

FYUP
IN
ENGLISH
SYLLABUS
2024-25 AND ONWARDS

**Scheme and Courses
of Study for
Semester - (I-VIII) and
Syllabi of Semester – I, II, III,IV,
V&VI**

For

Bachelor of Arts in English

(Honours/Honours with Research)

SESSION 2024-25 AND ONWARDS



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognised by the Govt. of J&K & Permanently Affiliated to the University of Jammu

Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

SCHEME OF EXAMINATIONS

Bachelor of Arts in English (Honours/ Honours with Research)

(As per the Guidelines of NEP 2020, UGC, NHEQF and University of Jammu for Four Years Multidisciplinary Undergraduate Honours Programme)

Semester-I

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Major	UEG-101	British Poetry and Drama: 14 th to 17 th Centuries	4	60	40	100
2.	Minor (Choose Any One)	UPS-102 USO-102 UPO-102 UEC-102 UHS-102 UAD-102 UAE-102	Introduction to Psychology Introduction to Sociology-I Understanding Political Theory Introduction to Micro-Economics History of India (Pre-History to Early India) Introduction to Artificial Intelligence Introduction to AI and Entrepreneurship	4	60	40	100
3.	MD/ID	UG-103	Information Technology	3	45	30	75
4.	AEC	UG-104	General English	3	45	30	75
5.	SEC	UG-105	Theatre and Acting	2	-	50	50
6.	VAC	UG-106	Environmental Science	2	-	50	50
7.	VAC	UG-107	Understanding India	2	-	50	50
Total				20	210	290	500

Note:

- Abbreviations: MD/ID-Multi/Inter Disciplinary, AEC- Ability Enhancement Courses, SEC- Skill Enhancement Courses, VAC- Value Added Courses.
- The Skill Enhancement (SEC) and Value Added Courses (VAC) shall be organized under real or simulated conditions or through practical, visits, practicum / demonstrations and self-learning.

Semester-II

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Major	UEG-201	British Poetry and Drama: 17 th and 18 th Centuries	4	60	40	100
2.	Minor (Choose One) Contd. From Sem. I	UPS-202 USO-202 UPO-202 UEC-202 UHS-202 UAD-202 UAE-202	Cognitive Psychology Introduction to Sociology-II Constitutional Government and Democracy in India Introduction to Macro-Economics Early to Early Medieval Indian History Digital Marketing Fundamentals Business Planning, Models, and Strategies with AI Integration	4	60	40	100
3.	MD/ID	UG-203	ICT and Digital Skills	3	-	75	75
4.	AEC (Choose Any One)	UG-204/ UG-205	Hindi/ Urdu	3	45	30	75
5.	SEC	UG-206	Hospitality and Tourism	2	-	50	50
6.	VAC (Choose Any One)	UG-207/ UG-208	Value Education/ Indian Knowledge System	2	-	50	50
7.	VAC (Choose Any One)	UG-209/ UG-210	Yoga Education/ Sports & Fitness	2	-	50	50
Total				20	165	335	500

Note: MD/ID-Multi/Inter Disciplinary, AEC- Ability Enhancement Courses, SEC- Skill Enhancement Courses, VAC- Value Added Courses.

Award on Exit after 2 Semesters: Undergraduate Certificate in English 40 credits + One Vocation Course of 04 Credits during the Summer Vacation of the First year.

Semester-III

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-301	British Literature: 18 th Century	4	60	40	100
2.	Major	UEG-302	Indian Writing in English	4	60	40	100

3.	Minor (Choose One) Contd. from Sem.II	UPS-303 USO-303 UPO-303 UEC-303 UHS-303 UAD-303 UAE-303	Foundation of Social Psychology Sociology of India-I Nationalism in India Indian Economy-I Early Medieval Indian History (750AD-1206AD) AI Tools in Digital Marketing AI in Innovation and Product Development	4	60	40	100
4.	MD/ID	UG-304	Journalism and Mass Communication	3	45	30	75
5.	AEC	UG-305	Communication Skills	3	45	30	75
6.	SEC	UG-306	Financial Management	2	-	50	50
Total				20	270	230	500

Semester-IV

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-401	British Literature: 19 th Century	4	60	40	100
2.	Major	UEG-402	American Literature	4	60	40	100
3.	Major	UEG-403	Women's Writing	4	60	40	100
4.	Major	UEG-404	Academic Writing and Composition	4	60	40	100
5.	Minor (Choose One) Contd. From Sem. III	UPS-405 USO-405 UPO-405 UEC-405 UHS-405 UAD-405 UAE-405	Foundations of Developmental Psychology Sociology of India-II Legal Literacy Indian Economy-II Medieval Indian History (1206CE-1550CE) Neuro-Marketing AI-Enhanced Marketing and Sales for Entrepreneurship	4	60	40	100
Total				20	300	200	500

Award on Exit after 4 Semesters: Undergraduate Diploma in English 80 credits + One Vocational Course of 04 Credits during the Summer Vacation of the 2nd year + 04 Credits (Optional).

Semester-V

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-501	British Literature: The Early 20 th Century	4	60	40	100
2.	Major	UEG-502	Popular Literature	4	60	40	100
3.	Major	UEG-503	Autobiography	4	60	40	100
4.	Major	UEG-504	Eco-Literature	2	30	20	50

5.	Minor (Choose One) Contd. From Sem. IV	UPS-505 USO-505 UPO-505 UEC-505 UHS-505 UAD-505 UAE-505	Counselling Psychology Agrarian Society Perspectives on Public Administration Development Economics Medieval Indian History (1550AD-1707AD) AI-Driven Customer Insights and Engagement Startup Registration, Legal Compliance, and Financial Management for Entrepreneurship	4	60	40	100
6.	SEC	UG-506	Internship	2	-	50	50
Total				20	270	230	500

Semester-VI

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-601	British Literature: Post World War II	4	60	40	100
2.	Major	UEG-602	Nineteenth Century European Realism	4	60	40	100
3.	Major	UEG-603	Literature and Cinema	4	60	40	100
4.	Major	UEG-604	World Literature	4	60	40	100
5.	Minor (Choose One) Contd. From Sem. V	UPS-605 USO-605 UPO-605 UEC-605 UHS-605 UAD-605 UAE-605	Educational Psychology Rethinking Development Dynamics of International Politics International Economics Modern Indian History (1750-1950AD) Capstone Project (AI and Digital Marketing) Capstone Project (AI and Entrepreneurship)	4	60	40	100
Total				20	300	200	500

Award on Exit after 6 Semesters: Bachelor Degree in English 120 Credits + 04 Credits (Optional).

Semester-VII (Honours)

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-701	Indian Classical Literature	4	60	40	100
2.	Major	UEG-702	Literary Criticism	4	60	40	100
3.	Major	UEG-703	Modern Indian Writing in English Translation	4	60	40	100
4.	Major	UEG-704	Literature of the Indian Diaspora	4	60	40	100

5.	Minor (Choose One) Contd. From Sem. VI	UPS-705 USO-705 UPO-705 UEC-705 UHS-705 UAD-705 UAE-705	Psychological Assessment Sociology of Work Political Processes and Institutions in Comparative Perspective Money and Financial Markets Indian National Movement - I Marketing Research Methodologies and Business Analytics Automation Tools for Entrepreneurs	4	60	40	100
Total				20	300	200	500

Semester-VIII (Honours)

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-801	European Classical Literature	4	60	40	100
2.	Major	UEG-802	Modern European Drama	4	60	40	100
3.	Major	UEG-803	Travel Writing	4	60	40	100
4.	Major	UEG-804	Literary Theory	4	60	40	100
5.	Minor (Choose One) Contd. From Sem. VII	UPS-805 USO-805 UPO-805 UEC-805 UHS-805 UAD-805 UAE-805	Positive Psychology Sociology of Health and Medicines Global Politics Environmental Economics Indian National Movement – II Advanced Digital Marketing Automation Launching your Venture	4	60	40	100
Total				20	300	200	500

Award on Exit after 8 Semesters: Bachelor Degree in English (Honours) =160 + 04 Credits (Optional).

Semester	I	II	Exit	III	IV	Exit	V	VI	Exit	VII	VIII	G. Total
External	210	165	375	270	300	945	270	300	1515	300	300	2055
Internal	290	335	625	230	200	1055	230	200	1485	200	200	1945
Total	500	500	1000	500	500	2000	500	500	3000	500	500	4000
Credits	20	20	40+10	20	20	80+10	20	20	120	20	20	160

Semester-VII (Honours with Research)

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-701	Indian Classical Literature	4	60	40	100
2.	Major	UEG-702	Literary Criticism	4	60	40	100

3.	Major	UG-706	Research Methods and Data Analysis	4	60	40	100
4.	Major	UG-707	Dissertation-I (Formulation of Proposal, and Two Chapters)	4	-	100	100
5.	Minor (Choose One) Contd. From Sem. VI	UPS-705 USO-705 UPO-705 UEC-705 UHS-705 UAD-705 UAE-705	Psychological Assessment Sociology of Work Political Processes and Institutions in Comparative Perspective Money and Financial Markets Indian National Movement – I Marketing Research Methodologies and Business Analytics Automation Tools for Entrepreneurs	4	60	40	100
Total				20	240	260	500

Semester-VIII (Honours with Research)

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-801	European Classical Literature	4	60	40	100
2.	Res.	UEG-802	Modern European Drama	4	60	40	100
3.	Res.	UG-806	Dissertation-II (Data Collection & Report/ Thesis Submission)	8	120	80	200
4.	Minor (Choose One) Contd. From Sem. VII	UPS-805 USO-805 UPO-805 UEC-805 UHS-805 UAD-805 UAE-805	Positive Psychology Sociology of Health and Medicines Global Politics International Economics Indian National Movement – II Advanced Digital Marketing Automation Launching your Venture	4	60	40	100
Total				20	300	200	500

Award on Exit after 8 Semesters: Bachelor Degree in English (Honours with Research) =160 + 04 Credits (Optional).

Semester	I	II	Exit	III	IV	Exit	V	VI	Exit	VII	VIII	G. Total
External	210	165	375	270	300	945	270	300	1515	300	300	2055
Internal	290	335	625	230	200	1055	230	200	1485	200	200	1945
Total	500	500	1000	500	500	2000	500	500	3000	500	500	4000
Credits	20	20	40+10	20	20	80+10	20	20	120	20	20	160

Note: It is imperative to follow specific conventions for formatting titles of various literary works. In this syllabus and course materials, the titles of novels and dramas are italicized, while the titles of poems, short stories, and essays are enclosed in single inverted commas. By adhering to these formatting guidelines, it is ensured that all literary works are properly identified in the academic discourse.

EVALUATION

The distribution of 100 marks for theory courses (4 Credits) is as under:

1. External (End-semester) Examination : **60 Marks**
2. Internal Assessment: : **40 Marks**
 - (a) Minor Test –I / Mid-Term Test : 20 Marks
 - (b) Minor Test – II / ICT Bases Quiz : 10 Marks
 - (c) Sessional : 10 Marks
 - i) Practical including Viva/ Practicum/ Project/Presentation/ Essay/Online course Completion Certificate. : 05 Marks
 - ii) Reflective Report. : 05 Marks

The distribution of 75 marks for theory courses (3 Credits) is as under:

1. External (End-semester) Examination : **45 Marks**
2. Internal Assessment: : **30 Marks**
 - (a) Minor Test –I / Mid-Term Test : 15 Marks
 - (b) Minor Test – II / ICT Bases Quiz : 09 Marks
 - (c) Sessional : 06 Marks
 - i) Practical including Viva/ Practicum/ Project/Presentation/ Essay/Online course Completion Certificate. : 03 Marks
 - ii) Reflective Report. : 03 Marks

The distribution of 50 marks for theory courses (2 Credits) is as under:

1. External (End-semester) Examination : **30 Marks**
2. Internal Assessment: : **20 Marks**
 - (a) Minor Test –I / Mid-Term Test : 10 Marks
 - (b) Minor Test – II / ICT Bases Quiz : 04 Marks
 - (c) Sessional : 06 Marks
 - i) Practical including Viva/ Practicum/ Project/Presentation/ Essay/Online course Completion Certificate. : 03 Marks
 - ii) Reflective Report. : 03 Marks

The distribution of 50 marks for the SEC- Skill Enhancement Courses, VAC- Value

Added Courses and Internship (2 Credits) is as under:

1. Activity Report (Internal) : **30 Marks**
2. Viva-Voce/Presentation/Practical (Internal) : **20 Marks**

The distribution of 100 marks for Dissertation- I (4 Credits) is as under:

1. Research Proposal/ Synopsis (Internal) : **80 Marks**
2. Viva-Voce and Presentation (Internal) : **20 Marks**

The distribution of 200 marks for Dissertation- II (8 Credits) is as under:

1. Evaluation and Viva Voce of Dissertation (External) : **120 Marks**
2. Evaluation and Viva Voce of Dissertation (Internal) : **80 Marks**

ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term/minor tests and end-semester examinations is 75% in Theory and 90 % in Practicum/Practical/Internship.

NOTE FOR THEORY PAPER SETTER (4 Credits Course)

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 22 (36%)**
- **Duration of the examination shall be 3 Hours**

NOTE FOR THEORY PAPER SETTER (3 Credits Course)

- The Question Paper shall have 07 questions. **Questions No. 1 shall be compulsory** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 9 (3x3) marks
- The rest of **six questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 45**
- **Minimum pass marks shall be 16 (36%)**
- **Duration of the examination shall be 2½ Hours**

NOTE FOR THEORY PAPER SETTER (2 Credits Course)

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting at least **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 11 (36%)**
- **Duration of the examination shall be 2 Hours**



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Programme Learning Outcomes B. A. (Honours/ Honours with Research) in English

After completing the course in B.A. Honours in English, a learner will be able to:

1. demonstrate a set of basic skills in literary communication and explication of literary practices and processes with clarity.
2. interpret a coherent and systematic knowledge of the field of English showing an understanding of current theoretical and literary developments concerning the specific field of English studies.
3. analyse various literary genres and stylistic variations and write critically.
4. describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
5. apply appropriate methodologies for the development of the creative and analytical faculties of students, and their overall development of writing, including imaginative writing.
6. articulate ideas and write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
7. develop a critical aptitude and reflexive thinking to systematically analyse the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
8. discuss the linguistic-cultural richness of India as an important outcome of English literary studies in India.
9. develop a strong research-oriented theoretical foundation in consonance with the recent advances in relation to the specific field of English studies.
10. recognize employability options in the English studies programme as part of skill development and as career avenues open to graduates in today’s global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication, and personality development.
11. develop an understanding of the changing dynamics of the twenty-first century, as well as competencies and skills, community responsibility, and self-directed learning among students
12. demonstrates comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context.

SEMESTER-I

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course Code	: UEG-101	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: describe the conceptual and textual understanding of the tradition of English literature from 14th to 17th centuries.

CLO-2: identify the Renaissance humanism that provides the basis for the texts suggested.

CLO-3: interpret the major aspects of metaphysical movement, and aspects of metaphysical poetry.

CLO-4: analyse the poems and plays critically in the larger socio-political and religious contexts of the time.

CLO-5: evaluate the background, plot, theme, characters, theatre devices etc. as reflected in the selected plays.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X			X	X
PLO 2	X	X			X
PLO 3	X	X	X	X	X
PLO 4		X	X	X	X
PLO 5				X	X
PLO 6				X	X
PLO 7			X	X	X
PLO 8	X	X			
PLO 9	X	X	X	X	X
PLO 10					
PLO 11		X	X	X	X
PLO 12	X	X	X	X	X

B. COURSE CONTENT

UNIT-I

Geoffrey Chaucer *Prologue to the Canterbury Tales*

UNIT-II

Edmund Spenser:

Selections from *Amoretti*

- a) Sonnet LVII ‘Sweet warrior...’
- b) Sonnet LXXV ‘One day I wrote her name...’

- William Shakespeare a) Sonnet 116 'Let me not to the marriage of true minds'
b) Sonnet 15 'When I consider everything that grows'
- John Donne a) 'The Sunne Rising'
b) 'Valediction: Forbidding Mourning'

UNIT-III

Christopher Marlowe *Doctor Faustus*

UNIT-IV

William Shakespeare *Macbeth*

Suggested Topics and Background Prose Readings for Class Presentations Topics

Renaissance Humanism

The Stage, Court and City

Religious and Political Thought

Ideas of Love and Marriage

The Writer in Society

C. SUGGESTED READINGS

- Pico Della Mirandola. "Excerpts from the Oration on the Dignity of Man." *The Portable Renaissance Reader*, edited by James Bruce Ross and Mary Martin McLaughlin, Penguin Books, 1953, pp. 476–479.
- Calvin, John. "Predestination and Free Will." *The Portable Renaissance Reader*, edited by James Bruce Ross and Mary Martin McLaughlin, Penguin Books, 1953, pp. 704–711.
- Castiglione, Baldassare. "Longing for Beauty" and "Invocation of Love." *The Courtier*, Book 4, "Love and Beauty," translated by George Bull, Penguin, 1983, pp. 324–328, 330–335.
- Sidney, Philip. *An Apology for Poetry*, edited by Forrest G. Robinson, Bobbs-Merrill, 1970, pp. 13–18.

INTRODUCTION TO PSYCHOLOGY

Course Code	: UPS-102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: explain foundational psychological concepts and theories, highlighting their application to real-world situations and everyday life.
- CLO-2: evaluate various research methods used in psychology, focusing on both qualitative and quantitative approaches.
- CLO-3: analyze cognitive processes including perception, cognition, and language, illustrating how these processes interact in psychological functioning.
- CLO-4: apply principles of learning and motivation to practical and theoretical issues, emphasizing both classical and contemporary theories.
- CLO-5: assess models of memory and emotional regulation, discussing their implications for personal and professional contexts.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2		X			
PLO3			X	X	
PLO4	X			X	
PLO5					
PLO6					
PLO7					X
PLO8					
PLO9	X	X	X	X	X
PLO10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UPS-102 is matched with Programme Learning Outcomes of FYUGP of Psychology (Honours/ Honours with Research) with Major Course Code UPS-101.

B. COURSE CONTENT

UNIT-I

Introduction: History, Nature and Methods of psychology (Introspection method, Observation method, Experimental method, Case study method, Questionnaire method, Interview method, Survey method); fields of psychology; Psychology in modern India.

UNIT-II

Perception and Thinking: Perceptual processing, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, Illusions. Thinking process; nature of language, language development.

UNIT-III

Learning and Motivation: Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning in a digital world; Motivation, types of motivation, motivational conflicts, Maslow's theory of motivation and Need theory of motivation.

UNIT-IV

Memory and Emotions: Models of memory: Levels of processing, Parallel Distributed Processing model, and Information processing, Forgetting, Improving memory. Emotions: Components, theories of emotions

C. SUGGESTED READINGS

- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill

INTRODUCTION TO SOCIOLOGY-I

Course Code : USO-102
Credits : 04
Course Type : MINOR

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: describe Sociology as a discipline and its perspectives

CLO-2: interpret Sociology and other Social Sciences

CLO-3: explain basic concepts of Sociology

CLO-4: classify social change and social mobility

CLO-5: identify the characteristics of social stratification

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2	X	X	X		X
PLO3	X	X	X		
PLO4	X	X	X	X	
PLO5	X	X	X	X	X
PLO6	X		X		
PLO7	X		X	X	
PLO 8	X	X			
PLO 9	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UPS-102 is matched with Programme Learning Outcomes of FYUGP of Sociology (Honours/ Honours with Research) with Major Course Code UPS-101.

B. COURSE CONTENT

UNIT-I

1. Sociology: Discipline and Perspective

- 1.1 Definition, Nature and Scope: Sociology and social sciences, Growth and development of sociology as a discipline.
- 1.2 Thinking Sociologically
- 1.3 Emergence of Sociology and Social Anthropology

UNIT-II

2. Sociology and Other Social Sciences

- 2.1 Sociology and Social Anthropology
- 2.2 Sociology & Psychology
- 2.3 Sociology & History

UNIT-III

3. Basic Concepts

- 3.1 Individual and Group

- 3.2 Associations and Institutions
- 3.3 Culture and Society
- 3.4 Social Change

UNIT-IV

4. Social Change and Stratification

- 4.1 Social Change: Meaning and Types
- 4.2 Social Stratification: Meaning and Characteristics
- 4.3 Social Mobility: Meaning and Types

C. SUGGESTED READINGS

- Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36
- Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
- Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'
- Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
- Beteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1-20
- Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54
- Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80
- Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29
- Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30
- MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Gro UEG', Pp. 213-237
- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209
- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229
- Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97
- Bierstadt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212

- Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368
- Bierstadt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567
- Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, 'McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

UNDERSTANDING POLITICAL THEORY

Course Code	: UPO-102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: discuss the idea, history and approaches of political theory.

CLO-2: analyze critical and contemporary perspectives of political theory

CLO -3: evaluate the ideas and practices related to democracy.

CLO-4: differentiate the different types of democracy and its critique.

CLO-5: describe the conceptual and comprehensive understanding of participation and representation.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				X
PLO 2	X	X	X	X	X
PLO 3				X	
PLO 4				X	
PLO 5		X	X	X	X
PLO 6					
PLO 7					
PLO 8	X	X	X	X	X
PLO 9		X	X		
PLO 10					X

The Course Learning Outcomes Minor Course Code UPO-102 is matched with Programme Learning Outcomes of FYUGP of Political Science (Honours/ Honours with Research) with Major Course Code UPO-101.

B. COURSE CONTENT

UNIT-I

Introducing Political Theory-I

- What is Politics: Theorizing the 'Political'
- Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative

UNIT-II

Introducing Political Theory-II

- Approaches to Political Theory: Normative, Historical and Empirical
- Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

UNIT-III

The Grammar of Democracy

- Democracy: The history of an idea
- Procedural Democracy and its critique

UNIT-IV

Democracy and Participation

- Deliberative Democracy
- Participation and Representation

C. SUGGESTED READINGS

I: Introducing Political Theory

- 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.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- 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) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114
- Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80

II: The Grammar of Democracy

- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

INTRODUCTION TO MICRO-ECONOMICS

Course Code	: UEC- 102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: interpret the basic principles of microeconomic theory.

CLO-2: apply the knowledge and analyse real-life situations.

CLO-3: analyse the market mechanisms leading to efficient resource allocation.

CLO-4: explain how budget constraints influence consumption choices.

CLO-5: enumerate the behaviour of firms in maximizing profits considering cost structures.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2			X	X	
PLO 3	X	X	X	X	X
PLO 4		X	X		X
PLO 5		X			
PLO 6		X	X		
PLO 7		X			
PLO 8		X	X		
PLO 9		X	X		
PLO 10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UEC-102 is matched with Programme Learning Outcomes of FYUGP of Economics (Honours/ Honours with Research) with Major Course Code UEC-101.

B. COURSE CONTENT

UNIT-I

Exploring the subject matter of Economics

Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

UNIT-II

Supply and Demand: How Markets Work, Markets and Welfare:

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

UNIT-III

The Households

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

UNIT-IV

The Firm and Perfect Market Structure and Imperfect Market Structure

Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run. Monopoly and anti-trust policy; government policies towards competition; imperfect competition.

C. SUGGESTED READINGS

- Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education Inc., 8th Edition, 2007.
- N. Gregory Mankiw, Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th Edition, 2007.
- Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007

HISTORY OF INDIA (PRE-HISTORY TO EARLY INDIA)

Course Code	: UHS-102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: state the main features of prehistoric and proto-historic cultures.

CLO-2: illustrate the beginning and the significance of food production.

CLO-3: define the sources and evidence for reconstructing the history of Ancient India.

CLO-4: trace various aspects of society, economy, polity, and religious practices that are reflected in the early Vedic and Later Vedic texts..

CLO-5: write the factors responsible for the origins and decline of the Harappan civilization.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2				X	
PLO 3			X		X
PLO 4	X	X	X	X	X
PLO 5			X	X	X
PLO 6				X	X
PLO 7				X	X
PLO 8	X	X	X	X	X
PLO 9	X	X	X	X	X
PLO 10	X		X	X	X

The Course Learning Outcomes Minor Course Code UHS-102 is matched with Programme Learning Outcomes of FYUGP of History (Honours/ Honours with Research) with Major Course Code UHS-101.

B. COURSE CONTENT

UNIT - I

Reconstructing Ancient Indian History

- Geographical Regions
- Sources and tools of historical reconstruction.
- Historical interpretations

Pre-historic hunter-gatherers

- Palaeolithic cultures- sequence and distribution; stone industries and other technological developments.
- Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

UNIT - II

The advent of food production

Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

UNIT - III

The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

UNIT – IV

Transition to Vedic Culture

- Society
- Economy
- Polity

C. SUGGESTED READINGS

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, The Archaeology of India, 1985
- Bridget & F. Raymond Allchin. The Rise of Civilization in India and Pakistan, 1983.
- A. L. Basham. The Wonder that Was India, 1971.
- D. K. Chakrabarti. The Archaeology of Ancient Indian Cities, 1997, Paperback.
- D. K. Chakrabarti. The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., History of South India, OUP, 1966.
- Upinder Singh. A History of Ancient and Early Medieval India, 2008.
- Romila Thapar. Early India from the Beginnings to 1300, London, 2002.
- Irfan Habib, A People's History-Vol. - 1, Pre-History, 2001 Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.,

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Course Code	: UAD-102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: understand the fundamental concepts and technologies of AI.

