Social Construction of Gender (Masculinity and Femininity) Patriarchy

**15 lecture hours**

### **UNIT II**

History of Women's Movements in India (Pre-independence, post-independence); Women, Nationalism, Partition Women and Political Participation

**15 lecture hours**

### **UNIT III**

Women and Law; Women and the Indian Constitution; Personal Laws (Customary practices on inheritance and Marriage)

(Supplemented by workshop on legal awareness)

**15 lecture hours**

### **UNIT IV**

Women and Environment; State interventions, Domestic violence, Female foeticide, sexual harassment; Women trafficking; Female Voices in real life & in Literature

### **Reference Books/Materials**

1. Rao MK, Empowerment of Women in India, 2005, Discovery Publishing House
2. Debashree Mukherjee, Women Education and Empowerment: A Global Perspective, 2008

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

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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

<b>Mapping between COs, PSOs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Recognize the importance of Woman Empowerment in contemporary Society.	<b>PO8, PSO6</b>
<b>CO2</b>	Analyze women's position from Vedic times to the present; the social construction of gender; women in family- marriage, working women; their issues such as domestic violence, female feticide; women and the environment- eco-feminist movements, changing working conditions, and women's labor.	<b>PO7, PSO3</b>
<b>CO3</b>	Appreciate social and cultural phenomenon through the lens of gender and gain knowledge to appreciate a range of disciplinary perspectives.	<b>PO2, PSO3</b>
<b>CO4</b>	Identify the historical evolution of a woman's position in Indian Society.	<b>PO2, PSO3</b>
<b>CO5</b>	Gain historical understanding of social movements and social justice	<b>PO5, PSO2</b>
<b>CO6</b>	Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories	<b>PO7, PSO6</b>

		To develop a comprehensive understanding of the theories and practical applications of their subject	To acquire a sense of social responsibility and service to the greater good of humanity.	Foster scientific temper, creative ability and cross-cultural sensitivity.	Provide the students opportunities in terms of research and social service.	Develop ability for advanced critical thinking and	Acquire the capability to work independently, as	Develop awareness about the existing social and	Understand the scope of the discipline and be	Competency in language and communication skills for interacting with diverse audiences in a variety.	Ability to use digital sources to aid and augment	To develop competence in the structure, levels and discourse functions of the English language	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated with a literary work.	To be able to critically analyze and apply literary theories with respect to other disciplines.	To be able to recognize and comprehend different varieties of English language and develop a writing	To apply their knowledge and skills to a wide range of industries and academic
Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	P O6
SHEL2 47A	Contemporary India: Women & Empowerment		3			3		3					3	3			3

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

Programme and Course Mapping														
P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	PS O2	P O 3	P O 4	PS O5	PS O 6
3	2	2	2	3	2		3	3	3	3		2	2	3
2				2										
3	3						3	2	3				3	2
3		2		3				2			2			
			3	2			3	3	3		2		3	3
1=lightly mapped					2= moderately mapped					3=strongly mapped				

<b>Unit I</b>	<b>INTRODUCTION</b>
Local	Stages of marginalization of women
Regional	Recognize the importance of Women Empowerment in contemporary society
National	Status of Women in India
Global	Appreciate social and cultural phenomenon through the lens of gender and gain knowledge to appreciate a range of disciplinary perspectives
Employability	-
Entrepreneurship	-
Skill Development	A graphic Study from Vedic Period; Social Construction of Gender (Masculinity and Femininity) Patriarchy
Professional Ethics	-
Gender	-
Human Values	Gain historical understanding of social movements and social justice.
Environment & Sustainability	-
<b>Unit II</b>	<b>POEMS</b>
Local	
Regional	Nationalism
National	History of Women's Movements in India
Global	Pre Independence and post-Independence history of women
Employability	Political Participation of Women
Entrepreneurship	-
Skill Development	-
Professional Ethics	-
Gender	-
Human Values	Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories
Environment & Sustainability	-
<b>Unit III</b>	<b>SHORT STORY</b>
Local	Women and the Indian Constitution
Regional	Personal Laws for women
National	Practices on Inheritance and marriage
Global	Recognise the importance of Women Empowerment in contemporary society.
Employability	-
Entrepreneurship	-
Skill Development	-
Professional Ethics	-
Gender	-
Human Values	Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories
Environment & Sustainability	-
<b>Unit IV</b>	<b>NOVEL</b>