CLO-2: identify various AI applications and their impact on industries.

CLO-3: analyse the role of AI in transforming digital marketing practices.

CLO-4: explore ethical considerations related to AI in digital marketing.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1	X			
PLO 2		X		
PLO 3			X	
PLO 4	X		X	
PLO 5				X
PLO 6		X		X

Course Description

This course provides a foundational understanding of Artificial Intelligence, including its core concepts, technologies, and applications. Students will explore the basics of AI, machine learning, and the role of AI in various industries, with a focus on its implications for digital marketing.

B. COURSE CONTENT

UNIT-I

Basics of Artificial Intelligence

- Introduction to AI: This topic covers the definition and history of AI, including its evolution and key milestones. Students will gain an overview of AI technologies and their applications.
- Types of AI Technologies: Explore different types of AI technologies such as machine learning, natural language processing, and robotics, and their relevance to various fields.

UNIT-II

Machine Learning and Algorithms

- Introduction to Machine Learning: Learn about machine learning as a subset of AI, including supervised and unsupervised learning, and common algorithms used in data analysis.

- AI Algorithms and Their Applications: Discuss various AI algorithms, their functions, and how they are applied in real-world scenarios, including marketing.

UNIT-III

AI Applications in Different Industries

- AI in Healthcare, Finance, and Retail: Examine how AI is applied in different industries, focusing on its transformative impact on sectors such as healthcare, finance, and retail.
- AI in Marketing and Advertising: Explore specific applications of AI in marketing and advertising, including personalized marketing and targeted advertising.

UNIT-IV

Prompt Engineering and Ethical Considerations in AI

- Introduction to Generative AI & Prompt Engineering: Understand the basics of generative AI, exploring how it creates new content such as text, images, and music. Understand the principles of prompt engineering, which involves crafting effective inputs to guide AI systems in producing desired outputs.
- Ethics of AI Technology: Discuss the ethical implications of AI, including privacy concerns, data security, and the potential for bias in AI algorithms.
- Regulations and Best Practices: Review regulations and best practices for ensuring ethical AI use, focusing on compliance and responsible AI deployment.

C. SUGGESTED READINGS

- <https://www.pearson.com/store/p/artificial-intelligence-a-modern-approach/P100000104230>
- <https://www.deeplearningbook.org/>
- <https://www.forbes.com/sites/bernardmarr/2022/05/02/how-ai-is-being-used-in-different-industries/>
- <https://www.microsoft.com/en-us/research/publication/fairness-in-machine-learning-lessons-from-political-philosophy/>

INTRODUCTION TO AI AND ENTREPRENEURSHIP

Course Code	: UAE-102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: understand the basics of AI and its applications in various industries.

CLO-2: analyse the relationship between AI and entrepreneurship.

CLO-3: identify opportunities for AI-driven business ventures.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	
PLO 3		X	X
PLO 4		X	X
PLO 5			
PLO 6	X	X	X

Course Description

This course introduces students to the fundamental concepts of Artificial Intelligence (AI) and Entrepreneurship. It explores the intersection of AI technologies and entrepreneurial ventures, providing insights into how AI can be leveraged to create innovative business solutions.

B. COURSE CONTENT

UNIT-I

Fundamentals of Artificial Intelligence

- Introduction to AI: Learn about the history, evolution, and core concepts of AI, including its different branches, such as machine learning, natural language processing, and robotics.
- AI Technologies, Generative AI and Tools: Explore the key AI technologies, Generative AI and tools available for entrepreneurs, including AI software, platforms, and APIs.

UNIT-II

Basics of Entrepreneurship

- Introduction to Entrepreneurship: Understand the key concepts of entrepreneurship, including the characteristics of successful entrepreneurs, the entrepreneurial mindset, and the stages of starting a business.
- Identifying Business Opportunities: Learn how to identify and evaluate potential business opportunities with a focus on AI-driven ventures.

UNIT-III

The Entrepreneurial Process

- Steps in Launching a Venture: Explore the key steps involved in launching a new business, from idea generation to developing a business plan and securing initial funding.
- Challenges and Risks: Discuss the common challenges and risks faced by entrepreneurs and strategies to mitigate them.

UNIT - IV

Business Models with AI Integration

- AI in Business Model Innovation: Discuss how AI can be integrated into traditional business models to create innovative and scalable solutions.
- Case Studies of Startups: Analyse successful startups, focusing on their business models, strategies, and the role of AI in their success.

C. SUGGESTED READINGS

- <https://www.pearson.com/store/p/artificial-intelligence-a-modern-approach/P100000104230>
- <https://www.cengage.com/c/entrepreneurship-theory-process-and-practice-10e-kuratko/9780357712845>
- <https://hbr.org/2019/01/the-entrepreneurial-process-how-to-start-a-business>
- <https://www.platformrevolution.com>

INFORMATION TECHNOLOGY

Course Code	: UG-103	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: MD / ID	Internal Marks	: 30

A. COURSE LEARNING OUTCOMES

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

CLO-1: explain the concept and hardware and software components of the computer.

CLO-2: examine different types of computer networks and their functions.

CLO-3: interpret the emerging technologies and their applications in the IT field.

	CLO 1	CLO 2	CLO 3
PLO 1			
PLO 2			
PLO 3			
PLO 4			
PLO 5			
PLO 6			
PLO 7			
PLO 8			
PLO 9	X	X	X
PLO 10			

B. COURSE CONTENT

UNIT I

1. Introduction to Computer, evolution of computer devices, basic components of computer system and their interconnections, concepts in hardware, software: purpose and types of software, operating system, user interface, file and folder management.

UNIT II

2. Introduction to Networks, Types of network: LAN, MAN, WAN, Network topologies : Star, Bus, Tree Mesh, computer ethics, function and purpose of wired and wireless networks

UNIT III

3. Emerging technologies and their application to the IT field: 3D printing, virtual reality (VR), drones, artificial intelligence (AI), augmented reality (AR), gaming, and machine learning

C. SESSIONAL WORK

To generate Resume, Notices / Orders, Applications etc. by using relevant AI powered tools.

C. SUGGESTED READINGS

- Balagurusamy. E. Fundamentals of Computer. Tata McGraw Hill Education Pvt. Ltd, New Delhi
- Rajaraman, V. Fundamentals of Computer. Prentice Hall of India Pvt. Ltd., New Delhi
- Salaria, R.S. Computer Fundamentals. Khanna Book Publishing Co. (P) Ltd., New Delhi
- Gay, G. And Blades, R. Information Technology for Cxc CSEC, Oxford: University Press, 2005.
- Jamrich, P. And Oja, D. New Perspectives on Computer Concepts, 10th Edition, Course Technology, Washington D.C.: Thomson Publishing, 2007.

GENERAL ENGLISH

Course Code : UG-104
Credits : 03
Course Type : AEC

Total Marks : 75
External Marks : 45
Internal Marks : 30

A. COURSE LEARNING OUTCOMES

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

CLO-1: evaluate language skills: listening, speaking, reading and writing

CLO-2: develop the comprehension skills

CLO-3: examine reading, writing, and speaking skills through exercise in literature and language.

CLO-4: apply their language ability through applied grammar.

CLO-5: develop the appreciation skills

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO1					
PLO2					
PLO3					
PLO4					
PLO5					
PLO6					
PLO7					
PLO8					
PLO9	X	X	X	X	X
PLO 10					

B. COURSE CONTENT

UNIT- I

Prose

- 1.1 R. K. Narayan: Toasted English
- 1.2 Charles Lamb: Dream Children: A Reverie
- 1.3 Abdul Kalam: Wings of Fire (Excerpt given in The Pierian Spring)

UNIT- II

Poetry

- 2.1 Rabindranath Tagore: Leave this Chanting.
- 2.2 Ruyard Kipling: IF
- 2.3 William Wordsworth: The World is too Much With US

UNIT- III

Short Stories and Applied Grammar

- 3.1 O' Henry: The Last Leaf
- 3.2 Munshi Premchand: Child
- 3.3 Subject- Verb Agreement, Antonym and Synonym

C. SUGGESTED READINGS

- The Pierian Spring. Orient Black Swan.
- The Writerly Life: Selected Non-Fiction: R. K, Narayan, Edited by S. Krishnan,
- Critical Essays by Charles Lamb (1914), Kesinger Publishing, 2010.
- Grammar- Raymond Murphy
- Jones, Daniel. Cambridge Pronouncing Dictionary, Cambridge University Press, 2012.
- Carter, Ronald and Michael McCarthy, Cambridge Grammar of English: A Comprehension Guide. New Delhi: Cambridge University Press, 2006.
- John Seely. Oxford A-Z of Grammar & Punctuation
- Michael Swan. Practical English Grammar

THEATRE AND ACTING

Course Code : UG-105
Credits : 02
Course Type : SEC

Total Marks : 50
External Marks : 0
Internal Marks : 50

A. COURSE LEARNING OUTCOMES

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

CLO-1: express ideas with verbal fluency and gestures

CLO-2: show the technical and interpretative skills of an actor.

CLO-3: demonstrate critical thinking skills in sending and receiving messages.

CLO-4: demonstrate an understanding of and respect for cultural and social diversity.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

UNIT- I

What is theatre? Elements of theatre Audience and Theatre, The theatre environment Society, critic, and theatre

UNIT- II

The play and the theatre, The Playwright and the play. The actor and the theatre, The director and the theatre, The designers and the theatre

UNIT- III

Theatre History, Origins of theatre, Greek and Roman Theatre, Medieval and oriental theatre, The Renaissance, The rise of realism, Modern Drama, Contemporary Theatre Practices, Indian Theatre (Natyashastra & Sanskrit Theatre).

C. SUGGESTED READINGS

- Oscar Brockett's The Essential Theatre and History of Theatre
- Kenneth Cameron and Patti Gillespie, The Enjoyment of Theatre, 3rd edition, (Macmillan, 1992).
- Oscar Brockett and Robert Findlay, Century of Innovation, 2nd edition (Boston: Allyn and Bacon, 1991).

- Robert Cohen, *Acting Power* (London: Mayfield, 1978) and *Theatre*, 4th edition (London: Mayfield, 1997).
- Huberman, Pope, and Ludwig. *The Theatrical Imagination* (N.Y.: Harcourt, 1993).
- Gerald Boardman. *The American Musical: A Chronicle*. (N.Y.: Oxford, 1978).
- Garff Wilson, *Three Hundred Years of American Theatre and Drama* (Englewood Cliffs, N.J.: Prentice-Hall, 1982).
- Millie Barranger, *Theatre: A Way of seeing*, 3rd edition (Belmont, CA: Wadsworth, 1991).
- Dennis J. Spore, *The Art of Theatre* (Prentice-Hall, 1993).
- Marsh Cassady, *Theatre: An Introduction* (Lincolnwood, Il.: NTC Publishing: 1997).
- Edwin Wilson, *The Theatre Experience* (7th edition (McGraw-Hill, 1998).
- <https://canvas.harvard.edu/courses/8253/assignments/syllabus>
- <https://novaonline.nvcc.edu/eli/spd130et/syllatem.htm>
- Natya Shastra (Bharat Muni)
- An Actor Prepares (Constant in Stanislavski)

ENVIRONMENTAL SCIENCE

Course Code : UG-106
Credits : 02
Course Type : VAC

Total Marks : 50
External Marks : 0
Internal Marks : 50

A. COURSE LEARNING OUTCOMES

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

- CLO-1: discuss the concept of environment, ecosystem and biodiversity, scope, objectives and principles of environmental education.
- CLO-2: identify the causes of environmental pollution and describe the strategies for controlling pollution and conservation of natural resources.
- CLO-3: explain the Concept, structure, functions and types of ecosystems.
- CLO-4: examine the Meaning, aims, principles and strategies for sustainable development.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

UNIT-I

- 1.1. Concept of Environment, Ecosystem, Biodiversity.
- 1.2. Environmental science: Concept, Importance and Scope; Objectives and Principles of environmental education at secondary level

UNIT-II

- 2.1. Environmental Pollution: Meaning, causes, effects and control of air, water, soil and noise pollution
- 2.2. Natural Resources: Need and strategies for conservation of forests, wildlife, water, soil, air and energy. Role of Individual and local bodies in conservation of natural resources

UNIT-III

- 3.1. Human population and environment, Ecosystem: Concept, structure, functions and types of ecosystem; Ecological pyramid

3.2. Sustainable Development: Meaning, aims, principles and strategies for sustainable development.

C. SUGGESTED READINGS

- Agarwal, S.K. and Dubey, P.S. (2002). Environmental controversies. New Delhi: APH.
- Agarwal, A. et al. (Ed.) (2001) Green politics: Global environment negotiations. New Delhi: Centre for Science and Environment.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment: Discovering the urban reality. New Delhi: Orient Longman.
- Dani, H.M. (1996). Environmental education. Chandigarh : Panjab University Publication Bureau
- Kaur, T.N. (1999). Environmental concerns and strategies. New Delhi
- z :Ashish Publication House.
- Khan, T.I. (2001). Global biodiversity and environmental conservation – special emphasis on Asia and the Pacific. Jaipur: Pointer Publications.
- Khanna, G.N. (1993). Global environmental crisis and management. New Delhi: Ashish Publishing House.
- McCormik, John (1995). The global environmental movement. New York: John Wiley.
- Mohanty, S.K. (1998). Environmental and pollution law manual. New Delhi: Universal Law Publishing Co.
- Palmer, J. and Philip, Neal (1994). The handbook of environmental education. London: Routledge.
- Reddy, Parshottam K.C. and Reddy, Narsimha D. (2002). Environmental education. Hyderabad: Neelkamal Publishers.
- Singh, R.B. and Mishra, Suresh (1996). Environmental law in India: Issues and responses. New Delhi: Concept Publishing Co.
- Srivastav, Pankaj and Singh, D.P. (2002). Environmental Education. New Delhi: Anmol Publications.
- Trivedi, P.R., Sharma, P.L. and Sudershan, K.N. (1994). Natural environment and constitution of India. New Delhi :Ashish Publishing House

UNDERSTANDING INDIA

Course Code	: UG-107	Total Marks	: 50
Credits	: 02	External Marks	: 0
Course Type	: VAC	Internal Marks	: 50

A. COURSE LEARNING OUTCOMES

After completion of the course, the learner will be able to

CLO-1: describe the evolution of India's culture since ancient times.

CLO-2: analyse the process of modernization of Indian society and culture from past to present.

CLO-3: evaluate the scientific developments of India in various spheres.

CLO-4: understand the developments in various industries in India.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

UNIT-I

Unity in Diversity in India

Coexistence of various religions since ancient times - Hinduism, Buddhism, Jainism and Atheism, and later Sikhism, Islam and Christianity The Bhakti (Vishnavite and Saivaite) and Sufi Movements. The concepts of seela, karuna, kshama, maitri, vinaya, santhi and ahimsa Achievements in Literature, Music, Dance, Sculpture and Painting - Craftsmanship in cloth, wood, clay, metal and ornaments Cultural diversity, Monogamy, Family system, Important seasonal festivals

UNIT-II

Social Reforms and Modern Society

Reforms by Basaveswara - Raja Rama Mohan Roy – Dayananda Saraswathi –Swamy Vivekananda –Mahatma Gandhi - B. R. Ambedkar. Modern Society: Family unity, Community service, Social Harmony, Civic Sense, Gender Sensitivity, Equality, National Fervor

UNIT-III

Science and Technology

Objectivity and Scientific Temper – Education on Scientific lines (Bloom's Taxonomy) - Online Education. Developments in Industry, Agriculture, Medicine, Space, Alternate Energy, Communications, Media through ages

Co-curricular Activities Suggested: Assignments, Group discussions, Quiz etc

1. Invited Lecture by a local expert

2. Visit to a scientific institutions, local heritage sites, museums, industries etc.

C. SUGGESTED READINGS

- History of India and Culture (Upto 1526 A.D), Telugu Academy
- History of India and Culture (1526 A.D to 1964), Telugu Academy
- Basham, A.L (ed), A Cultural History of India
- Hana S. Noor Al-Deen & J.A. Hendricks, Social Media: Usage and Impact
- Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee, India after Independence
- S.K.Thakur, ISRO: History and Achievements
- V. Ramakrishna, Social Reform Movement Andhra, Vikas Publications

SEMESTER-II

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES

Course Code : UEG-201	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : MAJOR	Internal Marks : 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: describe the conceptual and textual understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries.
- CLO-2: identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry.
- CLO-3: comprehend the conventions, theme, motifs, and diction in Milton's epic poem Paradise Lost Book-1.
- CLO-4: examine critically the keys themes in representative texts of the period, including sin, transgression, love, pride, revenge, sexuality, human follies, among others.
- CLO-5: analyse the texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X			X	X
PLO 2	X	X	X	X	X
PLO 3	X	X	X	X	X
PLO 4			X	X	X
PLO 5				X	X
PLO 6				X	X
PLO 7			X	X	X
PLO 8	X				
PLO 9	X		X	X	X
PLO 10					
PLO 11			X	X	X
PLO 12	X	X	X	X	X

B. COURSE CONTENT

UNIT-I

John Milton *Paradise Lost: Book 1*

UNIT-II

John Webster *The Duchess of Malfi*

UNIT-III

Aphra Behn *The Rover*

UNIT-IV

Alexander Pope *The Rape of the Lock*

Suggested Topics and Background Prose Readings for Class Presentations Topics

Religious and Secular Thought in the 17th Century

The Stage, the State and the Market

The Mock-epic and Satire

Women in the 17th Century

The Comedy of Manners

C. SUGGESTED READINGS

- *The Holy Bible*. Genesis, chaps. 1–4; The Gospel according to St. Luke, chaps. 1–7 and 22–24.
- Machiavelli, Niccolò. *The Prince*, edited and translated by Robert M. Adams, Norton, 1992, chaps. 15, 16, 18, and 25.
- Hobbes, Thomas. Selections from *The Leviathan*, pt. I, Norton, 2006, chaps. 8, 11, and 13.
- Dryden, John. "A Discourse Concerning the Origin and Progress of Satire." *The Norton Anthology of English Literature*, vol. 1, 9th ed., edited by Stephen Greenblatt, Norton, 2012, pp. 1767–1768.

COGNITIVE PSYCHOLOGY

Course Code	: UPS-202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: explain foundational concepts, historical developments, and key domains within cognitive psychology, highlighting their relevance to understanding human cognition.
- CLO-2: elaborate on the various theoretical frameworks of cognition, including discussions on higher cognitive functions such as problem-solving, creativity, and critical thinking.
- CLO-3: analyse the neurological and psychological mechanisms underlying attention and consciousness, integrating findings from contemporary research.
- CLO-4: evaluate theories and empirical studies on memory processes and explore evidence-based strategies to improve memory retention and recall.
- CLO-5: discuss the dynamics of reasoning and decision-making, assessing how these cognitive processes influence human behaviour and decision outcomes in various settings.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2			X	X	
PLO3		X	X	X	X
PLO4					X
PLO5				X	
PLO6					
PLO7					
PLO8					
PLO9	X	X	X	X	X
PLO10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UPS-202 is matched with Programme Learning Outcomes of FYUGP of Psychology (Honours/ Honours with Research) with Major Course Code UPS-201.

B. COURSE CONTENT

UNIT-I

Introduction to Cognitive Psychology

- Nature, History, and Methods in Cognitive Psychology
- Cognitive Approaches- Information-Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach
- Cognitive Neuroscience and Cognitive neuropsychology

UNIT-II

Attention & Consciousness

- Attention: Nature, concepts & theories
- Types of attention, Adaption and Habituation
- Consciousness: Nature, Types and Functions

UNIT-III

Memory Process

- Nature, concept & metaphors of memory
- Eyewitness testimony
- Process and models of memory
- Memory enhancing strategies

UNIT-IV

Reasoning & Decision Making

- Concept, types of reasoning
- Approaches in reasoning
- Concept & models in decision making

C. SUGGESTED READINGS

- Matlin, M.W. (2008). *Cognition* (7th Ed.). CA: John Wiley & Sons.
- Riegler, B. R., & Riegler, G. R. (2008). *Cognitive psychology: Applying the science of the mind* (2nd Ed.). New Delhi: Dorling Kindersley.
- Sternberg, R. J. (2009). *Cognitive psychology* (4th Ed.). Wadworth, Cengage Learning.
- Solso, R. L. (2004). *Cognitive psychology* (6th Ed). New Delhi: Pearson Education.
- Schiffman, H. R. (2000). *Sensation and perception: An integrated approach*. New York: John Wiley.
- Hulse, S. H., Deese, J., & Egeth, H. (1975). *The psychology of learning*. ND: McGraw Hill

INTRODUCTION TO SOCIOLOGY-II

Course Code	: USO-202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

CLO-1: discuss the principles of evolutionary theory and their application to the study of human behaviour and society.

CLO-2: analyze the historical context in which functionalism and Interpretive Sociology emerged as sociological perspectives

CLO-3: explore the theoretical frameworks of functionalists, interpretive, and positivist sociology

CLO-4: assess critically contemporary debates and critiques surrounding conflict perspective, structuralism, and their intersections with other sociological theories.

CLO-5: engage in interdisciplinary inquiry and critical dialogue to understand the intersections between Interactionism, Feminist Perspectives, and other sociological theories.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2	X	X	X		X
PLO3			X		
PLO4	X	X	X	X	
PLO5	X	X	X	X	X
PLO6	X		X		
PLO7	X		X	X	
PLO 8					X
PLO 9					X

The Course Learning Outcomes Minor Course Code USO-202 is matched with Programme Learning Outcomes of FYUGP of Sociology (Honours/ Honours with Research) with Major Course Code USO-201.

B. COURSE CONTENT

UNIT-I

Perspectives in Sociology I: Evolutionary & Plurality of Sociological Perspective

UNIT-II

Perspectives in Sociology II: Functionalism & Interpretive Sociology

UNIT-III

Perspectives in Sociology III: Conflict Perspective & Structuralism

UNIT-IV

Perspectives in Sociology IV: Interactionism & Feminist Perspective

C. SUGGESTED READINGS

For Unit I:

- Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47
- Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

For Unit II:

- Durkheim, Emile, 1984. *The Division of Labour in Society*, Basingstoke: Macmillan. Pp. 149-174
- Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204
- Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

For Unit III:

- Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101
- Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150
- Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David *Structuralism: An Introduction*, 1st ed., Oxford: Clarendon Press, 37-56

For Unit IV:

- Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693
- Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280
- Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, Pp. 1-26

CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA

Course Code	: UPO- 202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: examine the features and philosophy of the Indian Constitution.
- CLO-2: distinguish between different organs of government and their interaction with each other.
- CLO-3: evaluate the functioning of the federal structure and emergency provisions delineated in the constitution.
- CLO-4: analyse the tenets of decentralization as was in the pre-independence and post-independence period.
- CLO-5: summarise the tenets of the Indian constitution and discuss its important amendments.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				X
PLO 2	X	X	X	X	X
PLO 3				X	
PLO 4				X	
PLO 5		X	X	X	X
PLO 6				X	
PLO 7					X
PLO 8	X	X	X	X	X
PLO 9		X	X		
PLO 10					X

The Course Learning Outcomes Minor Course Code UPO-202 is matched with Programme Learning Outcomes of FYUGP of Political Science (Honours/ Honours with Research) with Major Course Code UPO-201.

B. COURSE CONTENT

UNIT-I

Constituent Assembly and the Constitution

- Philosophy of the Constitution, the Preamble, and Features of the Constitution
- Fundamental Rights and Directive Principles

UNIT-II

Organs of Government

- The Legislature: Parliament
- The Executive: President and Prime Minister
- The Judiciary: Supreme Court

UNIT-III

Federalism and Decentralization -I

- a. Federalism: Division of Powers
- b. Emergency Provisions, Fifth and Sixth Schedules

UNIT-IV

Federalism and Decentralization- II

- a. Panchayati Raj: Theory and Practice
- c. Municipalities: Theory and Practice

C. SUGGESTED READINGS

I. The Constituent Assembly and the Constitution

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

1. 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.
2. 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.

Additional Reading:

1. D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
2. S. Chaube, (2009). *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

b. Fundamental Rights and Directive Principles

1. G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.
2. A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Additional Reading:

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp. 4-16.

II. Organs of Government

a. The Legislature: Parliament

Essential Readings:

1. 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.

2. V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

b. The Executive: President and Prime Minister

Essential Readings:

1. J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

2. 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.

3. 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: Supreme Court

Essential Readings:

1. U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.

2. 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.

Additional Reading:

1. L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

III. Federalism and Decentralization

a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

Essential Readings:

1. M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp. 166-195.

2. 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.

3. B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91. *The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp 192-213.

Additional Readings:

1. 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.
2. R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

b. Panchayati Raj and Municipalities

Essential Readings:

1. 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.
2. 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.
3. Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi
4. Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage.

INTRODUCTION TO MACRO-ECONOMICS

Course Code	: UEC-202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: interpret the basic principles of macroeconomic theory.

CLO-2: apply the knowledge of the aggregate economy and analyse real-life situations.

CLO-3: analyse the effectiveness of various tools of monetary and fiscal policies.

CLO-4: enumerate the multifaceted nature of inflation and the ways in which it can impact society.

CLO-5: evaluate policy choices in various economic scenarios.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		X
PLO 3	X	X	X	X	X
PLO 4		X	X		X
PLO 5		x			
PLO 6		X	X	X	X
PLO 7		X		x	
PLO 8		X	X	X	X
PLO 9		X	X	X	X
PLO 10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UEC-202 is matched with Programme Learning Outcomes of FYUGP of Economics (Honours/ Honours with Research) with Major Course Code UEC-201.

B. COURSE CONTENT

UNIT-I

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

Money

Functions of Money; Quantity Theory of Money; Determination of Money Supply and Demand; Credit Creation; Tools of Monetary Policy.

UNIT-III

Inflation

Inflation and its Social Costs; Hyperinflation.

UNIT-IV

The Closed Economy in the Short Run

Classical and Keynesian systems; simple Keynesian model of income determination; IS- LM model; fiscal and monetary multipliers.

C. SUGGESTED READINGS

- Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
- N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
- Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
- Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
- Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
- Errol D'Souza, Macroeconomics, Pearson Education, 2009.
- Paul R. Krugman, Maurice Obstfeld and Marc Melitz, International Economics, Pearson Education Asia, 9th edition, 2012.

EARLY TO EARLY MEDIEVAL INDIAN HISTORY

Course Code : UHS-202
Credits : 04
Course Type : MINOR

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: discuss the agriculture driven economy during the early Indian historical periods from Iron period onwards.
- CLO-2: interpret how settled socio-economic and political system led to the emergence of cities and urban life.
- CLO-3: explain the administrative and political structures during various empires and dynasties of ancient India.
- CLO-4: analyze that how land grants led to the emergence feudal polity and feudal economic structures.
- CLO-5: describe the Brahmanical traditions, varna system, theistic cults, history and origin of various ancient Indian languages and art and architecture.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X		
PLO 3	X		X	X	X
PLO 4		X	X	X	X
PLO 5			X	X	
PLO 6					X
PLO 7	X	X	X	X	
PLO 8					X
PLO 9					X
PLO 10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UHS-202 is matched with Programme Learning Outcomes of FYUGP of History (Honours/ Honours with Research) with Major Course Code UHS-201.

B. COURSE CONTENT

UNIT - I

Economy and Society (300 BCE – 300BC):

- Expansion of agrarian economy: production relations.
- Urban growth: north India, central India, and the Deccan; craft Production: trade and trade routes; coinage.
- Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

Changing political formations (300 BCE – 300AD):

- The Mauryan Empire
- Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Sangam Age.

UNIT – II

Towards early medieval India [300BCE – 750AD]:

- Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.
- The problem of urban decline: patterns of trade, currency, and urban Settlements.
- Varna, the proliferation of jatis: changing norms of marriage and property.
- The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities - Pallavas, Chalukyas, and Vardhanas

UNIT - III

Religion, philosophy and society (300 BCE- 750AD):

- Consolidation of the Brahmanical tradition: dharma, Varnashram, Purusharthas, Samskaras.
- Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- The beginnings of Tantricism

UNIT – IV

Cultural developments (300 BCE -750AD):

- A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises
- Art and architecture & forms and patronage; Mauryan, post Mauryan, Gupta, post-Gupta

C. SUGGESTED READINGS

- B. D. Chattopadhyaya, The Making of Early Medieval India, 1994. 9
- P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
- D. Kosambi, An Introduction to the Study of Indian History, 1975.
- S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
- B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
- K. A. N. Sastri, A History of South India. R. S. Sharma, Indian Feudalism, 1980.
- R.S. Sharma, Urban Decay in India, c.300- C1000, Delhi, Munshiram Manohar Lal, 1987
- Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
- Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.

DIGITAL MARKETING FUNDAMENTALS

Course Code	: UAD-202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: understand the core concepts and strategies of digital marketing.

CLO-2: identify and use various digital marketing channels and tools.

CLO-3: develop and execute digital marketing campaigns.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	
PLO 2		X	X
PLO 3			X
PLO 4	X	X	X
PLO 5			
PLO 6		X	

Course Description

This course covers the essential principles and strategies of digital marketing. Students will learn about key digital marketing channels, tools, and techniques, and how to develop effective marketing campaigns to achieve business goals.

B. COURSE CONTENT

UNIT-I

Introduction to Digital Marketing

- Digital Marketing Overview: This topic introduces the fundamentals of digital marketing, including its definition, importance, and key components.
- Digital Marketing Channels: Explore different digital marketing channels such as SEO, SEM, email marketing, and social media, and their roles in a marketing strategy.

UNIT- II

Content Marketing and Strategy

- Content Creation and Strategy: Learn about content marketing strategies, including how to create compelling content that resonates with the target audience and drives engagement.
- Content Distribution and Promotion: Discuss methods for distributing and promoting content across various digital channels to maximize reach and impact.

UNIT-III

Social Media Marketing

- Social Media Platforms and Strategies: Explore popular social media platforms, their features, and how to develop effective social media marketing strategies.
- Social Media Analytics: Learn how to use analytics tools to measure and evaluate the performance of social media campaigns, including key metrics and KPIs.

UNIT-IV

Search Engine Optimization (SEO) and Paid Advertising

- Basics of SEO: Understand the principles of search engine optimization, including keyword research, on-page and off-page optimization, and link building.
- Paid Advertising Strategies: Discuss paid advertising options such as pay-per-click (PPC) and display ads, and how to create effective paid campaigns.

C. SUGGESTED READINGS

- <https://www.smartinsights.com/digital-marketing-strategy/introduction-to-digital-marketing/>
- <https://contentmarketinginstitute.com/what-is-content-marketing/>
- <https://blog.hootsuite.com/social-media-marketing-strategy/>
- <https://moz.com/beginners-guide-to-seo>

BUSINESS PLANNING, MODELS, AND STRATEGIES WITH AI INTEGRATION

Course Code : UAE-202	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : MINOR	Internal Marks : 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: develop comprehensive business plans with AI integration.

CLO-2: understand different business models and their applicability to AI-driven ventures.

CLO-3: Formulate strategies for AI-enabled business success.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	
PLO 3		X	X
PLO 4		X	X
PLO 5			
PLO 6	X	X	X

Course Description

This course focuses on the development of business plans, models, and strategies with a strong emphasis on integrating AI. Students will learn how to create robust business plans that incorporate AI technologies to drive innovation and competitive advantage.

B. COURSE CONTENT

UNIT-I

Fundamentals of Business Planning

- Components of a Business Plan: Learn the essential components of a business plan, including the executive summary, market analysis, operational plan, and financial projections.
- AI Integration in Business Planning: Discuss how AI technologies can be incorporated into different sections of a business plan to enhance value propositions and operational efficiency.

UNIT-II

Business Models for AI Startups

- Traditional vs AI-Driven Business Models: Compare traditional business models with AI-driven models, focusing on the unique value AI brings to business scalability and innovation.

- Revenue Streams and Monetization Strategies: Explore various revenue streams and monetisation strategies specific to AI startups, including subscription models, data monetisation, and AI as a service (AIaaS).

UNIT-III

Strategic Planning with AI

- Formulating AI-Enhanced Business Strategies: Learn how to create business strategies that leverage AI for market analysis, customer segmentation, and operational optimisation.
- AI-Driven Competitive Advantage: Discuss how AI can be used to gain and sustain a competitive advantage in the marketplace.

UNIT-IV

Implementation and Evaluation of AI Strategies

- Executing AI Strategies: Understand the steps involved in implementing AI-driven strategies within a business, including resource allocation, technology deployment, and change management.
- Evaluating AI Business Strategies: Learn how to assess the effectiveness of AI strategies using Key Performance Indicators (KPIs) and metrics relevant to AI-driven businesses.

C. SUGGESTED READINGS

- <https://www.bplans.com/how-to-write-a-business-plan/>
- <https://hbr.org/2021/03/business-models-for-ai-startups>
- <https://www2.deloitte.com/us/en/insights/industry/technology/ai-strategic-planning.html>
- <https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/implementing-ai-strategies>

ICT AND DIGITAL SKILLS

Course Code : UG-203
Credits : 03
Course Type : MULTI/INTERDISCIPLINARY
(MD/ID)

Total Marks : 75
Internal Marks : 75

A. COURSE LEARNING OUTCOMES

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

CLO-1: demonstrate the ability to integrate relevant AI features to enhance document quality and relevance.

CLO-2: exhibit strong analytical skills, utilizing advanced data analysis techniques and visualization tools to inform decision-making processes.

CLO-3: create digital content.

CLO-4: understand digital education as the process of fostering people's ability to live, learn and work in an evolving digitally mediated society by mobilizing resources, developing digital identities and engaging with networks by completing C-DELTA online course.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

1. Basics of Google Workspace: Google Drive, Docs, Sheets and Slides to store, organize, share and collaborate.
2. Preparation of a resumes/ bio data, notices/orders, applications, letters etc. using AI Tools.
3. Preparation of a worksheet or data set and analysis and visualization of data.
4. Creating digital content (Presentation, Video and Quiz) using Canva, Screen Recording App and Quizzes etc.
5. Online Course: Commonwealth Digital Education Leadership Training in Action (C-DELTA)

The C-DELTA programme provides a framework for fostering digital learning and developing skilled citizens for lifelong learning. Adoption of C-DELTA in a country will help determine the level of digital education leadership skills in its educational institutions and provide a national benchmark for planning and budgeting to help those institutions that fall below the national average. COL will help governments by providing the technical support to adopt courses for skill development. Individuals will

improve their employability in the job market by better understanding their own level of digital education leadership skills, and by providing the online badge as a credential in their resumes. It has seven modules: Developing digital identities, Mobilizing resources, Engaging with networks, Enhancing access, Making informed decisions, Capacity building, Cultivating innovation.

C. EVALUATION

A departmental committee comprising concerned Head, Subject Teacher and one Expert from the field shall evaluate the hard/ soft copies of the work done by the students.

C1. Evaluation of Practical/Assignment Work:	45
a. Preparation of documents/assignments	30
b. Reflective report/ Viva	15
C2. Evaluation of Online Course:	30
a. Submission of completion certificate	20
b. Reflective report/ Viva	10

A. REFERENCES

- 1) https://edu.google.com/intl/ALL_in/workspace-for-education/editions/overview/
- 2) <https://ditchthattextbook.com/ai-tools/>
- 3) <https://www.eklavvya.com/blog/ai-edtech-tools/>
- 4) <https://cdelta.col.org/>

HINDI

Course Code : UG-204
Credits : 03
Course Type : AEC

Total Marks : 75
External Marks : 45
Internal Marks : 30

A. इस पाठ्यक्रम को पढ़ने के पश्चात् विद्यार्थी – अध्यापक :

CLO-1: हिन्दी भाषा का अर्थ, स्वरूप एवं महत्त्व को पहचानने में समर्थ होंगे।

CLO-2: भाषा के विविध रूप : मातृभाषा, राजभाषा, सम्पर्क तथा राष्ट्रभाषा का विकास करने में समर्थ होंगे।

CLO-3: हिन्दी व्याकरण का अर्थ, महत्त्व तथा विधियों का प्रयोग करने में समर्थ होंगे।

CLO-4: हिन्दी की वर्ण-व्यवस्था स्वर एवं व्यंजनों को स्पष्ट करने में समर्थ होंगे।

CLO-5: प्राचीनकाल तथा आधुनिककाल के हिन्दी साहित्यकारों का हिन्दी साहित्य में उनके योगदान का वर्णन करने में समर्थ होंगे।

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1					
PLO 2					
PLO 3					
PLO 4					
PLO 5					
PLO 6					
PLO 7					
PLO 8					
PLO 9	X	X	X	X	X
PLO 10					

B. पाठ्यक्रम की विषय वस्तु

इकाई-1

- हिन्दी भाषा अर्थ एवं स्वरूप
 - हिन्दी भाषा का अर्थ, स्वरूप, महत्त्व ।
 - भाषा के विविध रूप : मातृभाषा, राजभाषा, सम्पर्क तथा राष्ट्रभाषा ।

इकाई-2

- हिन्दी व्याकरण-शिक्षण
 - हिन्दी व्याकरण का अर्थ, महत्त्व तथा विधियां ।
 - हिन्दी की वर्ण-व्यवस्था : स्वर एवं व्यंजन स्वर तथा व्यंजन के प्रकार ।

इकाई-3

- प्राचीनकाल तथा आधुनिककाल के हिन्दी साहित्यकार
 - कबीरदास, तुलसीदास तथा सुरदास ।
 - रामधारी सिंह 'दिनकर', महादेवी वर्मा तथा सूर्यकांत त्रिपाठी 'निराला' ।

C. पुस्तक सूची

क्रमांक	हिन्दी पुस्तकें	लेखक
1-	हिन्दी शिक्षण	डॉ रामशंकर पांडे
2-	हिन्दी शिक्षण	डॉ सुरिन्दर सिंह कादियान
3-	हिन्दी शिक्षण	पी के ओझा
4-	हिन्दी शिक्षण	डॉ के सी जैन और शैली जैन
5-	भाषा विज्ञान	भोला नाथ तिवारी
6-	हिन्दी विज्ञान	मंगल देव शास्त्री
7-	हिन्दी शिक्षण विधियां	डॉ श्रुतिकान्त पाण्डेय
8-	हिन्दी शिक्षण विधियां	डॉ प्रेम लता
9-	हिन्दी शिक्षण विधियां	भटिया नारंग
10-	हिन्दी शिक्षण शास्त्र	डॉ शिखा अग्रवाल

URDU

Course Code : UG-205
Credits : 03
Course Type : AEC

Total Marks : 75
External Marks : 45
Internal Marks : 30

URDU -1

Course Code:UG-105

Total Marks:75

Credits : 03

External Marks : 45

Courses Type: COMMON COURSES(CC)

Internal Marks:30

A Maqsad:-

A مقصد:-

Zabano ki ahmiyat aur mukhtalif advaar ka jayeza ley sakein
۔ زبانوں کی اہمیت اور مختلف ادوار کا جائزہ لے سکیں۔

Hindustan ki mukhtalif zabano aur boliyon kay bahimi taaluq ko samaj sakein
۔ ہندوستان کی مختلف زبانوں اور بولیوں کے باہمی تعلق کو سمجھ سکیں۔

Hindustan ki jadeed zabano ke aagazo irtaqa ki maloomat hasil kar sakein
۔ ہندوستان کی جدید زبانوں کے آغاز و ارتقا کی معلومات حاصل کر سکیں۔

Hind aryayi se urdu ke rishte ko bayan kar sakein
۔ ہند آریائی سے اردو کے رشتے کو بیان کر سکیں۔

B. pehla baab

B- پہلا باب

1.Urdu zaban ka aagazo irtaq

1 اردو زبان کا آغاز و ارتقا

1.1 Hind aryayi ka irtaqa

1.1 ہند آریائی کا ارتقا

1.2 Urdu zaban ki irtaq se mutalik mahiry lasaniyat ke nazariyaat

1.2 اردو زبان کی ارتقا سے متعلق ماہر لسانیات کے نظریات

Dusra baab

دوسرا باب

2. Urdu grammar ki taarif aur misaalein.	2	اُردو گرامر کی تعریف اور مثالیں۔
2.1 Ism zaat ki kismein, Ism ilm ki kismein	2.1	اسم ذات کی قسمیں، اسم علم کی قسمیں۔
2.2 lafaz, jumla, kalma, Ism.	2.2	لفظ، جملہ، کلمہ، اسم۔
Teesra baab		تیسرا باب
3. shamali hind mein shairo adab ka irtaqa	3	شمالی ہند میں شعر و ادب کا ارتقا
3.1 Dabastane dehli, Dabastane lucknow	3.1	دہستان دہلی، دہستان لکھنؤ
3.2 Aadil shahi door	3.2	عادل شاہی دور میں اُردو ادب، قطب شاہی دور میں اُردو ادب
mein urdu adab, qutub shahi door mein urdu adab		
sifaarish karda kitaabein:-		C - سفارش کردہ کتابیں۔
1. Hind aryayi aur hindi	1	ہند آریائی اور ہندی
Suniti kumar chetarji		سنتی کمار چترجی
2. Urdu ki lasani tashqeel	2	اُردو کی لسانی تکمیل
Doctor mirza khaleel beig		ڈاکٹر مرزا خلیل بیگ
3. zaban kiya hai khaleel sadeqi	3	زبان کیا ہے
3. Teen hindustani zanane		3۔ تین ہندوستانی زبانیں
K.S.Bedi		کے ایس بیدی
5. Urdu zaban ki tareekh	5	اُردو زبان کی تاریخ
Dr. Mirza khaleel beig		ڈاکٹر مرزا خلیل بیگ
6. Urdu zaban ka koomi kirdaar	6	اُردو زبان کا قومی کردار
Zafar Adeeb		ظفر ادیب
7. Zaban aur ilm zaban	7	زبان اور علم زبان
		پروفیسر عبدالقادر سروری

HOSPITALITY AND TOURISM

Course Code : UG-206
Credits : 02
Course Type : SEC

Total Marks : 50
External Marks : 0
Internal Marks : 50

A. COURSE LEARNING OUTCOMES

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

CLO-1: describe the fundamentals of the hospitality and tourism industry in terms of its evolution and scope.

CLO-2: identify and describe the various dimensions of the Hospitality and Tourism industry.

CLO-3: interpret the operations of the key sectors of the Hospitality and Tourism industry.

CLO-4: explain the current and future perspectives of the travel, tourism and hospitality industry

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

UNIT-I

Introduction of Hospitality and Tourism Industry:

Definition and Concept, Early Development and Present Scenario (Both Global and Indian Perspective), Career Overview of the Hospitality and Tourism Industry

UNIT-II

Characteristics of the Hospitality and Tourism Industry, Types of Hotels, Star categorisation of Hotels, Departments in a Hotel and their functions;

Food and Beverage: Facilities and operations

Lodging: Facilities and operations

UNIT-III

Types of Tourism, Tourism Resources of India, Hospitality Operations Management, Linkages in the Hospitality Industry, 4 A's of Tourism, Important Tourism Destinations in India, Preparing Travel Itineraries and Packages.

Hospitality and Tourism Industry tomorrow: An issue overview

C. SUGGESTED READINGS

- Introduction to Management in the Hospitality Industry 10th edition, publisher, Wiley ISBN 978-0-470-39974-3 (Chapters 1 to 14 only) Page 52 of 58
- Hotel Management – Yogendra K Sharma.
- Introduction to Tourism and Hospitality Industry – Sudhir Andrew
- Hotel Housekeeping Operations – Sudhir Andrew
- Hotel Front office Operations – Sudhir Andrew
- Housekeeping Operations – Raghubalan and Smritee Raghubalan T. Walter Wallbank “Civilisations Past and Present”- Scott Foresman, London, 1978
- Nisbet “Social Change and History”- Oxford University Press, 1972
- Gilbert Sigeauxz “History of Tourism”.
- Herbert “Heritage Tourism and Society”.
- J. Christopher Holloway “The Business of Tourism
- Burkhardt and Madlik “Tourist Past, Present and Future”
- Anand M.M. (1976) – Tourism and Hotel Industry in India, Prentice Hall of India Pvt. Ltd., New Delhi.
- Badan and Bhatt- Eco Tourism

VALUE EDUCATION

Course Code: UG-207

Credits: 02

Course Type: VAC

Total Marks: 50

Internal marks: 50

A. COURSE LEARNING OUTCOMES

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

CLO-1: analyse the components of values education to attain the sense of citizenship

CLO-2: describe the core values for personal and social development

CLO-3: examine different types of values towards National Integration and international understanding

CLO-4: develop values to adapt to personal and social life

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

UNIT-I

Human Values and Citizenship

Meaning of value, need and purpose of value education, significance of value education in present context, different types of values, A P J Kalam's ten points for enlightened citizenship- The role of family, society and institutions in inculcation of values

UNIT-II

Core Values for Personal and Social Development

Social Values: Empathy, compassion, self-control, universal brotherhood,

Professional Values - Knowledge thirst, sincerity in profession, regularity and, punctuality,

Religious Values: Tolerance, wisdom, character and faith

Aesthetic Values- Love and appreciation

UNIT-III

Value Education towards National and Global Development

Value education for national and global development, national and constitutional values, National Integration, and International Understanding. Relevance of Human rights, peace and harmony

C. SUGGESTED READINGS

- Davidar(Eds). Human Values. All India Association of Christian Higher Education. (AIACHE) New Delhi: 2013.
- Ignacimuthu, S. Values for life. Better Yourself Books: Mumbai, 1994.
- James, G.M. et.al. In Harmony-Value Education at College Level. Chennai: Prakash, 2011.
- Koikara, Felix. Live your Values-Teacher's Guide. Mumbai: Better Yourself Books, 2005.

INDIAN KNOWLEDGE SYSTEMS (IKS)

Course Code: UG-208

Credits: 02

Course Type: VAC

Total Marks: 50

Internal marks: 50

A. COURSE LEARNING OUTCOMES

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

CLO-1: analyze the historical development and foundational texts of Indian Knowledge Systems.

CLO-2: assess the contributions of IKS to global knowledge in areas like mathematics, astronomy, and medicine.

CLO-3: analyze the role of IKS in the development and evolution of Indian art forms, including literature, music, dance, and visual arts.

CLO-4: examine the principles and practices of traditional Indian medicine, such as Ayurveda and Yoga, and their relevance to modern health practices

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

UNIT-I

Introduction to Indian Knowledge Systems (IKS)

Relevance of Indian Knowledge Systems in modern times, Importance and Classification of Shashtra. (Vaidic and Avidic), Evolution of the Bhartiya education system from ancient to modern times, Domains of education: Gurukul, Pathshala, Vidyalay, Vishvavidyalay.

UNIT-II

Contributions of IKS to Global Knowledge

Development of the Number System, Algebra, Geometry, and Trigonometry, understanding the planetary system, speed of light, and eclipses, Insights into Physics, Chemistry, and Botany from ancient Indian texts, Town Planning & Temple Architecture.

UNIT-III

Health, Art, and Culture in IKS

Concept and importance of Ayurveda, Role of Ayurveda, surgery, microbiology, and yoga in holistic health, History and origin of Indian art forms, including music, dance, and sculpture, Science behind Indian traditions and rituals. Skill Enhancement with 64 Kala

C. SUGGESTED READING

- Dr. Subhash Kak , Computation in Ancient India, Mount, Meru Publishing (2016)
- Dharampal, Indian Science and Technology in the Eighteenth Century, Academy of Gandhian Studies, Hyderabad, 1971, republ. Other India Bookstore, Goa, 2000
- Robert Kanigel, The Man Who Knew Infinity: A Life of the Genius Ramanujan, Abacus, London, 1999
- Alok Kumar, Sciences of the Ancient Hindus: Unlocking Nature in the Pursuit of Salvation, Create Space Independent Publishing, 2014
- B.V. Subbarayappa, Science in India: A Historical Perspective, Rupa, New Delhi, 2013
- S. Balachandra Rao, Indian Mathematics and Astronomy: Some Landmarks, Jnana Deep Publications, Bangalore, 3rd edn, 2004
- S. Balachandra Rao, Vedic Mathematics and Science In Vedas, Navakarnataka Publications, Bengaluru, 2019
- Bibhutibhushan Datta, Ancient Hindu Geometry: The Science of the Śulba, 1932, repr. Cosmo Publications, New Delhi, 1993
- Bibhutibhushan Datta & Avadhesh Narayan Singh, History of Hindu Mathematics, 1935, repr. Bharatiya Kala Prakashan, Delhi, 2004
- George Gheverghese Joseph, The Crest of the Peacock, Penguin Books, London & New Delhi, 2000
- J. McKim Malville & Lalit M. Gujral, Ancient Cities, Sacred Skies: Cosmic Geometries and City Planning in Ancient India, IGNCIA & Aryan Books International, New Delhi, 2000).
- Clemency Montelle, Chasing Shadows: Mathematics, Astronomy and the Early History of Eclipse Reckoning, Johns Hopkins University Press, 2011
- Anisha Shekhar Mukherji, Jantar Mantar: Maharaja Sawai Jai Singh's Observatory in Delhi, AMBI Knowledge Resources, New Delhi, 2010
- Thanu Padmanabhan, (ed.), Astronomy in India: A Historical Perspective, Indian National Science Academy, New Delhi & Springer (India), 2010
- Acharya Prafulla Chandra Ray, A History of Hindu Chemistry, 1902, republ., Shaibya Prakashan Bibhag, centenary edition, Kolkata, 2002
- R. Balasubramaniam, Delhi Iron Pillar: New Insights, Indian Institute of Advance Study, Shimla & Aryan Books International, New Delhi, 2002

YOGA EDUCATION

Course Code : UG-209
Credits : 02
Course Type : VAC

Total Marks : 50
External Marks : 0
Internal Marks : 50

A. COURSE LEARNING OUTCOMES

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

CLO-1: illustrate the yogic concept of personality in terms of Panca Kosa and Triguna Theories

CLO-2: explain the role of yoga practices in the development of an integrated personality.