Local	Domestic Violence
Regional	Female Foeticide
National	Analyse women's position from Vedic times to the present; the social construction of gender; women in family- marriage, working women; their issues such as domestic violence, female feticide; women and the environment- eco-feminist movements, changing working conditions, and women's labour
Global	Sexual harassment
Employability	-
Entrepreneurship	-
Skill Development	Female Voices in real life & in Literature
Professional Ethics	To apply knowledge and skills to a wide range of industries and academia
Gender	-
Human Values	Cross-cultural sensitivity
Environment & Sustainability	-
SDG	SDG4
NEP 2020	Multi-Disciplinary studies
POE/4 <sup>th</sup> IR	Team Work & Skill Development

## PSYCHOLOGY

<b>SHPS240A</b>	<b>PSYCHOLOGY AND MEDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### **Course Objectives**

- To understand the concepts and theories of media psychology.
- To understand functioning of media audiences.
- To understand the many forms of media effects.
- To comprehend the psychological processes underlying media effects.

### **Course Outcomes**

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

- CO1. Define core concepts and theories of media psychology.
- CO2. Identify different kinds of media effects.
- CO3. Explain the psychological processes underlying media effects.
- CO4. Analyze and synthesize relevant research.
- CO5. Write about media effects phenomena.
- CO6. Understand the critical issues of media influence.

### **Catalogue Description**

The course focuses on the relationship between the media and their audience from a psychological perspective. It discusses how audiences use and make sense of media content, and how are affected by it, behaviorally, cognitively and emotionally. Both theory and research will be used to understand this relationship, as it is examined across different media (e.g. traditional, new media), genres (e.g. entertainment, news), and effects (e.g. learning, aggression). The course employs an intergroup perspective to the analysis of media – audience relationship, that is, it focuses on how social categorization influence communication.

### **Course Content**

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#### **UNIT I: 15 lecture hours**

Media and User: understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation.

#### **UNIT II: 15 lecture hours**

Media and advertising: Developing an effective advertising programme /media promotions/campaigns for social marketing. Case studies in the Indian context.

#### **UNIT III: 15 lecture hours**

Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, violence, and cybercrime. Case studies in the Indian context.

#### **UNIT IV: 15 lecture hours**

Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context

### Textbooks

- Dill, K.E. (2009). How Fantasy becomes Reality Seeing Through Media Influence. New York: Oxford University Press.
- Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008).
- Handbook of Consumer Psychology. NY: Psychology Press. Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.
- Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group. Kirsh, S.J. (2006). Children Adolescents and Media Violence. New York: Sage.
- Montgomery, K.C. (2007) Generation Digital. MIT Press. Wood, R.N. (1983). Mass Media and Individual. Minnesota: Woods.

### Reference Books/Materials

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc. Dill, K.E. (2009).
- How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. New York: Psychology Press.
- Audio-Visual Sources Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein Documentary: 'Killing Us Softly 4' by Jean Kilbourne Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

### 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

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define core concepts and theories of media psychology	PO1
CO2	Identify different kinds of media effects	PO1
CO3	Explain the psychological processes underlying media	PO2
CO4	Analyze and synthesize relevant research	PO1

<b>C05</b>	Write about media effects phenomena	<b>PO10</b>
<b>C06</b>	understand the critical issues of media influence	<b>PO10</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
<b>SHPS2 10A</b>	<b>PSYCHOLOGY AND MEDIA</b>	<b>3</b>	<b>2</b>								<b>2</b>		<b>2</b>	

1=weakly mapped  
2= moderately mapped  
3=strongly mapped



Programme and Course Mapping														
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O1 1	P S O 1	P S O 2	PS O3
C O 1	3												2	
C O 2	3													
C O 3		3												
C O 4	3													
C O 5										2				
C O 6										2				
1=lightly mapped                      2= moderately mapped                      3=strongly mapped														

U ni t	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				S D G	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		Essential learning and critical thinking	
I	Media and User	Media and User	Media and User	Media and User	Scope of Specialties within Psycho							8	Towards a More Holistic and Multidisciplinary Education	



	ologie s	techn ologie s	techn ologie s	techn ologie s	logical research		logical research							onal Educatio n, Online and Digital Educatio n: Ensuring Equitabl e Use of Technol ogy
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## ECONOMICS

<b>SHES114A</b>	<b>SOCIETY CULTURE &amp; SOCIAL CHANGE</b>	L	T	P	C
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives:

- To develop knowledge and understanding about social and cultural concepts.
- To allow students to understand the development and basic functioning of the societies and different cultures.
- To make students understand the development of the structure and stratification in society.
- To learn interaction of social, economic and political forces.