CLO-3: relate the contribution of yoga practices in coping with stress.

CLO-4: recognise the importance of yoga in self-development.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

UNIT-I

Introduction of Yoga and Personality Development

- 1.1. Personality from psychological as well as yoga points of view; The human personality within the frame work of Panca Kosa; Importance of Yogic diet on human personality
- 1.2. Three Attributes (Gunas): the Sattva, the Rajas and the Tamas Gunas, their implications for personality development

UNIT-II

Yoga and Stress Management

- 2.1. Concept, causes, symptoms and consequences of enhanced stress; Taking yoga as a way of life; using yogic principles to cope with stress
- 2.2. Practice of pranayama, yoga-nidra; antar-mauna and meditation; their role in managing stress level

UNIT-III

Yoga and Self-Development

- 3.1. Concept of self and self-development, relationship between yoga and self-development; Value-Concept and types (individual, social and spiritual), role of yoga in the development of these values in helping children develop right values
- 3.2. Concept of Yamas and Niyama, their role in human development; Practice of Yoga (Astanga Yoga) for human excellence

C. SUGGESTED READINGS

- Basavaraddi, I.V. (Ed.) (2010). *Yoga teacher's manual for school teachers*. New Delhi: Moraj Desai National Institute of Yoga.
- Basavaraddi, I.V. (Ed.) (2013). *A monograph on Yogasana*. New Delhi: Morarji Desai National Institute of Yoga.
- Charlesworth, Edward A. and Nathan, Ronald G. (1984). *Stress management: A comprehensive guide to wellness*. New York: Ballantine Books.
- Lonavala Yoga Institute (2011). *Hatha Pradipika*. Lonavala: LY Institute.
- Muktibodhanands, Swami (2000). *Hatha-Yoga: Pradipika light on hatha yoga*. Munger (Bihar) Yoga Publication Trust.
- Nagarathna, R. (2005). *Yoga therapy for stress related ailments in Yoga – The science of holistic living*. Chennai: Vivekananda Kendra Prakashan Trust.
- Nagendra, H.R. and Nagarathna, R. (1988). *New perspectives in stress management*. Kanyakumari: Vivekananda Kendra Yoga Anusandhana Samsthana.
- Parivrayaka, Swami Satyapati (2006). *Yoga Darshanam*. Rojad (Gujarat): Darshana Yoga Mahavidyalaya.
- Ramakrishana Mission (2013). *Parents and teachers in value education*. Belur Math: Ramakrishna Mission.
- Saraswati, Swami; Satyananda (1996). *Asana Pranayama Mudra Bandha*. Munger (Bihar). Yoga Publication Trust.
- Srivastava, Sumitra (1998). *Understanding stress*. A multidimensional approach. New Delhi: Regency Publications.

SPORTS & FITNESS

Course Code : UG-210
Credits : 02
Course Type : VAC

Total Marks : 50
External Marks : 0
Internal Marks : 50

A. COURSE LEARNING OUTCOMES

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

CLO-1: describe the aims, objectives and career in physical education.

CLO-2: examine the changing trends in the field of physical education.

CLO-3: develop the skills of remaining physical fit and healthy.

CLO-4: test the physical fitness and maintain record.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

UNIT-I

Changing Trends & Career in Physical Education

- Concept, Aims & Objectives of Physical Education
- Changing Trends in Sports- playing surface, wearable gears and sports equipment, technological advancements
- Career Options in Physical Education
- Khelo-India Program

UNIT-II

Physical Fitness, Health and Wellness

- Meaning and Importance of Wellness, Health and Physical Fitness
- Components/Dimensions of Wellness, Health and Physical Fitness
- Traditional Sports & Regional Games for promoting wellness
- Sports & Nutrition
 - a) Concept of balance diet and nutrition
 - b) Macro and Micro Nutrients: Food sources & functions
 - c) Nutritive & Non-Nutritive Components of Diet

UNIT-III

Test, Measurement & Evaluation

- Concept of Test, Measurement & Evaluation in Physical Education & sports.
- Classification of Test in Physical Education and Sports.
- Test administration guidelines in physical education and sports

C. SUGGESTED READINGS

- Health and Physical Education Class 11 (E): Educational Book Perfect Paperback, by V.K. Sharma.
- Lab Manual Health and Physical Education by V.K. Sharma.
- Daryl Siedentop, Hans Van Der Mars (2012). Introduction to Physical Education, Fitness, and Sport. 8th Edition, Publisher: McGraw-Hill Education.
- Robert Davis Ph.D., Jan Roscoe, Ros Phillips (2004) Physical Education and the Study of Sport Text with CD-ROM, 5th Edition, Publisher: Mosby

SEMESTER-III

BRITISH LITERATURE: 18TH CENTURY

Course Code	: UEG-301	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: analyse the emergence and evaluation of critical perspective in literature
- CLO-2: identify the major characteristics of restoration comedy and anti-sentimental drama.
- CLO-3: explain the relationship between the formal and the political in the literature of the neoclassical period.
- CLO-4: analyse the form and function of satire in the eighteenth century.
- CLO-5: analyse the poems critically and identify literary devices and themes as reflected in the prescribed poems.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				X
PLO 2		X	X	X	
PLO 3	X	X	X	X	X
PLO 4			X	X	X
PLO 5				X	X
PLO 6				X	X
PLO 7			X	X	X
PLO 8		X			
PLO 9	X		X	X	X
PLO 10					
PLO 11	X		X	X	X
PLO 12	X	X	X	X	X

B. COURSE CONTENTS

UNIT-I

William Congreve *The Way of the World*

UNIT-II

Jonathan Swift *Gulliver's Travels (Books III and IV)*

UNIT-III

Samuel Johnson 'London'

Thomas Gray 'Elegy Written in a Country Churchyard'

UNIT-IV

Henry Fielding *Joseph Andrews*

C. SUGGESTED READINGS

- Collier, Jeremy. *A Short View of the Immorality and Profaneness of the English Stage*. Routledge, 1996.
- Defoe, Daniel. "The Complete English Tradesman" (Letter XXII), "The Great Law of Subordination Considered" (Letter IV), and "The Complete English Gentleman." *Literature and Social Order in Eighteenth-Century England*, edited by Stephen Copley, Croom Helm, 1984.
- Johnson, Samuel. "Essay 156." *The Rambler. Selected Writings: Samuel Johnson*, edited by Peter Martin, Harvard University Press, 2009, pp. 194–197

INDIAN WRITING IN ENGLISH

Course Code	: UEG-302	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: evaluate the Indian literary texts written in English in terms of colonialism/post-colonialism, regionalism, and nationalism.

CLO-2: explain the various features of Indian literature in English.

CLO-3: analyse the impact of sociological, historical, cultural and political context on the texts selected for study.

CLO-4: apply the ideas encapsulated in Indian Aesthetics to literary texts.

CLO-5: evaluate the creative use of the English language in IWE.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				X
PLO 2	X	X	X		X
PLO 3	X	X	X	X	X
PLO 4	X	X	X		X
PLO 5			X	X	
PLO 6			X	X	X
PLO 7	X	X	X		X
PLO 8	X	X	X	X	X
PLO 9	X	X	X	X	X
PLO 10					
PLO 11	X	X	X	X	X
PLO 12	X	X	X	X	X

B. COURSE CONTENTS

UNIT-I

Raja Rao *Kanthapura*

UNIT-II

Anita Desai *In Custody*

UNIT-III

H.L.V. Derozio a) 'Freedom to the Slave'

b) 'The Orphan Girl'

Kamala Das a) 'Introduction'

b) 'My Grandmother's House'

- Nissim Ezekiel a) 'Enterprise'
 b) 'The Night of the Scorpion'
- Robin S. Ngangom a) 'The Strange Affair of Robin S. Ngangom'
 b) 'A Poem for Mother'

UNIT-IV

Mulk Raj Anand 'Two Lady Rams'

Salman Rushdie 'The Free Radio'

Rohinton Mistry 'Swimming Lesson'

Shashi Deshpande 'The Intrusion'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Indian English

Indian English Literature and its Readership
 Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry
 Modernism in Indian English Literature

C. SUGGESTED READINGS

- Rao, Raja. Foreword. *Kanthapura*, Oxford UP, 1989, pp. v–vi.
- Rushdie, Salman. "Commonwealth Literature Does Not Exist." *Imaginary Homelands*, Granta Books, 1991, pp. 61–70.
- Mukherjee, Meenakshi. "Divided by a Common Language." *The Perishable Empire*, Oxford UP, 2000, pp. 187–203.
- King, Bruce. "Introduction." *Modern Indian Poetry in English*, 2nd ed., Oxford UP, 2005, pp. 1–10.

FOUNDATIONS OF SOCIAL PSYCHOLOGY

Course Code	: UPS-303	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- CLO-1: explain the foundational principles of social psychology, including various methodologies used to study social behaviours and interactions.
- CLO-2: analyse the application of social psychology in understanding and addressing societal issues, focusing on how social influences shape individual and group behaviours.
- CLO-3: evaluate the impact of schemas, stereotypes, self-concept, and self-esteem on impression formation and management and discuss their influence on attitudes and behaviour.
- CLO-4: discuss the dynamics of social influence, behaviour, effect, and pro-social behaviour, examining empirical evidence and theoretical perspectives.
- CLO-5: summarize key theories of social facilitation, loafing, conformity, and leadership, assessing their relevance and application in organisational and group settings.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2	X				
PLO3		X	X		
PLO4				X	X
PLO5					
PLO6			X		X
PLO7					
PLO8					X
PLO9				X	
PLO10	X	X			

The Course Learning Outcomes Minor Course Code UPS-303 is matched with Programme Learning Outcomes of FYUGP of Psychology (Honours/ Honours with Research) with Major Course Code UPS-301.

B. COURSE CONTENT

UNIT-I

Introduction of social psychology

- Definition and nature of social psychology, Brief history of social Psychology
- Methods of social psychology: Quantitative and qualitative methods
- Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media

UNIT-II

Social cognition and attitudes

- Social cognition and information processing: Schemas, stereotypes and cognitive strategies
- Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management
- Attitudes: Nature and measurement, attitude change,
- Attribution: nature and applications

UNIT-III

Affective processes in social context

- Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion),
- Pro-social behaviour
- Aggression and social violence
- Inter-personal attraction

UNIT-IV

Group Processes and Collective behaviour

- Group: Nature and group formation
- Group and performance: Social facilitation, Social loafing and social conformity
- Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader

C. SUGGESTED READINGS

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill
- Hogg, M. & Vaughan, G.M. (2008). Social Psychology. Upper Saddle Rives, New Jersey: Prentice Hall.
- Kassir, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.
- Misra, G. (2009). Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson.

SOCIOLOGY OF INDIA-I

Course Code	: USO-303	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: discuss the various discourses of Sociology
- CLO-2: explain the specific influence of the colonial discourse in shaping the sociology of India.
- CLO-3: analyze the impact of missionary activities on indigenous cultural beliefs and practices, considering its both positive and negative effects
- CLO-4: describe nationalism as an ideology and contribution of various thinkers views on nationalism
- CLO-5: relate concerns and issues of Indian administration from sociological perspectives.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2		X			X
PLO3			X		
PLO4	X	X	X	X	
PLO5		X	X	X	X
PLO6	X		X		
PLO7	X		X	X	
PLO 8					
PLO 9					X

The Course Learning Outcomes Minor Course Code USO-303 is matched with Programme Learning Outcomes of FYUGP of Sociology (Honours/ Honours with Research) with Major Course Code USO-301.

B. COURSE CONTENT

UNIT-I

Indological Discourse: Meaning of Indology, Indological Perspectives, Influence of Indological Perspective, Critique of Indological Perspective

UNIT-II

Colonial Discourse: The Colonial Perspective, The Missionary Perspective.

UNIT-III

The Administrative Perspective: (Census and Survey, Villages and Cities), Influence of Discourse on Sociology of India

UNIT-IV

Nationalist Discourse: Concept of Nation and Nationalism, Indian Nation and Nationalism: Some Major Discourses A.R. Desai's Views on Nationalism, Partha Chatterjee's Views on Nationalism, Post Independent India and its Challenges

C. SUGGESTED READINGS

- The Colonial Discourse (Week 1)
- Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
- The Nationalist Discourse (Week 2-3)
- Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126
- The Subaltern Critique (Week 4)
- Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8
- Caste: Concept and Critique (Weeks 5-6)
- Srinivas, M.N., 1969, „The Caste System in India“, in A. Beteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272
- Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109
- Agrarian Classes (Week 7)
- Dhanagare, D.N., 1991, „The Model of Agrarian Classes in India“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275
- Industry and Labour (Week 8)
- Breman, J., 1999, „The Study of Industrial Labour in Post-Colonial India: The Formal Sector“, *Contributions to Indian Sociology*, 33(1&2), Pp.1-41
- Tribe: Profile and Location (Week 9)
- Haimendorf, C. V. F., 1967, „The Position of Tribal Population in India“, in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9
- Village: Structure and Change (Week 10)
- Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59
- Kinship: Principle and Pattern (Week 11)
- Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73
- Religion and Society (Weeks 12-14)
- Srinivas, M.N. and A. M. Shah, 1968, „Hinduism“, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366
- Momin, A.R., 1977, „The Indo Islamic Tradition“, *Sociological Bulletin*, 26, Pp. 242-258
- Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism“, in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

NATIONALISM IN INDIA

Course Code	: UPO-303	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: discuss the struggle of Indian people against colonialism.

CLO-2: differentiate between different approaches to studying nationalism in India

CLO-3: analyse the different phases of national movement and events leading to independence and partition.

CLO-4: examine the different movements involving caste dimension, women, tribal and peasants in India.

CLO-5: describe the communal politics in India and discuss its various theories.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1		X			X
PLO 2	X		X	X	X
PLO 3	X		X	X	
PLO 4				X	
PLO 5				X	
PLO 6				X	
PLO 7					X
PLO 8	X	X	X	X	X
PLO 9				X	X
PLO 10	X	X	X		

The Course Learning Outcomes Minor Course Code UPO-303 is matched with Programme Learning Outcomes of FYUGP of Political Science (Honours/ Honours with Research) with Major Course Code UPO-301.

B. COURSE CONTENT

UNIT-I

Approaches to the Study of Nationalism in India

Nationalist, Imperialist, Marxist, Subaltern, Radical Humanist Interpretations

UNIT-II

Reformism and Anti-Reformism in the Nineteenth Century

Major Social and Religious Movements in 19th century

UNIT-III

Nationalist Politics and Expansion of its Social Base

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Socialist Alternatives: Congress Socialists, Communists, Militant and Revolutionary Movements

UNIT-IV

Social Movements

- a. The Women's Question: Participation in the National Movement and its Impact
- b. The Caste Question: Anti-Brahminical Politics
- c. Peasant, Tribals and Workers Movements

Partition and Independence

- a. Communalism in Indian Politics
- b. The Two-Nation Theory, Negotiations over Partition

C. SUGGESTED READINGS

I. Approaches to the Study of Nationalism in India

Essential Readings:

- S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp. 184-191.
- R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) Contemporary India: Transitions, New Delhi: Sage Publications, pp. 25-36.

II. Reformism and Anti-Reformism in the Nineteenth Century

Essential Readings:

- S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp.139-158, 234-276.
- Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) Development of Modern Indian Thought and the Social Sciences, Vol. X. New Delhi: Oxford University Press.

III. Nationalist Politics and Expansion of its Social Base

Essential Readings:

- S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.
- S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan, P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

IV. Social Movements

Essential Readings:

- S. Bandopadhyay, (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.
- G. Shah, (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31
- V. Partition and Independence
- Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.
- Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.)

Additional Readings:

- B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.
- P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.
- R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).
- S. Islam, (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakashan.

INDIAN ECONOMY-I

Course Code	: UEC-303	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: describe major features of economy.

CLO-2: analyse the appropriate frameworks.

CLO-3: explain major trends in economic indicators and policy debates in India in the past-Independence period, with particular emphasis on paradigm shifts and turning points.

CLO-4: elaborate Trends and policies in poverty, inequality and unemployment.

CLO-5: compare Indian economy with other international economies.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X	X	X
PLO 3	X	X	X	X	X
PLO 4		X	X	X	X
PLO 5		X	X	X	X
PLO 6		X	X	X	X
PLO 7			X	X	X
PLO 8	X	X	X	X	X
PLO 9		X	X	X	X
PLO 10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UEC-303 is matched with Programme Learning Outcomes of FYUGP of Economics (Honours/ Honours with Research) with Major Course Code UEC-301.

B. COURSE CONTENT

UNIT-I

Economic Development since Independence

Major features of the economy at independence; growth and development under different policy regimes-goals, constraints, institutions and policy framework; an assessment of performance-sustainability and regional contrasts; structural change, savings and investment.

UNIT-II

Population and Human Development

Demographic trends and issues; education; health and malnutrition.

UNIT-III

Growth and Distribution

Trends and policies in poverty; inequality and unemployment.

UNIT-IV

International Comparisons

Introduction, Framework for International Comparison, Comparative Profile of Structural Changes in India with Other Countries, Comparative International Profile of 'Social and Economic Development' Trade and Balance of Payment - An International Comparison of CAD, Role of Governance and Institutions: India in Comparative Perspective.

C. SUGGESTED READINGS

- Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
- Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.
- Rakesh Mohan, 2008, -Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.
- S.L. Shetty, 2007, -India's Savings Performance since the Advent of Planning, in
- K.L. Krishna and A. Vaidya Nathan, editors, *Institutions and Markets in India's Development*.
- Himanshu, 2010, Towards New Poverty Lines for India, *Economic and Political Weekly*, January.
- Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February.
- Himanshu. 2011, -Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.
- Rama Baru et al, 2010, -Inequities in Access to Health Services in India: Caste, Class and Region, *Economic and Political Weekly*, September.
- Geeta G. Kingdon, 2007, -The Progress of School Education in India, *Oxford Review of Economic Policy*.
- J.B.G. Tilak, 2007, -Post Elementary Education, Poverty and Development in India, *International Journal of Educational Development*.
- T. Dyson, 2008, -India's Demographic Transition and its Consequences for Development in Uma Kapila, editor, *Indian Economy Since Independence*, 19th edition, Academic Foundation.
- Kaushik Basu, 2009, -China and India: Idiosyncratic Paths to High Growth, *Economic and Political Weekly*, September.
- K. James, 2008, -Glorifying Malthus: Current Debate on Demographic Dividend in India *Economic and Political Weekly*, June.
- Reetika Khera, 2011, -India's Public Distribution System: Utilisation and Impact *Journal of Development Studies*.
- Aniruddha Krishna and Devendra Bajpai, 2011, -Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and Political Weekly*, September.
- Kaushik Basu and A. Maertens, eds, 2013, *The New Oxford Companion to Economics*, Oxford University Press.

EARLY MEDIEVAL INDIAN HISTORY (750AD-1206AD)

Course Code : UHS-303

Credits : 4

Course Type : MINOR

Total Marks : 100

External : 60

Internal : 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: assess the causes of the post-Gupta period's fractured political and economic structure

CLO-2: critically assess the long-term socio-economic and political effects of Islamic invasions on India.

CLO-3: recognize the ways in which the rise of feudalism affected the agrarian and political domains

CLO-4: recognize the mechanisms that resulted in the formation of regional polities in early medieval India and their contributions to the arts, architecture, and literature

CLO-5: recognize the emergence of Bhakti tradition and religious developments during this time.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X		
PLO 3	X	X	X	X	X
PLO 4	X	X	X	X	X
PLO 5		X	X	X	
PLO 6			X	X	X
PLO 7	X	X	X	X	
PLO 8					X
PLO 9		X	X	X	X
PLO 10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UHS-303 is matched with Programme Learning Outcomes of FYUGP of History (Honours/ Honours with Research) with Major Course Code UHS-301.

B. COURSE CONTENT

UNIT-I

Sources and Debates on Early Medieval India

- Literary sources; Historical texts, Biographies foreign sources
- Debate on Periodisation of Indian History
- Debate on Indian feudalism
- Archaeological Sources

UNIT-II

Political Scenario (750 CE-1206 CE)

- Origin of Rajputs; Theories

- Rajputs; Rise and Struggle for Power
- Rashtrakutas
- Cholas

UNIT-III

Political Changes (750 CE-1205 CE)

- Arab conquest of Sind; Causes, nature and impact
- Political Scenario during the Raids of Mahmud of Ghazani; Repercussions
- Invasion of Mohd Ghori and establishment of Delhi Sultanate

UNIT-IV

Religion and Beginning Bhakti Tradition

- Adi-Shankaracharya and Advait-Vedanta
- Development of Bhakti Tradition
- Role of Bhakti Saints

C. ESSENTIAL READINGS

- R.S. Sharma, Indian Feudalism (circa 300 - 1200).
- B.D. Chattopadhyaya, the Making of Early Medieval India.
- R.S. Sharma and K.M. Shrimali (ed.), Comprehensive History of India, Vol. IV (A & B).
- Mohammad Habib and K.A. Nizami (ed.), Comprehensive History of India, Vol. V: The Delhi Sultanate.
- Hermann Kulke (ed.), the State in India (AD 1000 - AD 1700).
- N. Karashima, South Indian History and Society: Studies from Inscriptions –AD 850 -1800.
- Derryl N. Maclean, Religion and Society in Arab Sindh.
- Irfan Habib, Medieval India: The Study of a Civilization.
- SUGGESTED READINGS:
- John S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India.
- Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
- Burton Stein, Peasant State and Society in Medieval South India.
- R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.
- S C Mishra, Rise of Muslim Communities in Gujarat.
- J. Schwartzberg, Historical Atlas of South Asia

AI TOOLS IN DIGITAL MARKETING

Course Code	: UAD-303	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: identify and use AI tools and technologies for digital marketing.

CLO-2: implement AI-driven solutions to optimise marketing strategies.

CLO-3: analyse and interpret data using AI tools

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	
PLO 2		X	X
PLO 3			X
PLO 4	X	X	X
PLO 5			
PLO 6		X	

Course Description

This course explores various AI tools and technologies used in digital marketing. Students will learn to implement AI-driven solutions to enhance marketing strategies, automate processes, and analyse data.

B. COURSE CONTENT

UNIT-I

Overview of AI Tools for Marketing

- Introduction to AI Marketing Tools: Learn about different AI tools available for marketing purposes, including their functionalities and benefits.
- Selecting the Right AI Tool: Explore criteria for choosing the most appropriate AI tools based on marketing needs and objectives.

UNIT-II

AI for Marketing Automation

- Automating Marketing Processes with AI: Discuss how AI can automate various marketing processes, such as email campaigns, social media management, and customer segmentation.
- Case Studies of AI Marketing Automation: Examine case studies showcasing successful implementations of AI-driven marketing automation solutions.

UNIT-III

AI for Customer Segmentation and Targeting

- Customer Segmentation with AI: Learn how AI can segment customers based on their behaviour, preferences, and demographics, enabling more targeted marketing efforts.

- Targeting and Personalization: Explore how AI-driven targeting and personalisation techniques can improve marketing effectiveness and customer satisfaction.

UNIT-IV

AI-Driven Data Analysis and Insights

- Analysing Marketing Data with AI: Understand how AI tools can analyse large volumes of marketing data, identify trends, and generate actionable insights.
- Visualising Data with AI Tools: Discuss techniques for visualising marketing data using AI-powered tools to facilitate better decision-making and strategy development.

C. SUGGESTED READINGS

- <https://www.smartinsights.com/digital-marketing-strategy/ai-in-marketing/>
- <https://www.salesforce.com/products/marketing-cloud/what-is-marketing-automation/>
- <https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/how-ai-is-enhancing-customer-segmentation-and-targeting>
- <https://www.forbes.com/sites/bernardmarr/2021/04/12/the-role-of-ai-in-data-analysis-and-insights-for-marketing/>

AI IN INNOVATION AND PRODUCT DEVELOPMENT

Course Code	: UAE-303	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: understand the process of AI-driven product development.

CLO-2: identify opportunities for innovation using AI.

CLO-3: develop AI-powered products that meet market needs.

	CLO 1	CLO 2	CLO 3
PLO 1	X		
PLO 2		X	
PLO 3			X
PLO 4	X	X	X
PLO 5			
PLO 6	X	X	X

Course Description

This course delves into the role of AI in driving innovation and product development. Students will explore how AI technologies can be used to develop new products, enhance existing ones, and create innovative solutions that meet market demands.