### Course Outcomes

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

CO1. Demonstrate skills and other qualities associated with responsible citizenship at local, national, regional and global levels.

CO2. Understand the development and functioning of the societies and different cultures.

CO3. Demonstrate knowledge and understanding about social and cultural concepts.

CO 4. Understand the process of social change and interaction of societies and cultures.

CO5. Explain the effects of social political and economic forces on societies and cultures.

CO6 Explain social and economic integration.

### Catalogue Description

India is a changing society in a rapidly changing world. The nature and pace of change is both welcomed and resisted by different social groups. The benefits and disadvantages of social change are not evenly distributed because society is characterized by significant social differences and inequalities of class, gender, ethnicity and power. Changes and inequality affect all the institutions in which we live - education, healthcare, the family, work, religion and government. This course introduces understanding of social change and inequality. It questions the specific social, cultural and historical conditions that shape social institutions and values to identify how things might be otherwise and how we might contribute to changing things for the better. After completion of this course students shall have sociological understanding of social change and inequality and develop knowledge and

understanding about social and cultural concepts and their application in personal, social and cultural identity and interactions within societies and cultures.

### Course Content

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**UNIT I** **10 lecture hours**

**Society:** Tribal, Rural , Urban Industrial and Post Industrial : Its Nature, Definition & Types.

**UNIT II** **20 lecture hours**

**Culture:** Its Nature, Definition & Types: Material and Non-Material Culture; Socialization: Its Importance, Processes and Stages; Social Control: Its Types and Means.

**UNIT III** **20 lecture hours**

**Process of Social Change:** Industrialization, Secularization, Modernization & Globalization: Its Nature & Impact on Society.

**UNIT IV** **10 lecture hours**

**Concepts & Basis of Social Stratification:** Caste, Class, Power & Gender

**SUGGESTED READINGS:**

- Ahuja, Ram (1997): **Society in India: Concept, Theories and Recent Trends**, Jaipur: Rawat Publication.
- Beteille, Andre (1992): **Backward Classes in Contemporary India**, New Delhi: OUP.
- Dube, S.C. (1991): **Indian Society**, New Delhi: National Book Trust.
- Ghurye, G.S. (1968): **Social Tension**, Bombay: Popular Prakashan.
- Karve, Iravati (1961): **Hindu Society: An Interpretation**, Pune: Daccan College.
- Mandelbaum, D.G. (1970): **Society in India**, Bombay: Popular Prakashan.
- Sharma K.L. (ed.) (1994): **Caste and Class**, Jaipur, Rawat Publication.
- Srinivas, M.N. (1980): **India's: Social Structure**, New Delhi : Hindustan Publication.

**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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Demonstrate skills and other qualities associated with responsible citizenship at local, national, regional and global levels.	<b>PO2, PO6, PO7, PS01</b>
<b>CO2</b>	Understand the development and functioning of the societies and different cultures.	<b>PO2, PO6, PS01</b>
<b>CO3</b>	Demonstrate knowledge and understanding about social and cultural concepts.	<b>PO1, PO2, PO6</b>
<b>CO4</b>	Understand the process of social change and interaction of societies and cultures.	<b>PO1, PO2, PO5, PO6</b>
<b>CO5</b>	Explain the effects of social political and economic forces on societies and cultures.	<b>PO2, PO6, PO7, PS03</b>
<b>CO6</b>	Explain social and economic integration.	<b>PO1, PO2</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
SHES114A	Society Culture and Social Change	3	3			2	3	2				2	2	2			

Programme and Course Mapping																	
CO	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	
CO 1	3	3	3	3	2		3		2			3	2	3			
CO 2	2	3	3	3	2		3		2			3	2	3		3	
CO 3	3			3								2		2			
CO 4	2	3	3	3	2		3		2			3	2	3		3	
CO 5	2	3					3	3				2	3		2		
CO 6	2	3					3	3				2	3		2		
	1=lightly mapped					2= moderately mapped					3=strongly mapped						

Unit I	<b>SOCIETY</b>
Local	Society: Tribal, Rural, Urban Industrial and Post Industrial: Its Nature, Definition & Types
Regional	Society: Tribal, Rural, Urban Industrial and Post Industrial: Its Nature, Definition & Types
National	Society: Tribal, Rural, Urban Industrial and Post Industrial: Its Nature, Definition & Types
Global	
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit II	<b>CULTURE</b>
Local	Culture: Its Nature, Definition & Types: Material and Non-Material Culture; Socialization: Its Importance, Processes and Stages; Social Control: Its Types and Means
Regional	Culture: Its Nature, Definition & Types: Material and Non-Material Culture; Socialization: Its Importance, Processes and Stages; Social Control: Its Types and Means
National	Culture: Its Nature, Definition & Types: Material and Non-Material Culture; Socialization: Its Importance, Processes and Stages; Social Control: Its Types and Means
Global	



Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	Socialization: Its Importance, Processes and Stages
Environment & Sustainability	
Unit III	PROCESS OF SOCIAL CHANGE
Local	Process of Social Change: Industrialization, Secularization, Modernization & Globalization: Its Nature & Impact on Society.
Regional	Process of Social Change: Industrialization, Secularization, Modernization & Globalization: Its Nature & Impact on Society.
National	Process of Social Change: Industrialization, Secularization, Modernization & Globalization: Its Nature & Impact on Society.
Global	
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit IV	SOCIAL STRATIFICATION
Local	Concepts & Basis of Social Stratification: Caste, Class, Power & Gender
Regional	Concepts & Basis of Social Stratification: Caste, Class, Power & Gender
National	Concepts & Basis of Social Stratification: Caste, Class, Power & Gender
Global	
Employability	
Entrepreneurship	
Skill Development	
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	1,4,5,10,16
NEP 2020	Multidisciplinary, Inclusive education, Equitable education
POE/4 <sup>th</sup> IR	Simulations, cross cultural programs

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Programme and Course Mapping															
C O	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P S O 1	P S O 2	P S O 3
C O 1	2	3				3			3				3		
C O 2	2	3				3			3				3		
C O 3	2	3				3			3				3		
C O 4	2	3				3			3				3		
C O 5	2	3				3			3				3		
C O 6	2	3				3			3				3		
	1=lightly mapped					2= moderately mapped					3=strongly mapped				

## CHINESE

<b>SHCN302A</b>	<b>Advance Chinese Readings–II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisites</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives**

1. Introduction of advance level literary items as prose written post 1911.
2. Introduction of contemporary literary items as prose Introduction of advance.
3. level literary items as poetry written post 1911.
4. Introduction of contemporary literary items as poetry.

### **Course Outcome**

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

CO1: Understand and narrate the selected stories Post 1911.

CO2: Understand and narrate the selected poetries Post 1911

CO3: Understand and narrate the selected prose items from contemporary writers of China

CO4: Understand and narrate the selected prose items from contemporary writers of China

CO5: Understand the Chinese literary trends

CO6: Understand the Chinese Society through literature

### **Catalogue Description**

The course introduces advanced Chinese literature. It comprises essays and prose of different Chinese writers which provides an intensive understanding of language, society and literature.

### **Course Content**

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#### **Unit-1**

**15 lecture hours**

Understanding the society and language of China after 1911

#### **Unit-2**

**15 lecture hours**

Introducing abstracts from modern Chinese writer/writers.

**Unit-3****15 lecture hours**

Introducing abstracts from contemporary Chinese writers.

**Unit-4****15 lecture hours**

Introducing essays from modern Chinese Writers

**Text Books**

1. *Advance Chinese Course* (汉语高级教程), Part-2, Peking University Press, Beijing, 2005

**Reference Books/Materials**

1. *Road to Success*. Advanced, Beijing Language & Culture University Press, Beijing, 2010.