B. COURSE CONTENT

UNIT-I

Fundamentals of Innovation and Product Development

- Introduction to Product Development: Learn the stages of product development, from ideation to market launch, with a focus on integrating AI technologies throughout the process.
- Role of AI in Innovation: Explore how AI can be a catalyst for innovation, enabling the creation of products that address unmet needs or improve existing solutions.

UNIT-II

AI-Powered Product Design

- AI in Product Design and Prototyping: Understand how AI can be used in the design and prototyping stages, including AI-driven design tools, 3D modelling, and simulation.
- User-Centered Design with AI: Learn how AI can enhance user-centred design by providing insights into user behaviour, preferences, and feedback.

UNIT-III

AI-Driven Product Development Processes

- Agile Product Development with AI: Discuss how AI can be integrated into agile product development processes, including iterative design, testing, and deployment.
- AI in Product Testing and Quality Assurance: Explore the role of AI in automating product testing and quality assurance, ensuring that products meet high standards before launch.

UNIT-IV

Market Introduction and AI-Enabled Product Lifecycle Management

- Launching AI-Enhanced Products: Learn the strategies for successfully launching AI-powered products, including go-to-market strategies, pricing models, and marketing campaigns.
- AI in Product Lifecycle Management: Understand how AI can be used to manage the product lifecycle, from post-launch monitoring to product updates and end-of-life planning.

C. SUGGESTED READINGS

- <https://www.strategy2market.com/what-customers-want/>
- <https://www.forbes.com/sites/forbestechcouncil/2023/03/15/how-ai-is-transforming-product-design/>
- <https://www.forbes.com/sites/bernardmarr/2022/10/10/how-ai-is-changing-product-development-processes/>
- <https://www.gartner.com/en/information-technology/insights/product-lifecycle-management>

JOURNALISM AND MASS COMMUNICATION

Course Code	: UG-304	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: Multi/Inter Disciplinary (MD/ID)	Internal Marks	: 30

A. COURSE LEARNING OUTCOMES

After completion of the course, the student will be able to:

CLO-1: describe the concepts and process of communication

CLO-2: explain some basic models and theories of communication

CLO-3: describe the concepts of journalism

CLO-4: discuss different kinds of journalism

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				
PLO 6				
PLO 7				
PLO 8				
PLO 9	X	X	X	X
PLO 10				

B. COURSE CONTENT

UNIT-I

Definition of communication, Communication and its role in society. Types of Communication-Verbal, Non-verbal, Intra-personal, Interpersonal, Group Communication, Mass Communication - Print, Radio, Television and film. Process of Mass Communication.

UNIT-II

Models of Communication – Laswell – SMCR model, Shannon and Weaver – Osgood and Schramm. Dance Helical model of communication. Theories of Communication – Effects theories – Agenda setting theory – Uses and gratifications theory, Normative media theories, propaganda. – publicity, Knowledge Gap Hypothesis, Information rich and Information poor.

UNIT-III

Journalism-Definition, scope and nature of Journalism; Role of journalism in a democracy/ society, creating awareness, building public opinion- Journalism and social change. Kinds of Journalism: Print, Broadcast, On-line (Cyber) journalism, Sports, Science, Education, Development, Community, Cheque book and Yellow Journalism.

C. SUGGESTED READING

- Baran and Davis, Mass Communication Theory, Indian Edition, (South West Coengate Learning, 2006) pages 42 64; 71 84; 148 153; 298 236
- Dennis McQuail, Mass Communication Theory, (London, Sage, 2000), pp 1 11; 41 54; 121 13 (fourth Edition)
- Flemming and Emma Hemmingway. An Introduction to Journalism; Vistaar Publications, 2006.
- Flemming, Carole. Introduction to Journalism. Vistaar Publications, 2006.
- George Rodmann. Mass Media in a Changing World; Mcgraw Hill Publication, 2007. Carole
- Hilliard, Robert L. Writing for Television, Radio and New Media. Wadsworth, 2011.
- Hohenberg, J. The Professional Journalist. Holt Rinehart & Winston. 1983.
- Itule, Bruce D., Anderson, Douglas and Simon, James. News Writing and Reporting for Today's Media; McGraw Hill Publication, 2006.
- John Fiske, Introduction to Communication Studies, (Routledge 1982), pp 1 38
- Keeble, Richard and Reeves, Ian. The Newspaper's Handbook; New York: Routledge Publication, 2014.
- Kevin Williams, Understanding Media Theory, (2003), pp.168 188
- M.L. Stein, Susan Paterno & R. Christopher Burnett. News writer's Handbook: An Introduction to Journalism; Blackwell Publishing, 2006.
- Michael Ruffner and Michael Burgoon, Interpersonal Communication (New York, Holt, Rinehart and Winston 1981, 21 34; 59 72
- Richard Keeble. The Newspaper's Handbook; Routledge Publication, 2006.
- Robin Jeffrey, Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India. New Delhi: Hachette (2013
- Rodmann, George. Mass Media in a Changing World. McGraw Hill Higher Education, 2009.
- Shrivastava, K.M. News Reporting and Editing. Sterling publisher. 2012.

COMMUNICATION SKILLS

Course Code	: UG-305	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: Ability Enhancement Course (AEC)	Internal Marks	: 30

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

CLO-1: develop understanding of the significance of communication skills.

CLO-2: explain the difference between different discussion formats.

CLO-3: propose vote of thanks for a guest lecture / conference /event.

CLO-4: write welcome speech of an event and deliver it on the event.

CLO-5: write official letters.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1					
PLO 2					
PLO 3					
PLO 4					
PLO 5					
PLO 6					
PLO 7					
PLO 8					
PLO 9	X	X	X	X	X
PLO 10					

B. COURSE CONTENT

UNIT-I

Communication Skills

- 1.1. Communication skills: Concept and significance of communication skills as a tool for professional growth; Problem solving, role playing, trust-building and team-building skills as core skills of group communication
- 1.2. Discussion formats in group communication: Round table, symposium, panel discussion, forum type, parliamentary procedure

UNIT-II

Delivery of speech

- 2.1. Delivery of a welcome speech for an event like induction / farewell programme / teacher's day etc.

- 2.2. Proposing vote of thanks on the conclusion of a programme like guest-lecture / induction / farewell / seminar / conference etc.

UNIT-III

Writing Official Letters

- 3.1. Writing a letter to the Principal of a college for a bonafide student certificate / migration certificate; Letter to the Municipal Commissioner for a social problem
- 3.2. Writing educational tour report, thank you letter after a visit to an institution, writing a bio-data

C. SUGGESTED READINGS

- *Fluency in English - Part II*, Oxford University Press, 2006.
- *Business English*, Pearson, 2008.
- *Language, Literature and Creativity*, Orient Blackswan, 2013.
- *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Barti Biswas

FINANCIAL MANAGEMENT

Course Code	: UG-306	Total Marks	: 50
Credits	: 02	External Marks	: 0
Course Type	: Skill Enhancement Course (SEC)	Internal Marks	: 50

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

CLO-1: describe the principles and practices of financial management.

CLO-2: explore the changing trends in financing decision cost of capital and financing decision.

CLO-3: apply the skills of dividend decisions and working capital decisions.

	CLO 1	CLO 2	CLO 3
PLO 1			
PLO 2			
PLO 3			
PLO 4			
PLO 5			
PLO 6			
PLO 7			
PLO 8			
PLO 9	X	X	X
PLO 10			

B. COURSE CONTENT

UNIT-I

Financial Planning

- 1.1. Introduction on Financial Management and Planning
 - Seven common money mistakes
 - An individual's economic life cycle
- 1.2. Financial Planning and Importance & Basic Financial Planning Concepts
 - What should be included in a financial plan?
 - Vision for the future
 - What's important about money to you?
 - Ratios
 - What is risk?

UNIT-II

Financial Management & Financial Management Tool Planning

- 2.1. Key Personal Financial Goal
 - Buying house
 - Funds for children's education
 - Retirement income
- 2.2. Laying a Solid Foundation & Build Your Wealth Pyramid with Investment Risk Coverage
 - How should you calculate your insurance needs?
 - Different types of insurance policies
 - Knowledge (basic business skills)
 - Asset allocation: diversifying investments

- Cash, Debt, Equity
- Gold
- Real estate
- Contingency funds
- Income tax planning

UNIT-III

Inheritance and Wealth Transfer

- 3.1. Creating a Legacy
 - What is estate planning?
 - Basic terms in estate planning
 - Will. & what happens in case you die without a will?
- 3.2. Behavioural Finance & Parting Thoughts
 - Philanthropy
 - Where do people get their advice from?
 - Tests

C. SUGGESTED READINGS

- Introduction to Financial Planning By Indian Institute of Banking & Finance.
- Financial Planning: A Ready Reckoner Paperback – Picture Book, 1 July 2017, by Sinha (Author).
- <https://www.nism.ac.in/>
- <https://www.nseindia.com/learn/overview-about-nse-academy>
- <https://ciel.co.in/>
- James C. Van Horne and Sanjay Dhamija, Financial Management and Policy, Pearson Education
- Levy H. and M. Sarnat. Principles of Financial Management. Pearson Education
- Joy, O.M. Introduction to Financial Management. McGraw Hill Education.
- Brigham and Houston, Fundamentals of Financial Management, Cengage Learning
- Khan and Jain. Basic Financial Management, McGraw Hill Education
- Chandra, P. Fundamentals of Financial Management. McGraw Hill Education
- Singh, J.K. Financial Management- text and Problems. 2nd Ed. Dhanpat Rai and Company, Delhi.
- Rustagi, R.P. Fundamentals of Financial Management. Taxmann Publication Pvt. Ltd.
- Singh, Surender and Kaur, Rajeev. Fundamentals of Financial Management. Mayur Paperback, New Delhi.
- Pandey, I.M. Financial Management. Vikas Publications. Health and Physical Education Class 11 (E): Educational Book Perfect Paperback, by V.K. Sharma.

SEMESTER-IV

BRITISH LITERATURE: 19TH CENTURY

Course Code	: UEG-401	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: analyse the socio-economic-political contexts that inform the literature of the 19th century.
- CLO-2: justify the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres.
- CLO-3: explain the conflict between self and society in different literary genres of the period.
- CLO-4: interpret the connection between the rise of the novel to the expansion of Colonialism and Capitalism.
- CLO-5: describe the transition from Romantic to Victorian in literature and culture.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				
PLO 2	X	X			X
PLO 3	X	X	X	X	X
PLO 4		X	X	X	X
PLO 5					X
PLO 6				X	X
PLO 7	X	X	X	X	X
PLO 8	X				X
PLO 9	X	X	X	X	X
PLO 10					
PLO 11	X	X	X	X	X
PLO 12	X	X	X	X	X

B. COURSE CONTENTS

UNIT-I

- William Wordsworth
- a) 'The Solitary Reaper'
 - b) 'I Wandered Lonely as a Cloud'
- Samuel Coleridge
- a) 'Dejection: An Ode'
 - b) 'Kubla Khan'

UNIT-II

Jane Austen *Pride and Prejudice*

UNIT-III

Charles Dickens *Hard Times*

UNIT-IV

- Alfred Tennyson a) 'The Lady of Shalott'
 b) 'Ulysses'
- Robert Browning a) 'My Last Duchess'
 b) 'The Last Ride Together'

C. SUGGESTED READINGS

- Marx, Karl, and Friedrich Engels. "Mode of Production: The Basis of Social Life," "The Social Nature of Consciousness," and "Classes and Ideology." *A Reader in Marxist Philosophy*, edited by Howard Selsam and Harry Martel, International Publishers, 1963, pp. 186–188, 190–191, 199–201.
- Darwin, Charles. "Natural Selection and Sexual Selection." *The Descent of Man. The Norton Anthology of English Literature*, 8th ed., vol. 2, edited by Stephen Greenblatt, Norton, 2006, pp. 1545–1549.
- Mill, John Stuart. *The Subjection of Women. The Norton Anthology of English Literature*, 8th ed., vol. 2, edited by Stephen Greenblatt, Norton, 2006, chap. 1, pp. 1061–1069.

AMERICAN LITERATURE

Course Code : UEG-402	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : MAJOR	Internal Marks : 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

CLO-1: obtain a comprehensive knowledge of the historical, cultural, and literary foundations of American Literature.

CLO-2: identify the socio-cultural conditions and major historical events that influenced the selected writers and shaped their works.

CLO-3: delve into the theme, storyline, character development, and societal backdrop of American literary pieces.

CLO-4: acquire an in-depth awareness of the diverse voices that contributed to the rich tradition of American Literature.

CLO-5: appreciate the evolution of the existing genres and the emergence of a new genre like the short story in American Literature.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				
PLO 2	X	X			X
PLO 3	X	X	X	X	X
PLO 4	X	X	X	X	X
PLO 5					X
PLO 6				X	X
PLO 7		X	X	X	X
PLO 8					
PLO 9	X	X	X	X	X
PLO 10					
PLO 11	X	X	X	X	X
PLO 12	X	X	X	X	X

B. COURSE CONTENTS

UNIT-I

Tennessee Williams: *The Glass Menagerie*

UNIT-II

Toni Morrison *Beloved*

UNIT-III

Edgar Allan Poe ‘The Purloined Letter’

F. Scott Fitzgerald ‘The Crack-up’

William Faulkner ‘Dry September’

UNIT-IV

Anne Bradstreet	a)“The Prologue”
Walt Whitman:	a) “O Captain, My Captain” b) “Passage to India” (lines 1-68)
Sherman Alexie:	a) “Crow Testament” b) “Evolution”

Suggested Topics and Background Prose Readings for Class Presentations Topics

The American Dream
Social Realism and the American Novel
Folklore and the American Novel
Black Women’s Writings
Questions of Form in American Poetry

C. SUGGESTED READINGS

- Hector St John Crevecoeur, ‘What is an American’, (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, ‘Battle of the Ants’ excerpt from ‘Brute Neighbours’, in *Walden* (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, ‘Self Reliance’, in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- Toni Morrison, ‘Romancing the Shadow’, in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

WOMEN'S WRITING

Course Code : UEG-403
Credits : 04
Course Type : MAJOR

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- CLO-1: analyse the literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects.
- CLO-2: describe the representation of female experience in literature.
- CLO-3: explain the difference between the feminine and the feminist as opposed to the female.
- CLO-4: examine the role played by socio-cultural-economic contexts in defining a woman.
- CLO-5: analyse the complexity of social and biological constructions of manhood and womanhood.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				X
PLO 2	X	X	X	X	X
PLO 3	X	X	X	X	X
PLO 4	X	X	X	X	X
PLO 5		X			X
PLO 6				X	X
PLO 7	X	X	X	X	X
PLO 8		X		X	
PLO 9	X	X	X	X	X
PLO 10					
PLO 11	X	X	X	X	X
PLO 12	X	X	X	X	X

B. COURSE CONTENTS

UNIT-I

- Emily Dickinson a) 'I cannot live with you'
 b) 'I'm wife; I've finished that'
- Sylvia Plath a) 'Daddy'
 b) 'Lady Lazarus'
- Eunice De Souza a) 'Advice to Women'
 b) 'Bequest'

UNIT-II

Alice Walker *The Color Purple*

UNIT-III

Charlotte Perkins Gilman 'The Yellow Wallpaper'

Katherine Mansfield 'Bliss'

Mahashweta Devi 'Draupadi', translation by Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

UNIT-IV

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap.1, pp.11–19; chap.2, pp.19–38.

Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp.295–324.

Rassundari Debi Excerpts from *Amar Jibanin* Susie Tharu and K. Lalita, eds.,

Women's Writing in India, vol.1 (New Delhi: OUP, 1989) pp.191–2.

Suggested Topics and Background Prose Readings for Class Presentations Topics

The Confessional Mode in Women's Writing Sexual Politics

Race, Caste and Gender

Social Reform and Women's Rights

C. SUGGESTED READINGS

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany- Chevallier (London: Vintage, 2010) pp. 3–18.
- Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
- Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

ACADEMIC WRITING AND COMPOSITION

Course Code	: UEG-404	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: differentiate between academic piece of writing and any other formal or creative piece of writing.
- CLO-2: recognize and draft different types of writing, summarize or paraphrase academic works reports, exploratory and descriptive paragraphs, substantiating, classroom notes, etc.
- CLO-3: interpret how to conduct an ethical research work, review of literature, put citations, references and prepare bibliography at the end of an academic paper.
- CLO-4: transform critical thinking within a structured framework.
- CLO-5: write a review of a book or a movie report on an academic or cultural event that takes place in a college or university for a journal or a newspaper.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				
PLO 2		X			X
PLO 3	X	X	X	X	X
PLO 4		X	X	X	X
PLO 5		X	X	X	X
PLO 6	X	X	X	X	X
PLO 7		X	X	X	X
PLO 8					
PLO 9		X	X	X	X
PLO 10					X
PLO 11		X	X	X	X
PLO 12	X	X	X	X	X

B. COURSE CONTENTS

UNIT-I

Introduction to the Writing Process: Selecting and delimiting a topic; Collection of ideas or Subject-matter; Organization of ideas; Drafting; Editing; Re-reading and Re-writing

UNIT-II

Introduction to Academic Writing: Meaning, purpose & conventions
Writing in one's own words: Summarizing and Paraphrasing

UNIT-III

Critical Thinking: Syntheses, Analyses, and Evaluation

UNIT-IV

Structuring an Argument: Introduction, Interjection, and Conclusion
Citing Resources; Editing, Book and Media Review

C. SUGGESTED READINGS

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta. *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY

Course Code	: UPS-405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

CLO-1: examine the interplay of biological, cognitive, and social factors in influencing development across the human lifespan, highlighting key developmental milestones.

CLO-2: discuss the range of theoretical perspectives—from psychodynamic to behavioural and cognitive theories—and methodological approaches used in lifespan developmental research.

CLO-3: interpret and contextualise physical and cognitive developmental changes from childhood through adulthood, using current research and case studies.

CLO-4: explain socio-emotional and moral development throughout the lifespan, assessing the impact of these developmental processes on individual behaviour and societal norms.

CLO-5: analyse the challenges and issues related to disability and ageing within the Indian context, considering cultural, policy, and health perspectives.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2		X			
PLO3		X	X		
PLO4				X	
PLO5	X		X		X
PLO6					
PLO7				X	X
PLO8					
PLO9					
PLO10	X				X

The Course Learning Outcomes Minor Course Code UPS-405 is matched with Programme Learning Outcomes of FYUGP of Psychology (Honours/ Honours with Research) with Major Course Code UPS-401.

B. COURSE CONTENT

UNIT-I

Introduction of Developmental psychology

- Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development.
- Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social learning theory).
- Cognitive (Piaget, information processing approaches).
- Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner).
- Research methods: Longitudinal, cross sectional and sequential; ethics in research.

UNIT-II

Domains of Development across lifespan - I

- Physical development (from infancy to late adulthood)
- Cognitive development and language development, Role of language in cognitive development.

UNIT-III

Domains of Development across lifespan – II

- Socio-emotional development
- Moral development

UNIT-IV

Developmental issues in Indian context

- Issues of social relevance (gender, disability and poverty)
- Developmental issues in children and adolescents
- Challenges of adulthood; Aging

C. SUGGESTED READINGS

- Berk, L. E. (2010). Child development (9th Ed.). New Delhi, India: Prentice Hall.
- Feldman, R. S., & Babu, N. (2011). Discovering the life-span. New Delhi, India: Pearson.
- Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, Ç., & Poortinga, Y. H. (Eds.)(2006). Families across cultures: A 30-nation psychological study. New York: Cambridge University Press.
- Kakar, S. (2012). The inner world: A psychoanalytic study of childhood and society in India (4th Ed.). New Delhi, India: Oxford University Press.
- Mitchell, P., & Ziegler, F. (2007). Fundamentals of development: The psychology of childhood. New York: Psychology Press.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). Human development (9th Ed). New Delhi, India: Tata McGraw-Hill.
- Santrock, J. W. (2012). A topical approach to life-span development. New Delhi, India: Tata McGraw-Hill.
- Saraswathi, T. S. (2003). Cross-Cultural perspectives in human development: Theory, research and applications. New Delhi, India: Sage Publications.
- Shaffer, D. R., & Kipp, K. (2007). Developmental psychology: Childhood and adolescence. Indian reprint: Thomson Wadsworth.
- Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G.
- Misra (Ed.), Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.
- Srivastava, A. K. (Ed) (1997). Child development: An Indian perspective. New Delhi: NCERT

SOCIOLOGY OF INDIA-II

Course Code	: USO-405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: reflect upon the variety of ideas and debates about the socio-political philosophy of Gandhi & Ambedkar.
- CLO-2: analyze the historical development of ideological images of India, including pluralism, nationalism, Indian civilization, social change, and modernization.
- CLO-3: examine the strategies and tactics employed by various social movements to resist oppression, mobilize marginalized communities, and challenge dominant power structures.
- CLO-4: evaluate the impact of global interconnectedness on the emergence and spread of challenges, including the role of transnational actors, networks, and institutions.
- CLO-5: assess the impact of globalization, migration, and cultural diversity on the practice of secularism, exploring issues such as multiculturalism, religious fundamentalism, and interfaith dialogue

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2		X			X
PLO3			X		
PLO4	X	X	X	X	
PLO5		X	X	X	X
PLO6	X				
PLO7	X		X	X	
PLO 8					X
PLO 9				X	X

The Course Learning Outcomes Minor Course Code USO-405 is matched with Programme Learning Outcomes of FYUGP of Sociology (Honours/ Honours with Research) with Major Course Code USO-401.

B. COURSE CONTENT

UNIT-I

Ideas of India

Constitutional foundations: It's making and basic features.

Assimilative, liberal and cultural nationalist imagination of India (Gandhi & Ambedkar)

Ethnographic Image of India

UNIT-II

Ideological Images of India

Ideological Images of India (Pluralism & Nationalism)

Indian Civilization

Social Change and Modernization in India

UNIT-III

Resistance, Mobilization, Change

Dalit Politics, Mobility and Change

Women's Movement, Peasant Movements

Ethnic Movements, Middle Class Phenomenon

UNIT-IV

Challenges to Civilization, State and Society

Communalism: Factors and Control measures

Secularism: Significance, Issues and Challenges

Nationalism: Concept and Growth Factors

C. SUGGESTED READINGS

Gandhi and Ambedkar

- Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika Indological and Ethnographic Approaches
- Uberoi, Petal., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp. 1-63
- Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22

Dalit Politics

- Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43

Mobility and Change

- Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496

Women's Movement

- Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp.342-369.

Peasant Movements

- Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155

Ethnic Movements

- Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

Middle Class Phenomenon

- Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150

Communalism

- Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp.89-110

Secularism

- Kumar, R., 1986, 'The Varieties of Secular Experience', in Essays in the Social History of Modern India, Calcutta: Oxford University Press, Pp.31-46
- Madan, T.N., 1997, Modern Myths, Locked Minds, Delhi: Oxford University Press, Pp.233-265

Nationalism

- Oommen, T. K., 1997, Citizenship and National identity: From Colonialism to Globalism. New Delhi: Sage Publications, pp.143-172.
- Ray, N. R., 1973, Nationalism in India: A Historical Analysis of its Stresses and Strains, Aligarh: Aligarh Muslim University Press.

LEGAL LITERACY

Course Code	: UPO-405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: recognize the institutions that comprise the legal system i.e., courts, police, jails and the system of criminal justice administration.

CLO-2: interpret the laws of India with respect to cyber, human rights, security, etc.

CLO-3: explain the formal and alternate dispute redressal (ADR) mechanisms that exist in India including public interest litigation.

CLO-4: analyze the knowledge of how to affirm one's rights and be aware of one's duties within the legal framework.

CLO-5: describe the opportunities and challenges posed by the legal system for different sections of persons.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X		X		
PLO 2	X	X	X	X	X
PLO 3	X	X	X		
PLO 4				X	
PLO 5					X
PLO 6					X
PLO 7					X
PLO 8	X	X	X	X	X
PLO 9				X	X
PLO 10		X			

The Course Learning Outcomes Minor Course Code UPO-405 is matched with Programme Learning Outcomes of FYUGP of Political Science (Honours/ Honours with Research) with Major Course Code UPO-401.

B. COURSE CONTENT

UNIT-I

Understanding Legal System

- 1.1 Outline of the Legal system in India
- 1.2 System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
- 1.3 Role of the police and executive in criminal law administration.
- 1.4 Alternate dispute mechanisms such as lok adalats, non - formal mechanisms.

UNIT-II

Constitution and Codes

- 2.1 Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.

- 2.2 Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.
- 2.3 Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
- 2.4 Personal laws in India : Pluralism and Democracy

UNIT-III

Understanding Laws

- 3.1 Laws relating to contract, property and tenancy laws.
- 3.2 Laws relating to dowry, sexual harassment and violence against women
- 3.3 Laws relating to consumer rights, cyber crimes
- 3.4 Anti-terrorist laws: implications for security and human rights

UNIT-IV

Access to courts and enforcement of rights

- 4.1 Critical Understanding of the Functioning of the Legal System
- 4.2 Legal Services Authorities Act and right to legal aid, ADR systems
- 4.3 Practical application:
What to do if you are arrested ; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies
- 4.4 Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

C. SUGGESTED READINGS

Reading list for course on Legal Literacy

- Multiple Action Research Group, Our Laws Vols 1-10, Delhi. Available in Hindi also. Indian Social Institute, New Delhi, Legal Literacy Series Booklets. Available in Hindi also.
- S.K. Agarwala, Public Interest Litigation in India, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.
- S.P. Sathe, Towards Gender Justice, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.
- Asha Bajpai, Child Rights in India : Law, Policy, and Practice, Oxford University Press, New Delhi, 2003
- Agnes, Flavia Law and Gender Equality, OUP, 1997.
- Sagade, Jaga, Law of Maintenance: An Empirical Study, ILS Law College, Pune 1996.
- B.L. Wadhwa, Public Interest Litigation - A Handbook, Universal, Delhi, 2003.
- Nomita Aggarwal, Women and Law in India, New Century, Delhi, 2002.
- P.C. Rao and William Sheffiled Alternate Dispute Resolution: What it is and How it Works, Universal Law Books and Publishers, Delhi, 2002
- V.N. Shukla's Constitution of India by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.

- Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rti.gateway.org.in/Documents/References/English/Reports/>.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.
- M. Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
- Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at <http://www.rti.gateway.org.in/Documents/Publications>
- Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute.

Rule of law and the Criminal Justice System in India

- Andrew, (1996) 'Arbitrary Government and the Rule of Law', in Arguing About the Law, An Introduction to Legal Philosophy, Wordsworth, Boston. pp.3-19.
- SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.5-15.
- K. Sankaran and U. Singh, (2008) 'Introduction', in Towards Legal Literacy. New Delhi: Oxford University Press, pp. xi – xv.

Laws relating to criminal justice administration

- Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.
- SAHRDC, (2006) 'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.
- SAHRDC, (2006) 'Bail', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.59-71.
- SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.
- P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

Equality and non-discrimination

- Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.
- P. Mathew, (2002). The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38

- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) The Protection of Women From Domestic Violence Act 2005, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences against Women', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.
- P. D. Mathew, (2004). The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

Empowerment

- S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press, Available at
- http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf.

Bare Acts:

- Consumer Protection Act, 1986, Available at http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf.
- Criminal law Amendment Act, 2013, Available at <http://egazette.nic.in/WriteReadData/2013>, Accessed: 10.04.2013.
- Protection of Women against Domestic Violence Act, 2005, Available at <http://wcd.nic.in/wdvact.pdf>.
- Right to Information Act, 2005, Available at <http://righttoinformation.gov.in/rti-act.pdf>.
- Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989, Available at <http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>.
- Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Available at <http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>.
- The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995, Available at http://bhind.nic.in/Sparsh_disability%20act%201995.pdf.
- The Right of Children to Free and Compulsory Education Act, 2009, Available at <http://www.delta.org.in/form/rte.pdf>.
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012, Available at <http://164.100.24.219/BillsTexts/LSBillTexts/PassedLokSabha>
- Criminal Law Amendment Act, 2013, Available at, [mha.nic.in/pdfs/The Criminal Law](http://mha.nic.in/pdfs/TheCriminalLaw).

INDIAN ECONOMY-II

Course Code	: UEC-405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: elaborate the role and effect of financial and monetary policies in shaping the economy.

CLO 2: demonstrate how trade and investment policies influence economic development.

CLO-3: analyse the impact of agrarian structure and technology on agricultural outcomes.

CLO-4: explain the significance of diversification and small-scale industries in the industrial sector.

CLO-5: discuss the contribution of the service sector to India's GDP.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X	X	X
PLO 3	X	X	X	X	X
PLO 4	X	X	X	X	X
PLO 5	X	X	X	X	X
PLO 6	X	X	X	X	X
PLO 7		X	X	X	X
PLO 8	X	X	X	X	X
PLO 9	X	X	X	X	X
PLO 10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UEC-405 is matched with Programme Learning Outcomes of FYUGP of Economics (Honours/ Honours with Research) with Major Course Code UEC-401.

B. COURSE CONTENT

UNIT-I

Macroeconomic Policies and Their Impact

Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation.

UNIT-II

Policies and Performance in Agriculture

Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement.

UNIT-III

Policies and Performance in Industry

Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.

UNIT-IV

Trends and Performance in Services

Growth of Services Sector in India. Nature, Scope, Trends & Importance of Service Sector in Current Scenario. Contribution of Service Sector to India's GDP. Government's reforms in various Services.

C. SUGGESTED READINGS

- Shankar Acharya, 2010, —Macroeconomic Performance and Policies 2000-8, in Shankar Acharya and Rakesh Mohan, editors, India's Economy: Performances and Challenges: Development and Participation, Oxford University Press.
- Rakesh Mohan, 2010, —India's Financial Sector and Monetary Policy Reforms, in Shankar Acharya and Rakesh Mohan, editors, India's Economy: Performances and Challenges: Development and Participation, Oxford University Press.
- Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, —Agricultural Growth in India Since 1991, RBI DEAP Study no. 27.
- Kunal Sen, 2010, —Trade, Foreign Direct Investment and Industrial Transformation in India, in Premachandra Athukorala, editor, The Rise of Asia, Routledge.
- Ahsan, C. Pages and T. Roy, 2008, —Legislation, Enforcement and Adjudication in Indian Labour Markets: Origins, Consequences and the Way Forward, in D. Mazumdar and S. Sarkar, editors, Globalization, Labour Markets and Inequality in India, Routledge.
- Dipak Mazumdar and Sandeep Sarkar, 2009, —The Employment Problem in India and the Phenomenon of the _Missing Middle, Indian Journal of Labour Economics.
- J. Dennis Rajakumar, 2011, —Size and Growth of Private Corporate Sector in Indian Manufacturing, Economic and Political Weekly, April.
- Ramesh Chand, 2010, Understanding the Nature and Causes of Food Inflation, Economic and Political Weekly, February.
- Bishwanath Goldar, 2011, Organised Manufacturing Employment: Continuing the Debate, Economic and Political Weekly, April.
- Kaushik Basu and A. Maertens, eds, 2013. The New Oxford Companion to Economics in India, Oxford University Press.

MEDIEVAL INDIAN HISTORY (1206 CE to 1550 CE)

Course Code : UHS-405
Credits : 4
Course Type : MINOR

Total Marks : 100
External : 60
Internal : 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to

- CLO-1: understand the socio, economic and cultural conditions of medieval India
- CLO-2: describe the Arab and Turkish Invasions in India and study the traces of political and cultural expansion of Turks & Afghans
- CLO-3: explain the development of Art and Architecture under Sultans, Vijayanagar Rulers and Regional styles.
- CLO-4: evaluate the social conditions during Vijayanagar India.
- CLO-5: evaluate the political structures of Delhi Sultanate, Vijayanagara empire and the emergence of regional polities.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X			X
PLO 3	X	X	X	X	X
PLO 4	X		X		X
PLO 5				X	
PLO 6			X	X	
PLO 7	X		X	X	X
PLO 8				X	
PLO 9				X	
PLO 10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UHS-405 is matched with Programme Learning Outcomes of FYUGP of History (Honours/ Honours with Research) with Major Course Code UHS-401.

B. COURSE CONTENT

UNIT- I

Interpreting the Delhi Sultanate (1200 AD – 1526 AD)

- Sources of medieval India; Court historians, court poets
- Conflict and Struggle for the establishment of strong monarchy; The Mongol Problem and North west frontier of India
- Administration of Delhi Sultanate; Caliphate and the Delhi Sultanate, The Sultan, Turkan-i-Chihilgani, Composition of the Sultanate Ruling Class/Nobility, The Conflict Between the Nobility and the Sultans, The Ulema
- Society during Delhi Sultanate.

UNIT- II

The age of Vijayanagar Empire and the Bahamanis (1350-1565)

- The Vijayanagara Empire; Foundation, conflict with the Bahamanis

- The Nayankara System and The Ayagar System
- Architecture and literary developments during Vijayanagara empire
- Society during Vijayanagara empire

UNIT- III

Emergence of New Kingdoms in the 15th Century

- Eastern India: Bengal, Assam and Odisha
- Central India: Malwa, Jaunpur,
- Northern India: Jammu and Kashmir
- Western India: Rajputana, Gujarat, Sindh

UNIT- IV

Mughal Invasion and Empire building (1526 CE – 1550 CE)

- Political Scenario on the eve of Babur's Invasion
- Babur and the Rajputs
- 2nd Afghan Empire

C. REFERENCES

- Chandra, S History of Medieval India (800 – 1700)
- Chattopadhyay, B.D The Making of Early Medieval India. (Delhi, 1994)
- Habib, Irfan, Medieval India: The Study of a Civilization
- Habibullah, A.B.M, The Foundation of Muslim Rule in India
- Kumar Sunil, The Emergence of the Sultanate of Delhi
- Nizami, K.A. Some Aspects of Religion and Politics in India in the 13th c
- K.A. Nilakanta Sastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara
- K.A.Nilkanta Sastri, The Cholas
- Shireen Moosvi, The Economy of the Mughal Empire
- Stein, B Peasant, State & Society in Medieval South India
- Yazdani, G. (ed) The Early History of the Deccan
- R.C. Majumdar, The Age of Imperial Kanauj
- R. Soma Reddy, Late Medieval Andhra Pradesh, A.D. 1324-1724 A.D., New Delhi, 2014
- Harbans Mukhia, The Mughals of India
- C.A. Bayly, Indian Society and the Making of the British Empire

NEURO-MARKETING

Course Code	: UAD-405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: understand the principles of neuromarketing and its relevance to digital marketing.

CLO-2: apply neuro-marketing techniques to design effective marketing strategies.

CLO-3: analyse the impact of marketing stimuli on consumer behaviour.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	
PLO 2		X	X
PLO 3			X
PLO 4	X	X	X
PLO 5			
PLO 6		X	

Course Description

This course explores the intersection of neuroscience and marketing, focusing on how understanding the brain's responses to marketing stimuli can enhance marketing strategies. Students will learn about neuro-marketing techniques and their application in creating effective campaigns.

B. COURSE CONTENT

UNIT-I

Fundamentals of Neuro-Marketing

- Introduction to Neuro-Marketing: This topic covers the basics of neuro-marketing, including its definition, key concepts, and how neuroscience can inform marketing strategies.
- Neuroscience Principles in Marketing: Explore the principles of neuroscience that are relevant to marketing, such as brain functions, emotions, and decision-making processes.

UNIT-II

Neuro-Marketing Techniques and Tools

- Techniques for Measuring Consumer Responses: Learn various neuro-marketing techniques for measuring consumer responses to marketing stimuli, including eye tracking and brain imaging.
- Tools and Technologies for Neuro Marketing: Discuss the tools and technologies available for conducting neuro-marketing research, including their applications and limitations.

UNIT-III

Applying Neuro Marketing to Digital Campaigns

- Designing Neuro-Inspired Marketing Campaigns: Learn how to apply neuro-marketing insights to create marketing campaigns that resonate with consumers on a neurological level.
- Evaluating Neuro Marketing Strategies: Explore methods for evaluating the effectiveness of neuromarketing strategies and their impact on consumer engagement and behaviour.

UNIT-IV

Case Studies in Neuro Marketing

- Successful Neuro Marketing Campaigns: Analyse case studies of successful neuromarketing campaigns, focusing on their design, implementation, and outcomes.
- Lessons Learned and Best Practices: Discuss lessons learned from neuro-marketing case studies and best practices for applying neuro-marketing techniques in digital marketing.

C. SUGGESTED READINGS

- https://www.researchgate.net/publication/228705008_Brainwaves_A_New_Paradigm_for_Marketing
- <https://www.forbes.com/sites/forbestechcouncil/2021/06/15/neuro-marketing-techniques-and-tools-for-better-customer-insights/>
- <https://www.nielsen.com/insights/2022/using-neuro-marketing-to-enhance-digital-campaigns/>
- <https://hbr.org/2019/03/neuro-marketing-case-studies-what-works-and-what-doesnt>

AI-ENHANCED MARKETING AND SALES FOR ENTREPRENEURSHIP

Course Code	: UAE-405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: apply AI technologies to marketing and sales strategies.

CLO-2: enhance customer engagement using AI-driven personalisation.

CLO-3: optimise sales processes through AI-driven insights and automation.

	CLO 1	CLO 2	CLO 3
PLO 1	X		
PLO 2		X	
PLO 3			X
PLO 4	X	X	X
PLO 5			
PLO 6	X	X	X

Course Description

This course explores the integration of AI in marketing and sales strategies to boost entrepreneurial success. Students will learn how to leverage AI tools and techniques to optimize marketing campaigns, improve customer engagement, and drive sales.

B. COURSE CONTENT

UNIT-I

AI in Digital Marketing

- AI-Powered Marketing Tools: Explore various AI-powered marketing tools and platforms that can help entrepreneurs enhance their digital marketing efforts, such as AI-driven content creation, SEO optimisation, and social media management.
- Personalised Marketing with AI: Learn how AI can be used to create personalised marketing experiences based on customer data, behaviour, and preferences.

UNIT-II

AI in Customer Relationship Management (CRM)

- AI-Driven CRM Systems: Understand the role of AI in customer relationship management, including AI-powered CRM tools that provide real-time insights into customer interactions and help build stronger relationships.

- Predictive Analytics for Sales and Marketing: Discuss how AI-driven predictive analytics can forecast customer behaviour, optimise marketing campaigns, and improve sales performance.

UNIT-III

AI in Sales Strategy and Execution

- AI in Sales Process Automation: Learn how AI can automate various aspects of the sales process, from lead generation to closing deals, reducing manual effort and increasing efficiency.
- AI-Powered Sales Analytics: Explore how AI-driven sales analytics can provide actionable insights into sales performance, helping entrepreneurs make data-driven decisions.

UNIT-IV

Case Studies and Best Practices

- Successful AI-Enhanced Marketing Campaigns: Analyse case studies of successful marketing campaigns that have leveraged AI, focusing on the strategies used and the outcomes achieved.
- Best Practices for AI in Marketing and Sales: Discuss best practices for integrating AI into marketing and sales strategies, ensuring maximum effectiveness and ROI.

C. SUGGESTED READINGS

- <https://www.smartinsights.com/digital-marketing-strategy/ai-in-digital-marketing/>
- <https://www.salesforce.com/products/crm/ai/>
- <https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/how-ai-is-changing-sales-strategy-and-execution>
- <https://hbr.org/2021/05/ai-in-business-case-studies-and-best-practices>

SEMESTER-V

BRITISH LITERATURE: THE EARLY 20TH CENTURY

Course Code : UEG-501
Credits : 04
Course Type : MAJOR

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- CLO-1: trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- CLO-2: relate and distinguish between modernity and modernism
- CLO-3: engage with literary circumstances that shape the processes of literary production from the twentieth century
- CLO-4: identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- CLO-5: discuss the literary elements of modernism such as imagery, themes, symbols, style and tone in the works of prominent early twentieth century poets

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X			X	X
PLO 2	X	X	X		X
PLO 3			X	X	X
PLO 4	X				X
PLO 5			X	X	X
PLO 6				X	X
PLO 7		X	X		X
PLO 8	X				
PLO 9	X	X	X	X	
PLO 10					
PLO 11			X		
PLO 12	X	X	X	X	X

B. COURSE CONTENT

UNIT-I

Background of Early 20th century British Literature – Key characteristics and trends with a focus on modernism

UNIT-II

G.B. Shaw *Pygmalion*

UNIT-III

Virginia Woolf *Mrs Dalloway*

UNIT-IV

W.B. Yeats 'The Second Coming'

T.S. Eliot 'The Love Song of J. Alfred Prufrock'

W.H. Auden 'Funeral Blues'

C. SUGGESTED READINGS

- Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
- T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
- Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

POPULAR LITERATURE

Course Code : UEG-502
Credits : 04
Course Type : MAJOR

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

CLO-1: trace the early history of print culture in England and the emergence of genre fiction and best sellers

CLO-2: develop a comprehensive understanding of various genres within popular literature

CLO-3: analyze popular literature as a reflection of contemporary cultural and social contexts, exploring how themes, motifs, and narratives within popular texts resonate with and respond to societal concerns, values, and trends

CLO-4: assess their critical thinking skills by evaluating and synthesizing multiple interpretations of literary texts

CLO-5: use various methods of literary analysis to interpret popular literature

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X			X	X
PLO 2	X	X	X	X	X
PLO 3		X	X	X	X
PLO 4	X	X	X	X	X
PLO 5		X	X	X	X
PLO 6		X		X	X
PLO 7			X	X	X
PLO 8	X				
PLO 9	X	X	X	X	X
PLO 10					
PLO 11			X	X	
PLO 12	X	X	X	X	X

B. COURSE CONTENT

UNIT-I

Understanding Popular Literature: Characteristics and Evolution

Popular Literature vs. Canonical Literature

UNIT-II

Lewis Carroll *Through the Looking Glass*

UNIT-III

Agatha Christie *The Murder of Roger Ackroyd*

UNIT-IV

Shyam Selvadurai *Funny Boy*

C. SUGGESTED READINGS

- Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
- Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.
- Tzvetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose* translated by Richard Howard, Oxford University Press, 1977, pp. 41–63.

AUTOBIOGRAPHY

Course Code : UEG-503
Credits : 04
Course Type : MAJOR

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- CLO-1: demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
- CLO-2: explain and analyze how life writing provides alternatives to existing ways of writing history.
- CLO-3: examine the status of life writing as a literary form and the history of its reception.
- CLO-4: appraise the study of autobiography as a genre in English for aiding creative writing and objective representation of events and facts.
- CLO-5: analyze how personal narratives shape broader understandings of identity, history, and fiction within historical contexts, exploring their significance in both private and public spheres.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X		X		X
PLO 2		X	X		X
PLO 3	X	X	X	X	X
PLO 4				X	X
PLO 5				X	X
PLO 6			X	X	X
PLO 7		X	X	X	X
PLO 8		X			
PLO 9		X	X	X	X
PLO 10					
PLO 11				X	X
PLO 12		X	X	X	X

B. COURSE CONTENT

UNIT-I

Jean-Jacques Rousseau's *Confessions*, Book 1 and 2, translated by Angela Scholar

UNIT-II

Richard Wright's *Black Boy*

UNIT-III

A. Revathi's *Truth about Me: A Hijra Life Story*

UNIT-IV

Sharankumar Limbale's *The Outcaste*, translated by Santosh Bhoomkar

C. SUGGESTED READINGS

- James Olney, 'A Theory of Autobiography' in *Metaphors of Self: the meaning of autobiography* (Princeton: Princeton University Press, 1972) pp. 3-50.
- Laura Marcus, 'The Law of Genre' in *Auto/biographical Discourses* (Manchester: Manchester University Press, 1994) pp. 229-72.
- Linda Anderson, 'Introduction' in *Autobiography* (London: Routledge, 2001) pp.1- 17.
- Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44

ECO-LITERATURE

Course Code : UEG-504
Credits : 02
Course Type : MAJOR

Total Marks : 50
External Marks : 30
Internal Marks : 20

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- CLO-1: explore the pressing environmental and ecological crises facing society today and foster a heightened ecological consciousness.
- CLO-2: recognize diverse environmental perspectives presented in the course, reflecting on literature's role in fostering environmental awareness and activism.
- CLO-3: evaluate the ecological dimensions of literature and the critical approach to reading literature from an ecological standpoint.
- CLO-4: analyze texts by integrating environmental and literary concepts, thereby promoting critical thinking and understanding of human-environment relationships.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1	X			X
PLO 2		X	X	X
PLO 3	X	X	X	X
PLO 4		X	X	X
PLO 5		X	X	X
PLO 6			X	X
PLO 7		X	X	X
PLO 8	X	X		
PLO 9		X	X	X
PLO 10				
PLO 11	X	X	X	X
PLO 12	X	X	X	X

B. COURSE CONTENT

UNIT-I

Cheryll Glotfelty: "Literary Studies in an Age of Environmental Crisis" [From: *The Eco criticism Reader: Landmarks in Literary Ecology*]

UNIT-II

AK Ramanujan 'Ecology'
Dilip Chitre 'Felling of the Banyan Tree'
Gieve Patel 'On Killing a Tree'

UNIT-III

Amitav Ghosh *Gun Island*

C. SUGGESTED READINGS

- Cheryl Glotfelty and Harold Fromm (Ed.) the Eco criticism Reader: Landmarks in Literary Ecology. Athens: The University of Georgia Press, 1996.
- Barry Peter. "Eco criticism." Beginning Theory: An Introduction to Literary and Cultural Theory. 3rd ed., Manchester UP, 2009.
- Ghosh Amitav. *The Great Derangement: Climate Change and the Unthinkable*. The University of Chicago Press, 2016.
- Chakrabarty, Dipesh. "The Climate of History: Four Theses." *Critical Inquiry*, vol. 35, no. 2, 2009, pp. 197–222.

COUNSELLING PSYCHOLOGY

Course Code	: UPS-505	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: understand the fundamental concepts, goals, and ethical considerations of counselling as a profession, including contemporary challenges like online and tele-counselling.
- CLO-2: describe key insight-oriented counselling approaches, including psychodynamic, humanistic, and Gestalt therapies.
- CLO-3: explore action-oriented and alternative counselling approaches, including behavioural, cognitive, narrative, and expressive therapies, as well as Yoga and Meditation.
- CLO-4: outline the applications of counselling across various areas, such as child and family counselling, career guidance, and crisis intervention.
- CLO-5: evaluate the effectiveness of different counselling therapies and approaches across various counselling areas.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				X
PLO2	X				X
PLO3		X	X		X
PLO4	X	X	X	X	X
PLO5				X	X
PLO6					
PLO7	X				X
PLO8			X	X	X
PLO9				X	X
PLO10					X

The Course Learning Outcomes Minor Course Code UPS-505 is matched with Programme Learning Outcomes of FYUGP of Psychology (Honours/ Honours with Research) with Major Course Code UPS -502.

B. COURSE CONTENT

UNIT-I

Introduction to counselling as a profession

- 1.1 Meaning, nature & Goals of counselling
- 1.2 Professional ethics (Latest version of American Counselling Association – ACA)
- 1.3 Contemporary issues and challenges; challenge of online counselling and tele-counselling

UNIT-II

Counseling Approach: Insight oriented:

- 2.1 Psychodynamic Approach: Psychoanalytic, Adlerian

- 2.2 Humanistic Approach: Existential, Client-centered
- 2.3 Gestalt approach

UNIT-III

Counselling Approach: Action oriented & other approaches

- 3.1 Behavioural Approach: Operant-Conditioning, Classical-Conditioning.
- 3.2 Cognitive Approach: Cognitive Therapy, Rational emotive therapy
- 3.3 Other Approaches: Narrative Therapy, Expressive Therapy, Yoga and Meditation

UNIT-IV

Areas of Counselling and application

- 4.1. Areas of Counselling: Child Counselling, Family Counselling.
- 4.2 Career Counselling
- 4.3 Crisis Intervention: suicide, grief, and sexual abuse

Practicum: Any 2 practicum pertaining to the syllabus.

C. REFERENCES

- Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby.
- Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi ,D. &Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012).Couple and Family Therapy. In E. M. Altmaier and J.C.
- Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press
- Kapur, M. (2011).Counselling Children with Psychological Problems. New Delhi, Pearson.
- Sharf, R. S. (2012). Theories of Psychotherapy and Counseling: Concepts and Cases. 5th Edition. Belmont: Brooks/Cole (Cengage Learning).

AGRARIAN SOCIETY

Course Code : USO-505

Credits : 04

Course Type : MINOR

Total Marks : 100

External Marks : 60

Internal Marks : 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: examine the historical development and transformation of agrarian societies from pre-modern to contemporary contexts, including the impact of technological innovations, ecological factors, and social changes on agricultural practices and rural communities.
- CLO-2: analyze the social organization of agrarian societies, including patterns of land ownership, labor relations, and community structures, and their implications for social inequality, power dynamics, and rural livelihoods.
- CLO-3: evaluate the role of agriculture in shaping cultural identities, traditions, and belief systems, as well as its influence on rural economies, social networks, and local governance structures.
- CLO-4: investigate the interactions between agrarian societies and broader socio-economic processes such as urbanization, industrialization, globalization, and environmental sustainability, and their effects on rural development and agrarian livelihoods.
- CLO-5: apply sociological theories and research methods to examine contemporary issues and challenges facing agrarian societies, such as land tenure conflicts, agrarian transitions, food security, rural poverty, and the resilience of traditional farming practices in the face of economic and ecological changes.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X		X	X	X
PLO2	X	X		X	
PLO3	X		X		
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X		X		
PLO7	X	X	X	X	X
PLO 8					
PLO 9					

The Course Learning Outcomes Minor Course Code USO-505 is matched with Programme Learning Outcomes of FYUGP of Sociology (Honours/ Honours with Research) with Major Course Code USO-503.