**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

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand and narrate the selected stories Post 1911.	PO1, PO2, PO6, PO9, PSO1

<b>CO2</b>	Understand and narrate the selected poetries Post 1911	<b>PO1, PO2, PO6, PO9  PSO1</b>
<b>CO3</b>	Understand and narrate the selected prose items from contemporary writers of China	<b>PO1, PO2, PO6, PO9, PSO1</b>
<b>CO4</b>	Understand and narrate the selected prose items from contemporary writers of China	<b>PO1, PO2, PO6, PO9, PSO1</b>
<b>CO5</b>	Understand the Chinese literary trends	<b>PO1, PO2, PO6, PO9, PSO1</b>
<b>CO6</b>	Understand the Chinese Society through literature	<b>PO1, PO2, PO6, PO9, PSO1</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
SHCN302A	Advanced Chinese Readings-II	3	2				3			3				3		

1=weakly mapped  
3=strongly mapped

2= moderately mapped

Programme and Course Mapping																
C O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P S O	P S O	P S O
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	
C O 1	2	3				3			3				3			
C O 2	2	3				3			3				3			
C O 3	2	3				3			3				3			
C O 4	2	3				3			3				3			
C O 5	2	3				3			3				3			
C O 6	2	3				3			3				3			
	1=lightly mapped					2= moderately mapped					3=strongly mapped					

<b>Unit I</b>	<b>Understanding the society and language of China after 1911</b>
Local	
Regional	
National	
Global	Knowledge on society and language of China after 1911
Employability	Think Tanks
Entrepreneurship	
Skill Development	Ability to perceive the society and language of China after 1911
Professional Ethics	
Gender	Gender roles in China after 1911
Human Values	
Environment & Sustainability	
<b>Unit II</b>	<b>Introducing abstracts from modern Chinese writer/writers</b>
Local	
Regional	
National	
Global	Knowledge of modern literature of China
Employability	Research
Entrepreneurship	
Skill Development	Analysing ability about China and its society and political structuring through literature
Professional Ethics	
Gender	Gender norms prevalent in China through literature
Human Values	Human Values reflected through literature
Environment & Sustainability	Awareness on how foreign countries politically deal with environmental issues
<b>Unit III</b>	<b>Introducing abstracts from contemporary Chinese writers</b>
Local	
Regional	
National	
Global	Knowledge of contemporary literature of China
Employability	Research
Entrepreneurship	
Skill Development	Analysing ability about China and its society and political structuring through literature
Professional Ethics	
Gender	Gender norms prevalent in China through literature
Human Values	Human Values reflected through literature
Environment & Sustainability	Awareness on how foreign countries politically deal with environmental issues



<b>Unit IV</b>	<b>Introducing essays from modern Chinese Writers Text</b>
Local	
Regional	
National	
Global	Knowledge of modern literature of China
Employability	Research
Entrepreneurship	
Skill Development	Analysing ability about China and its society and political structuring through literature
Professional Ethics	
Gender	Gender norms prevalent in China through literature
Human Values	Human Values reflected through literature
Environment & Sustainability	Awareness on how foreign countries politically deal with environmental issues
<b>SDG</b>	8,12
<b>NEP 2020</b>	Towards a More Holistic and Multidisciplinary Education (11.1- 11.13)
<b>POE/4<sup>th</sup> IR</b>	Global Education Knowledge

## HISTORICAL STUDIES

<b>SHHS344A</b>	<b>History of Religion in South Asia- Part II</b>				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 2.0</b>					<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Total Contact Hours</b>	<b>60 Hours</b>							
<b>Pre-requisites/Exposure</b>	-							
<b>Co-requisites</b>	-							

### Course Objectives

- To discuss the essential aspects of religious thought and practice in South Asia as they have developed over the course of history.
- To understand the basic questions of human existence in light of the answers provided to those questions in the literature and ethos of South Asian religious traditions.
- To examine the role of religion in the socio-cultural development of society.
- To examine the religious history of India from Ancient to Early Medieval Period.

### Course Outcomes

**CO1:** Evaluate India's early cultural and religious past.

**CO2:** Assess contemporary concerns and ideologies in influencing our understanding and representation of that past.

**CO3:** Analyze the relationship between Indian religious texts and the earlier myths of the Vedas and the Indian Epics, the diversity of the narrative and mythic materials within and across different texts

**CO4:** Examine the process of production, consumption, transformation and dissemination of Indian religious traditions, texts and institutions.

**CO5:** Demonstrate analytical and critical thinking skills through a variety of forms- textual, performative, and experiential.

### Catalogue Description-

The course is a study of religions originating in South Asia, with a focus on Early Medieval and Modern India. The course will provide students with a basic understanding of the

teachings and practices of Buddhism, and the role of this religion as a connecting factor of several Asian cultures (India, Tibet, Sri Lanka, Burma, the Silk Routes etc). Past and present perspectives are represented. Hindu religions form a second focus, the course also offers an introduction to other religions important to the region, such as Jainism, Islam, Sikhism and Christianity.

### **Syllabus-**

#### **Unit I: Socio-religious developments in the Medieval South Asia**

- (a) Indian society in early thirteen century
- (b) Hindu, Muslim relations under the Delhi Sultanate and Mughals
- (c) Position of Ulema. Women and Slaves

#### **Unit II: Bhakti Movement.**

- (a) Kabir, Nanak, Tulsidas and Tukaram
- (b) Female Sufi Saints- Mirabai, Lalded, Akka Mahadevi
- (c) Socio-religious importance of the Bhakti Movement

#### **Unit III Sufism in South Asia**

- (a) development and growth sufi-silsilas- Chisti; Shuhsawati, Naqsbandi and Firdausia
- (b) Key philosophical and spiritual ideas of Sufism
- (c) Socio-religious importance of Sufism in India

#### **Unit IV: Religious Developments in Modern South Asia**

- (a) Socio-religious reform movements of the 19<sup>th</sup> century- Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Dayanand Saraswati, Swami Vivekananda
- (b) Religious revivalist movements in modern India- Cow protection movement, Hindi-Urdu debate, shuddhi movement
- (c) Religious movements in the 20<sup>th</sup> century- Temple entry movement, Gandhi and Ambedkar on religion

**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

Programme and Course Mapping											
CO	PO 1	PO 2	PO 3	P O 4	PO 5	PO 6	PO 7	PO 8	PS O 1	PS O 2	PSO 3
CO 1	3			2					3		2
CO 2	3									3	
CO 3			3		2				3		
CO 4	2				3					3	
CO 5	2		3						3		2
<b>1=lightly mapped mapped                      2= moderately mapped                      3=strongly</b>											

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
<b>SHHS 344A</b>	<b>History of Religion in South Asia- Part II</b>	2		1		1				2	1	1		
		To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish	To develop an insight about people, cultures, words & things & discuss their etymology, origins, extent,	To make students understand how their past affect their future both at micro and macro level	To enable students to analyse, organize and critically evaluate the historical documents	To give the ability to students to compare and contrast different processes modes of thoughts and modes of	To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social	To enable students to develop their own research papers	To prepare students to prepare and present their views, papers and presentations on distinguished forums	To create among students, the ability to apply historical methods to critically evaluate the past and	To enable students to acquire research skills and the use of archives for historical research	To develop the oral and written prowess of the students in writing essays on history and its allied subjects	To develop among the students, general awareness and genuine appreciation for historical events and figures	To understand how different individuals, groups, organisations, societies, cultures, countries and nations

## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit		Unit I	Unit II	Unit III	Unit IV
<b>Relevance to the local, national, regional and global developmental needs</b>	<b>Local</b>				
	<b>Regional</b>				
	<b>National</b>				
	<b>Global</b>	Understanding Dynamics of Religions-concepts, approaches and historiography	The Epics and their religious significance: Ramayana and Mahabharata (400 BCE to circa 400 CE)	New Dynamics and Mutations in the South Asian Religious Tradition	
<b>Relevance To the Employability/ Entrepreneurship/ Skill Development</b>	<b>Employability</b>				
	<b>Entrepreneurship</b>				
	<b>Skill Development</b>				
<b>Relevance to the Professional Ethics, Gender, Human Values, Environment &amp; Sustainability</b>	<b>Professional Ethics</b>				
	<b>Gender</b>				
	<b>Human Values</b>				
	<b>Environment &amp; Sustainability</b>				
<b>SDG</b>		SDG4	SDG4	SDG4	

<b>NEP</b>		Promotion of Indian Languages, Arts and Culture; Holistic Education	Promotion of Indian Languages, Arts and Culture; Holistic Education	Promotion of Indian Languages, Arts and Culture; Holistic Education	
<b>POE/4th IR</b>		Global knowledge/Skill development	Technical skills that match industry needs/interpersonal skills	Updated curriculum/Project work, field trips	Employability skills/Hands-on experience, skill development

## POLITICAL SCIENCE

SHPL306A	International Human Rights	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

### Course Objectives

- To familiarize students with the many perspectives in the discussions of human rights and their development over time, both historically and now.
- To provide students the conceptual skills they need to comprehend the several generations of rights as well as the new issues that have recently come to light.
- To educate students on the institutionalization of human rights and the legal foundations of such rights, particularly in South Africa and India.
- To further strengthen students' analytical abilities so they can think critically about topics like structural violence and human rights in developed and developing nations.