B. COURSE CONTENT

UNIT-I

Agrarian Societies and Agrarian Studies

- 1.1 Agrarian Societies
- 1.2 Agrarian Studies
- 1.3 Social Structure and Stratification

UNIT-II

Agrarian Societies

- 2.1 Rural governance system (Policies and Programmes)
- 2.2 Rural Poverty
- 2.3 Industrialization

UNIT - III

Labor and Agrarian Class Structure

- 3.1 Markets, Land Reforms and Green Revolution
- 3.2 Caste system
- 3.3 Gender sensitive policies

UNIT - IV

Agrarian Futures

- 4.1 Agrarian Crisis
- 4.2 Global Agrarian Order (Europe and China)
- 4.3 Agricultural Practices and Technology

C. REFERENCES

- Dalton, George. 'Modern Transformation of European Peasantries' in R. P.
- Mishra and Nguyen Dung (Ed.) Third World Peasantry: A continuing Saga of Deprivation, Volume II, New Delhi: Sterling. 1986, Pp.25-46
- Patnaik, Utsa. (ed.) The Agrarian Question in Marx and His Successors Volume I, New Delhi: Left Word, 2007.
- Breman, Jan. (1974), Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India, Berkley: University of California Press. Pp. 36-80.
- Gough, Kathleen. 'Rural Change in Southeast India, 1950s to 1980s. Delhi: Oxford University Press. 1989.
- Harriss, John. Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu, Delhi: Oxford University Press, 1982.
- Byres, T. J. 'The New Technology, Class Formation, and Class Action in the Indian Countryside', Journal of Peasant studies, Volume 8, Issue 4, 1981, Pp 405-454.
- Hobsbawm, E. J. 'Peasants and Politics', the Journal of Peasant Studies, Vol. 1, No. 1, October 1973, 3–20
- Zamosc, Leon. The Agrarian Question and Peasant Movement in Columbia: Struggles of National Peasant Association, 1967-81, Cambridge: Cambridge University Press, 1986.
- Agarwal, Beena. A Field of One's Own: Gender and Land Rights In south Asia, Cambridge: Cambridge University Press, 1996.
- Bernstein, Henry. Class Dynamics of Agrarian Change. Halifax: Fernwood Publishing, 2010.

D. REFERENCES

Compulsory Readings:

- Barrett, ich le, and ary cIntosh. The Anti-Social Family. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80.
- Cartledge, Sue, and Joanna Ryan. Sex & Love: New Thoughts on Old Contradictions. London: Women's Press, 1983. Chapter 7. 'Is a Feminist Heterosexuality Possible?' Pp. 105 – 123.
- Coontz, Stephanie. Marriage, A History. New York: Viking, 2005. Pp. 15 – 49

- Goody, Jack. *The Oriental, the Ancient and the Primitive: Systems of Marriage and the Family in the Preindustrial Societies of Eurasia*. Cambridge: Cambridge University Press. (With Esther Goody) Chapter 6. *Marriage and the Family in Gujarat*. Pp.157-178.
- Hochschild, Arlie Russell. *So how's the Family? And other Essays*. Berkeley: University of California Press, 2013. Chapter 4. *So how's family?* Pp. 47- 60.
- Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1,2 & 4. *The Child, Family Relationships & Change in the Family System*. Pp.83–112 & 124–131.
- Lévi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 – 285.
- Lynch, Owen M. (Ed.) *Divine Passions: The Social Construction of Emotion in India*. Delhi: Oxford University Press, 1990. (Sylvia Vatuk) Chapter 3. "To be a Burden on Others": Dependency Anxiety among the Elderly in India. Pp. 64 – 88.
- Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapters 1 & 4. *Family as a Historical Social Form & Has Family lost its Functions?* Pp. 1-21, 71-90.
- Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. *The Family: Beyond Justice?* Pp. 25 – 40.
- Raheja, Gloria Goodwin, and Ann Grodzins Gold. *Listen To The Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press, 1996. Chapter 2. *Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs*. Pp. 30 – 72.
- Shah, A. M. *The Writings of A. M. Shah: The Household and Family in India*. Hyderabad: Orient Blackswan. 2014. "Changes in the Indian Family: An Examination of some Assumptions". Pp. 329 – 341
- Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996.

PERSPECTIVES ON PUBLIC ADMINISTRATION

Course Code: UPO-505
Credits: 04
Course Type: MINOR

Total Marks: 100
External Marks: 60
Internal Marks: 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: discuss the overview of the discipline and how it is different from private administration.
- CLO-2: interpret the evolution of the discipline, and its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.
- CLO-3: correlate the processes of leadership and conflict management that have become increasingly significant in contemporary administration.
- CLO-4: observe the recent trends, like ecological conservation, and how the call for greater democratization is restructuring public administration.
- CLO-5: identify the major contemporary approaches in public administration.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X		X	X	X
PLO 2		X			X
PLO 3			X		X
PLO 4				X	
PLO 5	X			X	X
PLO 6		X			
PLO 7					X
PLO 8		X			
PLO 9		X	X	X	X
PLO 10	X				

The Course Learning Outcomes Minor Course Code UPO-505 is matched with Programme Learning Outcomes of FYUGP of Political Science (Honours/ Honours with Research) with Major Course Code UPO-501.

B. COURSE CONTENT

UNIT-I

Introduction to Public Administration

- 1.1 Meaning, Nature and Significance of the Discipline.
- 1.2 Public and Private Administration.
- 1.3 Evolution of Public Administration.

UNIT-II

Theoretical Perspectives

- 2.1 Classical Theories: Scientific Management, Ideal-Type Bureaucracy (Max Weber).
- 2.2 Neo-Classical Theories: Human Relations Theory (Elton Mayo), Decision-Making (Herbert Simon).
- 2.3 Contemporary Theories: Ecological Approach (Fred W. Riggs).

UNIT-III

Major Approaches in Public Administration

- 3.1 Development Administration.
- 3.2 New Public Administration.
- 3.3 New Public Management.

UNIT-IV

Public Policy

- 4.1 Public Policy: Concept, Significance and Types
- 4.2 Public Policy: Models
- 4.3 Public Policy Process in India: Formulation and Implementation

C. REFERENCES

I. Public Administration as a Discipline

- a) Meaning, Nature and Significance of the Discipline.

Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999.

D. Rosenbloom, R. Kravchuk, R. Clerkin, *Public Administration: Understanding Management, Politics and Law in Public Sector*, New Delhi: McGraw Hill, 2009.

W. Wilson, 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: A Reader*, New Delhi: Oxford University Press, 2004.

- b) Public and Private Administration.

M. Bhattacharya, *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, 2008.

G. Alhson, 'Public and Private Management', in J. Shafritz and A. Hyde (eds) *Classics of Public Administration*, Fort Worth: Harcourt Brace, 2007.

- c) Evolution of Public Administration

N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013.

M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012.

P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994.

M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011.

II. Theoretical Perspectives

- a) Scientific Management

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972.

F Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, Belmont: Wadsworth, 2004.

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, and M. Bhattacharya (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003.

b) Administrative Management

D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyanarayana (eds), *Administrative Thinkers*, Delhi: Sterling Publishers, 2010.

E. J. Ferreira, A. W. Erasmus and D. Groenewald, *Administrative Management*, London: Juta Academics, 2010.

c) Ideal Type-Bureaucracy

M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946.

Warren G. Bennis, *Beyond Bureaucracy*, London: McGraw Hill, 1973.

d) Human Relations Theory

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972.

B. Miner, 'Elton Mayo and Hawthorne', in *Organizational Behaviour: Historical Origins and the Future*. New York: M.E. Sharpe, 2006.

e) Rational-Decision Making

S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009.

Fredrickson and Smith, 'Decision Theory', in *the Public Administration Theory Primer*. Cambridge: Westview Press, 2003.

f) Ecological approach

R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds) *Public Administration: A reader*, New Delhi, Oxford University Press, 2003.

A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002.

F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964.

III. Major Approaches in Public Administration

a) Development Administration

M. Bhattacharya, *Social Theory, Development Administration and Development Ethics*, New Delhi: Jawahar Publishers, 2006.

F. Riggs, *the Ecology of Public Administration*, New Delhi: Asia Publishing House, 1961.

b) New Public Administration

M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012

H. Frederickson, 'Towards a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, Belmont: Wadsworth, 2004

c) New Public Management

U. Medury, *Public Administration in the Globalization Era*, New Delhi: Orient Black Swan, 2010

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*. Oxford University Press, 1997

C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, Belmont: Wadsworth, 2004

d) New Public Service Approach

R.B. Denhart & J.V. Denhart "The New Public Service: Serving Rather Than Steering", in *Public Administration Review*, Vol. 60, No. 6, 2000.

Rosenbloom, David H., Robert S. Kravchuk, and Richard M. Clerkin. *Public Administration: Understanding Management, Politics, and Law in the Public Sector*. 10th ed. New York: McGraw-Hill Education, 2023.

Denhardt, Janet V., and Robert B. Denhardt. *The New Public Service: Serving, Not Steering*. 5th ed. New York: Routledge, 2024.

Peters, B. Guy, and Jon Pierre, eds. *The SAGE Handbook of Public Administration*. 3rd ed. London: SAGE Publications, 2022.

Raadschelders, Jos C. N. *Public Administration: The Interdisciplinary Study of Government*. 2nd ed. New York: Oxford University Press, 2024.

IV. Public Policy Concept, Relevance and Approaches

a) T. Dye, *Understanding Public Policy*, New Jersey: Prentice Hall, 1984.

b) Xun Wu, M. Ramesh, Michael Howlett and Scott Fritzen. *The Public Policy Primer: Managing the Policy Process*, Delhi: Routledge, 2010

c) Mary Jo Hatch and Ann L. Cunliffe, *Organisation Theory: Modern, Symbolic and Postmodern Perspectives*, Oxford University Press, 2006

d) Michael Howlett, *Designing Public Policies: Principles and Instruments*, Delhi: Routledge, 2011
Formulation, implementation and evaluation

e) Prabir Kumar De, *Public Policy and Systems*, Delhi: Pearson Education, 2012

f) R.V. Vaidyanatha Ayyar, *Public Policy Making in India*, Delhi: Pearson, 2009

g) Surendra Munshi and Biju Paul Abraham (eds) *Good Governance, Democratic Societies and Globalization*, New Delhi: Sage Publishers, 2004.

DEVELOPMENT ECONOMICS

Course Code : UEC-505
Credits : 04
Course Type : MINOR

Total Marks: 100
External Marks: 60
Internal Marks: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: describe the concept of economic growth and development,

CLO-2: explain the approaches to Economic Growth and Development

CLO-3: analyse Capital Formation and its role to Economic Development

CLO-4: evaluate the domestic measures of Economic Development

CLO-5: identify common challenges and obstacles encountered in the process of development planning.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X	X	X
PLO 3	X	X	X	X	X
PLO 4	X	X	X	X	X
PLO 5	X	X	X	X	X
PLO 6	X	X	X	X	X
PLO 7		X		X	X
PLO 8	X	X	X	X	X
PLO 9	X	X	X	X	X
PLO 10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UEC-505 is matched with Programme Learning Outcomes of FYUGP of Economics (Honours/ Honours with Research) with Major Course Code UEC-504.

B. COURSE CONTENT

UNIT-I

Economic Growth and Development

Concepts and Importance of Economic Growth and Development, Factors affecting Economic Development- Economic and Non-Economic, Distinction between Economic Growth and Development, Measurement of Economic Growth and Development- GNP, HDI, PQLI, MPI, Obstacles to Economic Development.

UNIT-II

Basic Models of Economic Growth and Development

Malthus's Approach to Development, Adam Smith's Theory of Development, Ricardian's Theory, Rostow's stages of Economic Growth, Lewis's Model of Unlimited Supply of Labour, Balanced and Unbalanced Growth Theories

UNIT-III

Domestic Measures of Economic Development

Capital Formation and Economic Development, Role of Agriculture and Industry in Economic Development, Role of Monetary and Fiscal Policy in Economic Development, Population Growth and Economic Development, Role of the State in Economic Development.

UNIT-IV

Problems of Development Planning

Economic Planning, Meaning and its Types, Plan formulation and Requisites for Successful Planning, Concept of Capital-Output Ratio in Underdeveloped Economies, Factors Determining Capital-Output Ratio, the Choice of Techniques- Labour Intensive vs Capital Intensive Technique.

C. SUGGESTED READINGS

- Economics of Development by AP Thirlwall, Published by Palgrave Macmillan
- The Economics of Development and Planning by M.L. Jhingan, Vrinda Publications (P) Ltd.
- Development and Environmental Economics by R.K. Lekhi and Sujata Slathia, Kalyani Publishers
- Growth and Development with Special Reference to Developing Economies by AP Thirlwall, Published by Palgrave Macmillan
- Economic Development by Michael P. Todaro and Stephen C. Smith, Pearson Publication.

AI-DRIVEN CUSTOMER INSIGHTS AND ENGAGEMENT

Course Code	: UAD-505	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: understand the principles of neuromarketing and its relevance to digital marketing.

CLO-2: apply neuro-marketing techniques to design effective marketing strategies.

CLO-3: analyse the impact of marketing stimuli on consumer behaviour.

	CLO 1	CLO 2	CLO 3
PLO 1	X		
PLO 2	X	X	
PLO 3		X	X
PLO 4	X	X	X
PLO 5			
PLO 6			

Course Description

This course focuses on using AI to gain customer insights and enhance engagement. Students will learn how to leverage AI technologies to analyse customer behaviour, personalise interactions, and improve overall customer experiences.

B. COURSE CONTENT

UNIT-I

Analysing Customer Behaviour with AI

- AI Techniques for Customer Behaviour Analysis: Explore AI techniques for analysing customer behaviour, including predictive analytics, clustering, and sentiment analysis.
- Understanding Customer Insights: Learn how to interpret customer insights gained through AI analysis to inform marketing strategies and decision-making.

UNIT-II

Personalising Customer Interactions with AI

- AI-Driven Personalization Strategies: Discuss how AI can be used to personalize customer interactions across various digital channels, including email, social media, and websites.
- Implementing AI Personalization Tools: Learn how to implement AI tools that enable real-time personalization based on customer data and behaviour.

UNIT-III

Enhancing Customer Engagement with AI

- AI in Customer Engagement: Explore how AI can enhance customer engagement by predicting customer needs, automating responses, and creating personalised experiences.
- Chatbots and Virtual Assistants: Discuss using AI-powered chatbots and virtual assistants to improve customer service and engagement.

UNIT-IV

Measuring Customer Engagement Effectiveness

- Metrics for AI-Driven Engagement: Learn about key metrics and KPIs for measuring the effectiveness of AI-driven customer engagement efforts.
- Continuous Improvement in Engagement Strategies: Discuss strategies for continuously improving AI-driven customer engagement efforts based on data and feedback.

C. SUGGESTED READINGS

- <https://www.forbes.com/sites/bernardmarr/2022/02/14/how-ai-is-changing-the-way-we-analyze-customer-behavior/>
- <https://www.salesforce.com/products/service-cloud/features/personalization/>
- <https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/using-ai-to-enhance-customer-engagement>
- <https://blog.hubspot.com/service/measuring-customer-engagement>

STARTUP REGISTRATION, LEGAL COMPLIANCE AND FINANCIAL MANAGEMENT FOR ENTREPRENEURSHIP

Course Code : UAE-505	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : MINOR	Internal Marks : 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: understand the legal and regulatory requirements for startups.

CLO-2: manage financial resources effectively in an AI-driven business.

CLO-3: ensure compliance with industry standards and regulations.

	CLO 1	CLO 2	CLO 3
PLO 1			
PLO 2			
PLO 3		X	
PLO 4	X	X	X
PLO 5	X		X
PLO 6		X	X

Course Description

This course provides an overview of the legal, regulatory, and financial aspects of starting and managing an AI-driven business. Students will learn about the legal requirements for startup registration, compliance with industry regulations, and financial management practices necessary for sustaining a business.

B. COURSE CONTENT

UNIT-I

Legal Requirements for AI Startups

- Startup Registration Process: Learn the steps involved in registering a startup, including choosing a business structure, obtaining necessary licenses, and fulfilling legal requirements.
- Intellectual Property and AI: Understand the importance of protecting intellectual property (IP) in AI-driven businesses, including patents, trademarks, and copyrights.

UNIT-II

Regulatory Compliance in AI Entrepreneurship

- Industry Regulations and Standards: Explore the regulations and standards that apply to AI-driven businesses, including data protection laws, AI ethics guidelines, and industry-specific regulations.
- Ensuring Compliance: Discuss the steps entrepreneurs can take to ensure their AI-driven business complies with relevant regulations, including setting up compliance frameworks and conducting regular audits.

UNIT-III

Financial Management for Startups

- Financial Planning and Budgeting: Learn how to create financial plans and budgets for startups, including forecasting expenses, managing cash flow, and planning for growth.

- Funding and Investment for Startups: Explore different sources of funding for businesses, including venture capital, angel investors, and government grants.

UNIT-IV

Risk Management and Sustainability

- Risk Management Strategies: Understand the risks associated with businesses and learn strategies for mitigating these risks, including insurance, contingency planning, and diversification.
- Sustainability and Growth Planning: Discuss the importance of sustainability in business, including strategies for ensuring long-term growth and success in ventures.

C. SUGGESTED READINGS

- <https://www.sba.gov/business-guide/launch-your-business/choose-business-structure>
- <https://hbr.org/2020/10/the-importance-of-regulatory-compliance-for-startups>
- <https://www.forbes.com/advisor/business/financial-management-for-startups/>
- <https://www.iso.org/iso-31000-risk-management.html>

INTERNSHIP

Course Code : UEG-506

Credits : 02

Duration: Two Weeks

Total Marks : 50

Internal Marks : 50

A. COURSE LEARNING OUTCOMES

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

CLO-1: apply theoretical knowledge from their programme of study to practical tasks in various professional contexts.

CLO-2: demonstrate communication, content creation, editing, media production, and social media management skills by producing creative and technically proficient content.

CLO-3: critically reflect on their internship experiences, identifying strengths, areas for improvement and personal growth.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	
PLO 2	X		X
PLO 3		X	X
PLO 4	X		
PLO 5		X	X
PLO 6		X	X
PLO 7	X		X
PLO 8	X	X	
PLO 9	X		X
PLO 10		X	
PLO 11			X
PLO 12	X	X	X

B. ACTIVITIES

The students are required to undertake an internship as part of their BA English Honours Programme. It is a mandatory Internship for all the students of Semester-V. All Students of semester-V are required to undertake an internship for a period of not less than 30 hours in any one of the following areas:

- Content editing and writing
- Intern with a publishing house
- Design and execute a social media campaign
- Working with media house
- Radio station or TV channel
- Participate in or assist with a play production.
- The other activities can be included after the approval of Programme Coordinator and Head.

Internal Evaluation: 50 Marks

a. Internship Report Evaluation	:	30 Marks
b. Presentation	:	10 Marks
c. Viva-voce	:	10 Marks

SEMESTER-VI

BRITISH LITERATURE: POST WORLD WAR-II

Course Code : UEG-601	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : MAJOR	Internal Marks : 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- CLO-1: critically evaluate the complexities of a multicultural Post-war decolonized Britain.
- CLO-2: examine the use of narrative techniques such as metafiction and historical interplay in the selected texts.
- CLO-3: analyze and evaluate the themes of existentialism, absurdity, and the human condition.
- CLO-4: analyze the selected poems, focusing on themes such as memory, mortality, and the passage of time, while also examining language, form, and imagery.
- CLO-5: explore the representation of cultural and political tensions in Northern Ireland through the poetry and analyze their significance in the broader context of post-war Britain.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X				
PLO 2	X	X	X	X	X
PLO 3	X	X	X	X	X
PLO 4	X	X	X	X	X
PLO 5		X			
PLO 6	X	X	X	X	X
PLO 7	X	X	X	X	X
PLO 8	X				X
PLO 9	X	X	X	X	X
PLO 10					
PLO 11	X	X	X	X	X
PLO 12	X	X	X	X	X

B. COURSE CONTENTS

UNIT-I

Background of Post World War Literature – Key characteristics and trends with a focus on postmodernism and existentialism

UNIT-II

Samuel Beckett *Waiting for Godot*

UNIT-III

John Fowles *The French Lieutenant's Woman*

UNIT-IV

Phillip Larkin 'Whitsun Weddings'
 Seamus Heaney 'Digging'
 Carol Anne Duffy 'Text'

C. SUGGESTED READINGS

- Sinfield, Alan. 'Literature and Cultural Production', *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38
- Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16
- Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature And Its Background, 1960-1990*. Oxford: OUP, 1997.

NINETEENTH CENTURY EUROPEAN REALISM

Course Code	: UEG-602	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- CLO-1: analyze the key characteristics of nineteenth-century European realism as reflected in the selected literary works including the portrayal of everyday life, social hierarchies, and moral dilemmas.
- CLO-2: examine the thematic concerns of the novels studied, such as the pursuit of wealth, the quest for identity, social ambition, and the complexities of human relationships, within the socio-political contexts of nineteenth-century Europe.
- CLO-3: evaluate the narrative techniques employed to depict realism, including their use of character development, setting, plot structure, and symbolism to create immersive and evocative literary worlds.
- CLO -4: compare and contrast the representations of society, class, power, privilege and gender roles in the selected literary works within the cultural milieu.
- CLO-5: critically examine the connections between nineteenth-century European aesthetics, and epistemological and political debates around reality and historical change.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X	X	X
PLO 3			X	X	X
PLO 4		X	X	X	X
PLO 5	X	X		X	X
PLO 6			X	X	X
PLO 7	X	X	X	X	X
PLO 8	X	X	X	X	X
PLO 9		X	X	X	X
PLO 10	X		X		X
PLO 11			X	X	X
PLO 12		X	X	X	X

B. COURSE CONTENT

UNIT-I

Honoré de Balzac *Old Man Goriot*

UNIT-II

Nikolai Gogol *Dead Souls*

UNIT-III

Gustave Flaubert *Madame Bovary*

UNIT-IV

Fyodor Dostoyevsky *Notes from Underground*

C. SUGGESTED READINGS

- Honore de Balzac, 'Society as Historical Organism', from Preface to *The Human Comedy*, in *The Modern Tradition*, ed. Ellmann et. al (Oxford: OUP, 1965) pp. 265–67.
- Gustav Flaubert, 'Heroic honesty', Letter on *Madame Bovary*, in *The Modern Tradition*, ed. Richard Ellmann et. al. (Oxford: OUP, 1965) pp. 242–3.
- George Lukacs, 'Balzac and Stendhal', in *Studies in European Realism* (London, Merlin Press, 1972) pp. 65–85

LITERATURE AND CINEMA

Course Code	: UEG-603	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- CLO-1: examine the close relationship between literature and cinema by studying the points of contact of literary and cinematic praxis.
- CLO-2: study cinema as a composite medium, an audio-visual articulation, an adaptation/translation, and as a form of (popular) culture with its own parameters of reception and its own history.
- CLO-3: evaluate the interdisciplinary nature of academic work by imparting skills of reading and understanding literary texts and cinematic expressions.
- CLO-4: examine cinema as an art employing different time frames, situations, literary cultures and other media/forms to compose itself as a text.
- CLO-5: understand the theoretical framework to strengthen the awareness about intertextuality and the convergence between the modes of literature and cinema.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X		X	X	X
PLO 2	X	X		X	X
PLO 3	X		X	X	X
PLO 4		X	X	X	X
PLO 5			X	X	X
PLO 6		X	X	X	X
PLO 7		X	X	X	X
PLO 8				X	X
PLO 9			X	X	X
PLO 10			X		X
PLO 11			X	X	X
PLO 12					X

B. COURSE CONTENT

UNIT-I

Introduction to language of Cinema

James Monaco 'The Language of Film: Signs and Syntax', Chapter 3 in *How to Read a Film: The World of Movies Media and Multimedia*

UNIT-II

Origin of Cinema as a New Form of Art: questioning the traditional functions of art; analyzing new art forms in the 20th century; film as a new form of art; silent cinema.

Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction." *Illuminations*.

Ed. Hannah Arendt. Trans. Harry Zohn. Schocken Books, 1968. 217- 251

Film *Modern Times*, dir. Charlie Chaplin perf. Charlie Chaplin (1936).

UNIT-III

Overview of Cinematic adaptations of literary texts, Theory of adaptation

Films

- a) *Bride and Prejudice* dir. Gurinder Chadha (2004).
- b) *Ardh Satya* dir. Govind Nihalani (1983).

UNIT-IV

Gender and sexuality; connection with literature; the difference between sexuality in films and that in literary texts; the gaze; the body; representation; cinematography.