### Course Outcomes

After completing the course, the students will be able to:

**CO1:** To understand the fundamentals and historical background of Human Rights.

**CO2:** To understand various Human rights issues in India and the World.

**CO3:** To understand the various forms of violence that compromise Human Rights in India and the world.

**CO4:** To understand and empathise with Human Rights issues.

### Course Description

Human Rights is a comprehensive course that takes into account cases from India and the world. It gives a deeper insight into the historical background and fundamentals of Human Rights. It helps students to understand issues like caste violence, racism, and torture among others.

#### Unit 1: Human Rights: Theory and Institutionalisation

- Understanding Human Rights: Three Generations of Rights
- Institutionalization: Universal Declaration of Human Rights
- Rights in National Constitutions: South Africa and India



## **Unit 2: Issues**

- Torture: USA and India
- Surveillance and Censorship: China and India
- Terrorism and Insecurity of Minorities: USA and India

## **Unit 3: Structural Violence**

- Caste and Race: South Africa and India
- Gender and Violence: India and Pakistan
- Adivasis/Aboriginals and the Land Question: Australia and India

## **Unit 4: The Uncertain Future of Human Rights - Global Challenges**

### **References:**

- J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.
- SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' Universal Human Rights, Vol. 1(4), pp. 25-55
- J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in Transnational Torture Law, Violence, and State Power in the United States and India, Delhi: Orient Blackswan,
- D. O'Byrne, (2007) 'Torture', in Human Rights: An Introduction, Delhi: Pearson, pp. 164-197
- D. O'Byrne, (2007) 'Censorship', in Human Rights: An Introduction, Delhi: Pearson, pp.106-138.
- D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.
- Fu Hualing, (2012) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.
- U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

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

**Examination Scheme:**

<b>Component s</b>	<b>Assignment I</b>	<b>Assignment II</b>	<b>Mid Ter m Exa m</b>	<b>Attendanc e</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	<b>1 0</b>	<b>1 0</b>	<b>2 0</b>	<b>10</b>	<b>5 0</b>

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Mapping between COs and POs		Mapped Program Outcomes
<b>CO1</b>	To understand the fundamentals and historical background of Human Rights.	<b>P01, PO4, P05, PO6, P07</b>
<b>CO2</b>	To understand various Human rights issues in India and the World..	<b>P01, PO4, P05, PO6, P07</b>
<b>CO3</b>	To understand the various forms of violence that compromise Human Rights in India and the world	<b>P01, PO4, P05, PO6, P07</b>
<b>CO4</b>	To understand and empathise with Human Rights issues.	<b>P01, PO2, P04, P05, PO6, P07</b>

SHPL306A	CourseCode	SHPL306A
IHR	CourseTitle	<b>International Human Rights</b>
3	PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
2	PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
2	PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
3	PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.

3	PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.
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## RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

<b>Unit I</b>	<b>Human Rights: Theory and Institutionalisation</b>
Local	NA
Regional	NA
National	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Global	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Employability	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Entrepreneurship	NA
Skill Development	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Professional Ethics	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Gender	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Human Values	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Environment & Sustainability	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
<b>Unit II</b>	<b>Issues</b>
Local	NA

Regional	NA
National	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Global	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Employability	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Entrepreneurship	NA
Skill Development	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Professional Ethics	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Gender	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Human Values	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Environment & Sustainability	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
<b>Unit III</b>	<b>Structural Violence</b>
Local	NA
Regional	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
National	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Global	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Employability	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Entrepreneurship	NA
Skill Development	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India

Professional Ethics	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Gender	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Human Values	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Environment & Sustainability	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
<b>Unit IV</b>	<b>The Uncertain Future of Human Rights - Global Challenges</b>
Local	NA
Regional	NA
National	The Uncertain Future of Human Rights - Global Challenges
Global	The Uncertain Future of Human Rights - Global Challenges
Employability	The Uncertain Future of Human Rights - Global Challenges
Entrepreneurship	NA
Skill Development	The Uncertain Future of Human Rights - Global Challenges
Professional Ethics	The Uncertain Future of Human Rights - Global Challenges
Gender	The Uncertain Future of Human Rights - Global Challenges
Human Values	The Uncertain Future of Human Rights - Global Challenges
Environment & Sustainability	The Uncertain Future of Human Rights - Global Challenges
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward-looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4 <sup>th</sup> IR	NA



## SKILL ENHANCEMENT COURSE (SEC-II)

<b>SHEL372A</b>	<b>SOFT SKILLS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### 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:

- CO1. Demonstrate correct body language in professional settings.
- CO2. Contribute to team work meaningfully and lead a team when necessary.
- CO3. Demonstrate enhanced self-esteem in professional interactions.
- CO4. Face interviews with confidence.
- CO5. Demonstrate superior communication and problem-solving skills in interpersonal set ups

### Catalogue Description

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

### Course Content

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#### **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**

Teamwork and participating in group discussions – Team building and Teamwork, Team briefing, Role of Team leader, Conflict resolution, Methodology of group discussions, Role Functions in group discussion, Types of non – functional behavior, 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.

**Textbooks**

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

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

Mapping between COs, PSOs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate correct body language in professional settings.	PO4
CO2	Contribute to team work meaningfully and lead a team when necessary.	PO2, PO6

<b>CO3</b>	Demonstrate enhanced self-esteem in professional interactions.	<b>PO9</b>
<b>CO4</b>	Face interviews with confidence.	<b>PO4</b>
<b>CO5</b>	Demonstrate superior communication and problem-solving skills in interpersonal set ups.	<b>PO9, PSO6</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PO 6
SHE L247 A	Contemporary India: Women & Empowerment	To develop a comprehensive	To acquire a sense of social	Foster scientific temper, creative	Provide the students opportunities in	Develop ability for advanced critical	Acquire the capability to work	Develop awareness about the	Understand the scope of the	Competency in language and	Ability to use digital sources to aid	To develop competence in the	To appreciate different literary texts	To gain an understanding of the social	To be able to critically analyze and	To be able to recognize and	To apply their knowledge and skills to
			2		3		2			3							2

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

<b>Unit I</b>	<b>Introduction to Communication</b>
Local	facilitate the learners to enhance their communication skills in a modern and globalized context, enhance their linguistic and communicative competence and hone their interpersonal skills.
Regional	-
National	-
Global	Understanding correct form of English and proficiency
Employability	Improve professional communication
Entrepreneurship	Facilitate professional growth
Skill Development	Improve professional communication
Professional Ethics	Enhance communication skills
Gender	-
Human Values	Communication
Environment & Sustainability	
<b>Unit II</b>	<b>Academic Writing</b>
Local	Enhance academic writing skills for fostering the ability to compose comprehensive written materials
Regional	-
National	
Global	Development of writing skills in the global context, employing languages and writing styles
Employability	Fostering creative abilities and analytical skills
Entrepreneurship	
Skill Development	Fostering the enhancement of academic writing among students
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	
<b>Unit III</b>	<b>Technology-Enabled Communication</b>
Local	Being adept in technology for the purpose of creativity and research
Regional	
National	
Global	Ability to use digital sources to aid and augment their scholastic pursuits
Employability	Technological proficiency and understanding of basic tools
Entrepreneurship	-
Skill Development	Knowledge of technology and multiple program and tools
Professional Ethics	-
Gender	-

Human Values	Skills for Decent Work (Good communication and moral behaviour)
Environment & Sustainability	
<b>Unit IV</b>	<b>Building Vocabulary</b>
Local	Develop the ability to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias. Also Understand the correct form of English with proficiency
Regional	
National	
Global	Improve professional communication
Employability	Understanding Etiquettes& Manners; Attitude Self-esteem & Self-reliance; Public Speaking
Entrepreneurship	Enhancing non-verbal skills
Skill Development	-
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	
SDG	SDG 8
NEP 2020	Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46),
POE/4 <sup>th</sup> IR	Skill Development Project