Laura Mulvey, 'Visual Pleasure and Narrative Cinema', in *Film Theory and Criticism: Introductory Readings*, eds Leo Braudy and Marshall Cohen (New York: Oxford UP 1999) pp. 833-44.

Films

- a) *Thelma and Louise* dir. Ridley Scott (1991).
- b) *Margarita with a Straw* dir. Shonali Bose (2014)

C. SUGGESTED READINGS

- **NOTE: THIS IS A LITERATURE-BASED COURSE, AND THEREFORE, ALL THESE TEXTS ARE TO BE CONSIDERED**
- Madhava Prasad, 'The Absolutist Gaze: The Political Structure and the Cultural Form', in *Ideology of the Hindi Film: A Historical Construction* pp. 48-82.
- Ranjani Mazumdar 'Gangland Bombay', in *Bombay Cinema: An Archive of the City* (Ranikhet: Permanent Black 2007) pp. 149-96.

Suggested Films

- a) *Kaliyattam* dir. Jayaraaj (1997) Malayalam.
- b) *Charulata* dir. Satyajit Ray (1965) Bangla.
- c) *Enthiran* dir. S. Shankar (2010) Tamil.

WORLD LITERATURE

Course Code	: UEG-604	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

CLO-1: analyze diverse literary texts from various cultural and geographical contexts to understand the complexities of world literature and its significance in shaping global literary traditions.

CLO-2: examine the themes of colonization, decolonization, cultural identity, and resistance as depicted in the selected texts.

CLO-3: explore the narrative techniques and stylistic innovations employed by the authors studied, including but not limited to magical realism, oral storytelling traditions, and postcolonial literary strategies.

CLO-4: evaluate the role of literature in challenging dominant narratives through the examination of themes such as power dynamics, social justice, and the human experience in different cultural settings.

CLO-5: interpret critically the poetry of Neruda and Walcott, analyzing their use of language, imagery, and symbolism to explore universal themes such as love, nature, and the human condition.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X	X	X
PLO 3	X	X	X	X	X
PLO 4	X	X	X	X	X
PLO 5	X	X	X	X	X
PLO 6		X	X	X	X
PLO 7		X	X	X	X
PLO 8				X	X
PLO 9			X	X	X
PLO 10					
PLO 11			X	X	X
PLO 12					X

B. COURSE CONTENT

UNIT-I

Introduction and Background of World Literature – Key characteristics and trends

UNIT-II

Chinua Achebe *Things Fall Apart*

UNIT-III

Salman Rushdie *Midnight's Children*

UNIT-IV

Short Story: Gabriel Gracia Marquez ‘Balthasar’s Marvellous Afternoon’

Poems

Pablo Neruda ‘Fable of the Mermaid and the Drunks’

Derek Walcott ‘Names’

C. SUGGESTED READINGS

- Banham, Martin, and Yaw Asante Canter, editors. Critical View on Wole Soyinka’s “Lion and the Jewel.” Longman Schools Division, 1987.
- Hornstein, Percy, and Brown. The Reader’s Companion to World Literature (Classics). Signet Classic, 2002. Originally published 1956.
- Dimock, Wai Chee. “Genre as World System: Epic and Novel in Four Continents.” JSTOR, 2006, www.jstor.org/stable/20107382.

EDUCATIONAL PSYCHOLOGY

Course Code : UPS-605
Credits : 04
Course Type : MINOR

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: discuss the aims of education and its transformative role in relation to self, society, and contemporary schooling issues in India.
- CLO-2: describe key theoretical approaches to learning, including behaviourism and constructivism, with a focus on Indian learning perspectives like deep contemplation and mindfulness.
- CLO-3: explore how motivation, creativity, and learning styles facilitate learning, emphasizing the creation of emotionally secure and democratic classrooms.
- CLO-4: analyse the causes of educational stress and anxiety, including bullying and parental pressure, and strategies for enhancing mental health in educational settings.
- CLO-5: apply psychological concepts to understand and address educational stress and anxiety within classrooms and the broader societal context.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2		X			
PLO3		X	X		X
PLO4			X	X	X
PLO5				X	X
PLO6	X	X	X	X	X
PLO7				X	
PLO8				X	
PLO9			X		X
PLO10				X	

The Course Learning Outcomes Minor Course Code UPS-605 is matched with Programme Learning Outcomes of FYUGP of Psychology (Honours/ Honours with Research) with Major Course Code UPS-604.

B. COURSE CONTENT

UNIT-I

Introduction to Educational Psychology

- 1.1. Aims of education in relation to the relationship of self, society and education.
- 1.2. Brief introduction to problems of schooling in contemporary India, Positive Schooling
- 1.3. Transformative education for individual and social change.

UNIT-II

Cognition and Learning

- 2.1. An overview of the key theoretical approaches: Behaviorism, Individual-Constructivism, Social-constructivism, Social learning theory.

- 2.2. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence.
- 2.3. Mindfulness in learning.

UNIT-III

Learning and Motivation

- 3.1 Motivation and developmental dynamics.
- 3.2 Creativity and Imagination, Learning Styles, Cooperative Learning.
- 3.3 Creating an emotionally secure classroom that encourages democracy, self-expression, and self-determination.

UNIT-IV

Understanding educational stress and anxiety

- 4.1. Understanding educational stress and anxiety, bullying, parental and peer pressure.
- 4.2. Enhancing mental health and well-being of learners and teachers.
- 4.3. Education and technology in contemporary India.

Practicum: Any 2 practicum pertaining to the syllabus.

C. REFERENCES

- Badheka, G. (1997). Divaswapan. New Delhi, India: NBT.
- Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press.
- Cornelissen, M., Misra G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2). New Delhi, India: Pearson.
- Huppes, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri Aurobindo Ashram.
- Kapur, M. (2007). Learning from children what to teach them. New Delhi, India: Sage Publications.
- Krishnamurti, J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT.
- Rogers, C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.
- Thapan, M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.
- Woolfolk, A., Misra, G., & Jha, A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub.

RETHINKING DEVELOPMENT

Course Code : USO-605
Credits : 04
Course Type : MINOR

Total Marks : 100
External Marks: 60
Internal Marks : 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: explain the development from various disciplinary perspectives, including economic, social, and political viewpoints.
- CLO-2: discuss the multifaceted nature of development, encompassing aspects such as economic growth, human well-being, and environmental sustainability.
- CLO-3: summarize the main ideas of world-systems theory, including core, periphery, and semi-periphery distinctions.
- CLO-4: evaluate the role of gender in development and the importance of gender-sensitive policies.
- CLO-5: apply the capability approach in assessing human development and formulating policies.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2	X	X		X	
PLO3	X	X			
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X		X		
PLO7	X	X	X	X	
PLO8		X			
PLO9					X

The Course Learning Outcomes Minor Course Code USO-605 is matched with Programme Learning Outcomes of FYUGP of Sociology (Honours/ Honours with Research) with Major Course Code USO-604.

B. COURSE CONTENTS

UNIT-I

Unpacking Development

- 1.1 Meaning, Origin and Importance of development
- 1.2 Comte, Morgan, Marx and Spencer on Development and Progress.
- 1.3 Capitalist Socialist and third world Models of Development

UNIT-II

Approaches to Development

- 2.1 Human development approaches
- 2.2 Development conditions and barriers
- 2.3 World system of development

UNIT-III

Social, Human and Gender Development

- 3.1 Development as realisation of human potential
- 3.2 Impact of development on women, identification of gender, need, role and strategy
- 3.3 Perspectives on women and development

UNIT-IV

Developmental Regimes in India

- 4.1 Political, economy and development
- 4.2 Growth and development regimes in India
- 4.3 Sustainable development

C. REFERENCES

- Alvaredo, Facundo and Leonardo Gasparini, 2015, Recent Trends in Inequality and Poverty in Developing Countries, in Anthony B. Atkinson, François Bourguignon (eds.) Handbook of Income Distribution, Vol. 2A (First Edition), North Holland, Amsterdam.
- Aron, Raymond, 2008 (Sixth Print), Main Currents in Sociological Thought: Montesquieu, Comte, Marx, de Tocqueville, Sociologists & the Revolution of 1848, Vol. 1, Transaction Publishers, USA and UK.
- Aron, Raymond, 2009 (Third Print), Main Currents in Sociological Thought: Durkheim, Pareto, Weber, Vol. 2, Transaction Publishers, USA and UK.
- Unpacking Development Carneiro, P. and J.J. Heckman. 2003, 'Human Capital Policy', IZA Discussion Papers 821, Institute for the Study of Labor (IZA).
- Cohn, Samuel and Gregory Hooks, 2016, 'Introduction: A Manifesto for the Sociology of Development' in Gregory Hooks (ed.) the Sociology of Development Handbook, University of California Press, California.
- Crain, William, 2014 (Sixth Edition), Theories of Development: Concepts and Applications, Pearson Education Limited, Edinburgh Gate, Harlow, U.K.
- Desai, M., 1991, Methodological Problems in Quantitative Marxism, in P. Dunne (ed.) Quantitative Marxism, Polity Press, Cambridge, U.K.
- Elliott, Julia et. al., 2001, Oxford Dictionary & Thesaurus, Oxford University Press, New Delhi.
- Emerson, Rupert, 1960, From Empire to Nation, Harvard University Press, Harvard.
- Escobar, Arturo, 1995, Encountering Development: The Making and Unmaking of the Third World, Princeton University Press, Princeton.
- Evan, Graham and Jeffrey Newnham (eds.), 1998, Penguin Dictionary of International Relations, Penguin Books, London.
- Ferguson, James, 1994 (First Published in 1990), The Anti-politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho, University of Minnesota Press, London
- Ferraro, Vincent, 2008, "Dependency Theory: An Introduction," in Giorgio Secondi (ed.) The Development Economics Reader, Routledge, London.
- Frank, Andre Gunder, 1972, "The Development of Underdevelopment," in James D. Cockcroft, Andre Gunder Frank, and Dale Johnson, eds., Dependence and Underdevelopment, Anchor Books, New York.

- Grillo, R. D., 1997, Discourses of Development: The View from Anthropology, in R.D. Grillo & R.L. Stirrat (eds.), Discourses and Development: Anthropological Perspectives, Berg Publishers, Oxford.
- Hobart, Mark, 1993, an Anthropological Critique of Development: The Growth of Ignorance, Routledge, London.
- Huntington, Samuel P., 1968, Political Order in Changing Societies, Yale University Press, Yale.
- Meurs, Mieke and Rasika Ranasinghe, 2003, De-Development in Post-Socialism: Conceptual and Measurement Issues, Politics & Society, Vol. 31 No. 1, March 2003, pp. 31-53.
- Misra, S.K. & V.K. Puri, 2006 (12th Edition), Economics of Development and Planning: Theory and Practices, Himalaya Publishing House, Mumbai.
- Myrdal, Gunnar, 1974, What Is Development?, Journal of Economic Issues, Vol. 8, No. 4 (Dec., 1974), pp. 729-736. 47
- Developed, Developing and Underdeveloped Nielsen, Lyng, 2011, IMF Working Paper 11/31, 'Classifications of Countries Based on Their Level of Development: How it is done and How it could be done', Strategy, Policy, and Review Department, International Monetary Fund.
- Oxford Dictionary of Sociology, 2006 (First Edition Third Impression), Oxford University Press, New Delhi.
- Pearson, Lester B, et al, 1969, Partners in Development: Report of the Commission on International Development, Praeger Publishers, New York.
- Rahnema, Majid and Victoria Bawtree (eds.), 1997, the Post-Development Reader, Zed Books, London.
- Rostow, Walt Whitman, 1960, the Stages of Economic Growth: A NonCommunist Manifesto, University of California Press, California.
- Roy, Sara, 1999, De-development Revisited: Palestinian Economy and Society Since Oslo, Journal of Palestine Studies, Vol. 28, No. 3 (spring, 1999), pp. 64-82.
- Santos, Theotonio Dos, 1971, "The Structure of Dependence", in K.T. Fann and Donald C. Hodges (eds.) Readings in U.S. Imperialism, Porter Sargent, Boston.
- Sen, Amartya, 1989, Development as Capability Expansion, Journal of Development Planning 19: 41–58, reprinted in Sakiko Fukuda-Parr and A.K.
- Shiva Kumar (eds.) 2003, Readings in Human Development, Oxford University Press, pp. 3-16.
- Sharma, K.L., 1978, A Multi-Variable Model for the Analysis of Entrepreneurship in Manufacturing Organisation, Sociological Bulletin, Vol.27, No.1.
- Siyum, Negussie, 2018, Why Africa Remains Underdeveloped Despite its Potential? Which Theory can Help Africa to Develop?, Open Access Biostatistics & Bioinformatics, Vol. 1, Issue 2.
- Solarz, Marcin Wojciech, 2012, 'Third World': The 60th Anniversary of a Concept that Changed History, Third World Quarterly, Vol. 33, No. 9, pp 1561–1573.
- Song, J.B., et al., 2013, Development and Application of Risk Management System for Consumer Products In Compliance With Global Harmonization, Journal of Toxicology and Environmental Health, Part B: Critical Reviews, 16:1, 1-16.
- Sunkel, Osvaldo, 1969, "National Development Policy and External Dependence in Latin America," The Journal of Development Studies, Vol. 6, No. 1.
- United Nations Millennium Declaration, 2000, accessed from <https://undocs.org/A/RES/55/2> on 26.03.2020.
- United Nations, 1995, Report of the World Summit for Social Development, Copenhagen, accessed from <https://undocs.org/A/CONF.166/9> on 25.03.3030.
- United Nations, 2019, Annexure I of Statistical Yearbook 62nd issue (2019 edition), Statistics Division, Department of Economic and Social Affairs, United Nations. 48- Unpacking Development United Nations,

- Transforming our world: the 2030 Agenda for Sustainable Development, accessed from <https://undocs.org/A/RES/70/1> on 26.03.2020.
- Vishnevsky, A.G., 2006, Demographic Modernization in Russia: 1900-2000, OGI, Moscow.
- Webster, Andrew, 1990 (Second Edition), Introduction to the Sociology of Development, Palgrave, New York.
- Wolf-Phillips, Leslie, 1987, Why 'Third World'? Origin, Definition and Usage, Third World Quarterly, Vol. 9, No. 4 (Oct., 1987), pp. 1311-1327.
- World Bank, 2006, World Development Report: Equity and Development, World Bank and Oxford University Press, Washington, D.C

DYNAMICS OF INTERNATIONAL POLITICS

Course Code : UPO-605
Credits : 04
Course Type : MINOR

Total Marks : 100
External Marks : 60
Internal Marks : 40

A. COURSE LEARNING OUTCOMES

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

- CLO-1: discuss the basic understanding of global politics.
CLO-2: examine the complex dynamic of international politics within which state actors operate.
CLO-3: describe how the nation-states behaved/ behave in a particular way in their external contexts.
CLO-4: interpret the nature of the international power structure as it evolved through the different stages of the history of global politics.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1	X	X	X	X
PLO 2			X	X
PLO 3				
PLO 4		X		
PLO 5				
PLO 6	X	X	X	X
PLO 7	X	X	X	X
PLO 8	X	X	X	X
PLO 9	X	X		X
PLO 10				X

The Course Learning Outcomes Minor Course Code UPO-605 is matched with Programme Learning Outcomes of FYUGP of Political Science (Honours/ Honours with Research) with Major Course Code UPO-601.

B. COURSE CONTENT

UNIT-I

Introduction to Global Politics

- 1.1 Global Politics: Concepts and Historical Perspectives.
- 1.2 Theories of International Relations: Realism, Liberalism, and Constructivism.
- 1.3 Key Actors in Global Politics: States, International Organisations, and Non-State Actors.

UNIT-II

Power and Security

- 2.1 Power dynamics: Power, National Power and Balance of Power.
- 2.2 Security: Collective Security and Collective Defence.
- 2.3 Armament, Arms Control, Disarmament and MAD (Mutual Assured Destruction).

UNIT-III

Globalisation and its Discontents

- 3.1 Globalization: Meaning and Dynamics
- 3.2 Globalization and State System: Sovereignty and Role of State
- 3.3 Economic and Cultural Globalisation: Issues and Debates

UNIT-IV

Contemporary Issues in Global Politics

- 4.1 Human Rights, Humanitarian Intervention, and R2P Doctrine.
- 4.2 Global Terrorism and Counterterrorism Efforts.
- 4.3 Climate Change, Environmental Governance, and the Issue of Sustainability.

C. SUGGESTED READINGS

- Balyis, John; Steve Smith. *The Globalization of World Politics*, Oxford University Press, 2014.
- Basu, Rumki, *International Politics: Concepts, Theories, and Issues*; Sage Publications, 2012.
- Calvocoressi, Peter, *World Politics since 1945*, Longman, London, 1990.
- Carr, E. H., *International Relational Relations between Two World Wars: 1919-1939*.
- Goldstein S. Joshua, *International Relations*, New Delhi: Longman Publishing Group, 2013.
- Kegley, C. W. Jr. and E. R. Wittkopf, *World Politics – Trends and Transformations*, St.
- Kumar, Mahendra, *Theoretical Aspects of International Politics*, Agarwal Publishers, Agra, 2001.
- Morgenthau, Hans J., *Politics among Nations*, Calcutta, 1985.
- Palmer, N. D. and H. C. Perkins, *International Relations: The World Community in Transition*, CBS, New Delhi, 1985.
- St. Fleming, D. F. *The Cold War and its Origins: 1917-1960*, OUP, London, 1961.
- Weigall, David, *International Relations*, OUP, London, 2002.
- Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics: An Introduction to International Relations*. 8th ed. Oxford: Oxford University Press, 2020.
- Mearsheimer, John J. *The Great Delusion: Liberal Dreams and International Realities*. New Haven: Yale University Press, 2018.
- Cohen, Benjamin J., and Eric M.P. Chiu. *International Political Economy: The Global Currency Crisis and the Failure of Regulation*. Cambridge: Polity, 2021.
- Jackson, Robert, and Georg Sorensen. *Introduction to International Relations: Theories and Approaches*. 7th ed. Oxford: Oxford University Press, 2022.
- Weiss, Thomas G., and Rorden Wilkinson, eds. *International Organization and Global Governance*. 3rd ed. London: Routledge, 2024.

INTERNATIONAL ECONOMICS

Course Code: UEC-605
Credits: 04
Course Type: MINOR

Total Marks: 100
External Marks: 60
Internal Marks: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: explain the basis and significance of International Trade

CLO-2: describe the terms of trade and their significance

CLO-3: analyze the partial impact of tariffs

CLO-4: discuss the significance of forming trade unions

CLO-5: illustrate the concept of balance of payments

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		X
PLO 3	X	X	X	X	X
PLO 4	X	X	X	X	X
PLO 5	X	X	X	X	X
PLO 6	X	X	X	X	X
PLO 7		X	X	X	X
PLO 8	X	X	X	X	X
PLO 9	X	X	X	X	X
PLO 10	X	X	X	X	X

The Course Learning Outcomes Minor Course Code UEC-605 is matched with Programme Learning Outcomes of FYUGP of Economics (Honours/ Honours with Research) with Major Course Code UEC-604.

B. COURSE CONTENT

UNIT-I

Introduction to International Trade

Basis of International Trade: why do nations Trade, Significance of International Trade, Absolute Model of International Trade, Ricardo's Model of Comparative Advantage, Law of Reciprocal Demand

UNIT-II

Terms of Trade: Concepts and Significance

Gross Barter Terms of Trade, Net Barter Terms of Trade, Income Terms of Trade, Single and Double Factoral Terms of Trade, Real Cost Terms of Trade, Utility Terms of Trade, Determination of Terms of Trade, Factors Affecting Terms of Trade, Prebisch-Singer Hypothesis

UNIT-III

Commercial Policy: The Tariffs and Quotas

Tariff and Quotas: meaning and types. Effects of Tariffs (Partial equilibrium perspective), Theory of Optimum Tariff; Optimum tariff formula, Effective rate of Protection, Immiserizing Growth.

UNIT-IV

Theory of Custom Unions and Balance of Payments

Economic Integration: Custom Union and Free Trade Areas, Economic importance of SAARC, NAFTA, European Union (EU), Balance of payments: Meaning and Components, causes of disequilibrium in the Balance of payments, Measures to correct disequilibrium.

C. SUGGESTED READINGS

- International Economics by H. G. Mannur, Published by Vikas Publishing House Pvt. Ltd.
- International Economics: Trade and Finance by Dominic Salvatore, published by Willey India Pvt. Ltd.
- International Economics by M.L. Jhingan, published by Vrinda Publications (P) Ltd.
- International Economics: Theory and Policy by K.N. Verma, published by Vishal Publishing Co.

CAPSTONE PROJECT (AI and Digital Marketing)

Course Code	: UAD-605	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: apply AI and digital marketing concepts to a real-world project.

CLO-2: demonstrate problem-solving and project-management skills.

CLO-3: present and defend project findings and recommendations.

	CLO 1	CLO 2	CLO 3
PLO 1	X		
PLO 2	X	X	
PLO 3		X	X
PLO 4	X	X	X
PLO 5			
PLO 6			

Course Description

The Capstone Project allows students to apply the knowledge and skills gained throughout the program to a real-world project. Students will work on a comprehensive digital marketing project incorporating AI tools and techniques to solve a marketing challenge.

B. COURSE CONTENT

UNIT-I

Project Proposal and Planning

- Defining the Project Scope: Students will define the scope of their Capstone Project, including identifying the marketing challenge to be addressed and the AI tools to be used.
- Project Planning and Timeline: Develop a detailed project plan and timeline outlining key milestones, deliverables, and resources required.

UNIT-II

Research and Data Collection

- Conducting Research for the Project: Students will conduct research to gather relevant data and insights needed for their project, including market analysis and customer research.
- Data Collection Methods: Explore different methods for collecting data, including surveys, interviews, and digital analytics tools.

UNIT-III

Project Implementation

- Executing the Project Plan: Students will implement their project plan, applying AI tools and digital marketing strategies to address the identified challenge.
- Monitoring and Adjusting the Project: Learn how to monitor project progress, make necessary adjustments, and ensure the project stays on track.

UNIT-IV

Project Presentation and Evaluation

- Preparing the Final Report: Students will prepare a comprehensive report detailing their project findings, strategies, and outcomes, including an analysis of the results.
- Presenting and Defending the Project: Present the project to a panel of instructors and peers, demonstrating the application of AI and digital marketing concepts and defending the project's conclusions.

C. SUGGESTED READINGS

- https://www.mindtools.com/pages/article/newPPM_05.htm
- <https://us.sagepub.com/en-us/nam/research-design-a-guide-for-initiating-research-projects/book247203>
- <https://www.pmi.org/learning/library/project-implementation-process-8328>
- <https://hbr.org/2021/02/how-to-present-a-project-effectively>

CAPSTONE PROJECT (AI and Entrepreneurship)

Course Code	: UAE-605	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

CLO-1: apply AI and entrepreneurship concepts to a real-world project.

CLO-2: develop a comprehensive business plan for an AI-driven startup.

CLO-3: demonstrate project management, problem-solving, and presentation skills.

	CLO 1	CLO 2	CLO 3
PLO 1	X		
PLO 2		X	
PLO 3			X
PLO 4	X	X	X
PLO 5			X
PLO 6	X	X	

Course Description

The Capstone Project provides students with the opportunity to apply their knowledge and skills to a real-world entrepreneurial project. Students will develop and present a comprehensive business plan for an AI-driven startup, incorporating all aspects of AI integration, business planning, product development, marketing, legal compliance, and financial management.

B. COURSE CONTENT

UNIT-I

Project Proposal and Planning

- Defining the Project Scope: Students will define the scope of their Capstone Project, including identifying the business challenge to be addressed and the AI technologies to be integrated.
- Project Planning and Timeline: Develop a detailed project plan and timeline outlining key milestones, deliverables, and resources required.

UNIT-II

Research and Data Collection

- Conducting Research for the Project: Students will conduct research to gather relevant data and insights needed for their project, including market analysis, customer research, and competitive analysis.
- Data Collection Methods: Explore different methods for collecting data, including surveys, interviews, and digital analytics tools.

UNIT-III

Project Implementation

- Executing the Project Plan: Students will implement their project plan, applying AI tools, business strategies, and product development techniques to address the identified challenge.

- Monitoring and Adjusting the Project: Learn how to monitor project progress, make necessary adjustments, and ensure the project stays on track.

UNIT-IV

Project Presentation and Evaluation

- Preparing the Final Report: Students will prepare a comprehensive report detailing their project findings, strategies, and outcomes, including an analysis of the results.
- Presenting and Defending the Project: Present the project to a panel of instructors and peers, demonstrating the application of AI and entrepreneurship concepts and defending the project's conclusions.

C. SUGGESTED READINGS

- https://www.mindtools.com/pages/article/new PPM_05.htm
- <https://www.socialresearchmethods.net/kb/design.php>
- <https://www.pmi.org/learning/library/project-implementation-process-8328>
- <https://hbr.org/2021/02/how-to-present-a-project-effectively>