



**Handbook
of
School Of Humanities
B.A. Program
(Undergraduate Programme)**

2023-26

PREFACE

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

This outcome-based curriculum strengthens students' experiences and prepares the students for academia and employability, sustainability, and life-long learning.

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

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

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

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1. Introduction

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

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important

that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

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

K. R. Mangalam University is unique because of its

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

Objectives

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

2. School of Humanities

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

2.1 Vision

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

2.2 Mission

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

1. To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base
2. To contribute significantly towards the larger institutional mission of instilling lifelong learning

3. To promote humanitarian goals of global peace, sensitivity and cooperation through inclusive and dynamic curriculum
4. To promote analytical and critical research skills, scientific enquiry and creative thinking among the students
5. To provide opportunities to acquire language proficiency and socio-cultural-philosophical awareness
6. To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

3. Programmes offered by the School

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

3.1. About B.A. Program

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

The greatest strength of BA Programme is that it takes a multidisciplinary approach at undergraduate level. It gives students the opportunity to explore and experiment with many different disciplines before settling down on one towards the end of the course. The range of subjects available to students opens gates for specialization in many different disciplines for higher studies. Another advantage is that it is academically less burdensome program which allows students to prepare for competitive exams. Further, it opens up avenues for professional courses such as Journalism & Mass Communications, Business Administration, Hotel Management, etc. Students can choose to pursue their masters in any of the major subjects they have chosen during their course. This course offers variety to students since they have the opportunity to choose from a pool of subjects offered to them.

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

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

Career Options: - Corporate sectors / Civil Services/ Journalism & Mass Communications/ Business Administration/ Banking Services/ Hotel Management, to name a few. Students

have the choice to diversify into great many fields after successful completion of the undergraduate program.

4. Duration: - 3 Years (6 Semesters)

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

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

5. Class Timings

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

6. Syllabi

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

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

PROGRAMME EDUCATION OBJECTIVES (PEOs)

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

8. To prepare students for their chosen careers or further academic pursuits by developing skills such as teamwork, leadership, problem-solving, and time management.

PROGRAMME OUTCOMES (POs)

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

YEAR	ODD SEMESTER								EVEN SEMESTER							
	S.No.	DEPT.	COURSE CODE	COURSE TITLE	L	T	P	C	S.No.	DEPT.	COURSE CODE	COURSE TITLE	L	T	P	C
FIRST	1	History		History of India I: From the earliest times up to c. 300 BCE	3	1	0	4	1	History		History of India II: c. 300 BCE to 700 CE	3	1	0	4
	2	Political Science		Constitutional Government and Democracy in India	3	1	0	4	2	Political Science		Political Process and Governance in India	3	1	0	4
	3	Economics		Microeconomics I	3	1	0	4	3	Economics		Microeconomics II	3	1	0	4
	4	English		Introduction to Indian Writing in English	3	1	0	4	4	English		British Poetry and Drama: 14th to 17th Centuries	3	1	0	4
	5			AEC: New Age Life Skills-I	3	0	0	3	5			AEC: New Age Life Skills-II	3	0	0	3
	6			VAC: Environmental Studies and Disaster Management	2	0	0	2	6			Open Elective (From University Pool)	3	0	0	3
	7			SEC I- M S Excel Refresher to Advance	2	0	0	2	7			VAC (Based on Extension Activity)	2	0	0	2
	TOTAL							23	TOTAL							24
SECOND	1	History		History of India III: c. 700 to 1500	3	1	0	4	1	History		History of India IV: c. 1500-1800	3	1	0	4
	2	Political Science		Nationalism in India	3	1	0	4	2	Political Science		Politics and Problems of Globalization	3	1	0	4
	3	Economics		Economics of Growth and Development I	3	1	0	4	3	Economics		Financial Markets & Institution	3	1	0	4
	4	English		Popular Literature	3	1	0	4	4	English		British Poetry and Drama: 17th to 18th Centuries	3	1	0	4
	5			AEC III	3	0	0	3	5			Open Elective (From University Pool)	3	0	0	3
	6			Open Elective (From University Pool)	3	0	0	3	6			VAC (Based on Extension Activity)	2	0	0	2
	7			VAC (Based on Extension Activity)	2	0	0	2	7			SEC II	2	0	0	2
	TOTAL							24	TOTAL							23
THIRD	1	Historical Studies:		History of India V: c. 1750s to 1947	3	1	0	4	1	Historical Studies:		Issues in Twentieth Century World History-II	3	1	0	4
				Issues in Twentieth Century World History-I	3	1	0	4				Dissertation	0	0	0	4
	2	Political Science:		Indian Political Thought	3	1	0	4	2	Political Science:		Western Political Thought	3	1	0	4
				Comparative Perspective on Political Process	3	1	0	4				Indian Foreign Policy- Evolution and Changing Dynamics	3	1	0	4
	3	Economics:		Public Finance	3	1	0	4	3	Economics:		Indian Economy	3	1	0	4
				Agricultural Economics	3	1	0	4				Contemporary Economic Issues	3	1	0	4
		English		Language and Linguistics	3	1	0	4	4	English		Modern European Drama	3	1	0	4
				SEC III	2	0	0	2	5			SEC IV	2	0	0	2
	NOTE: Specialization in any 1 discipline: Historical Studies/Political Science/Economics								NOTE: Specialization in any 1 discipline: Historical Studies/Political Science/Economics							
	TOTAL							14	TOTAL							14
								TOTAL HOURS: LECT [L]+PRAC [P]+TUT [T]								
								TOTAL CREDITS [C]								122

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Curriculum

Semester I

	History of India I: From the earliest times up to c. 300 BCE	L	T	P	C
		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives:

1. To familiarize students with the sources and historiographical trends relevant to the history of India up to 300 BCE.
2. To explore the significance of regions, environment, and people in understanding the early development of India.
3. To analyse the cultural, artistic, political, economic, and religious aspects of the Harappan Civilization and its decline.
4. To examine the social, political, economic, and religious conditions reflected in Vedic literature and the emergence of territorial states and new religious movements during the specified period.

Course Outcomes:

By the end of this course, students will be able to:

CO1: Evaluate and critically analyse various sources and historiographical trends pertaining to the history of India up to 300 BCE.

CO2: Demonstrate an understanding of the significance of regions, environment, and people in shaping the early development of India.

CO3: Analyse and interpret the political, economic, religious, and artistic aspects of the Harappan Civilization and its decline.

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CO4: Examine and assess the social, political, economic, and religious conditions reflected in Vedic literature and the emergence of territorial states and new religious movements during the specified period.

CO5: Apply critical thinking skills to analyse the impact of cultural, social, and economic factors on the rise of territorial states and the emergence of cities during the period from the 6th to the 4th centuries BCE.

CO6: Synthesize historical information and primary sources to develop well-supported arguments and interpretations regarding the development of early Indian society, economy, and religious movements up to 300 BCE.

Catalogue Description:

This course provides an in-depth exploration of the history of India up to 300 BCE. Students will examine the early sources and historiographical trends, as well as the significance of regions, environment, and people in understanding early India. The course covers the prehistoric cultures, including the Palaeolithic, Mesolithic, and Neolithic periods, and delves into the Harappan Civilization and its decline. It also investigates the social, political, economic, and religious aspects reflected in Vedic literature, along with the emergence of territorial states and new religious movements from the 6th to the 4th centuries BCE.

Unit 1: Early India: Sources and Prehistoric Cultures (15 Lectures)

- Survey of sources and historiographical trends
- Regions, Environment, and People and their significance for understanding early India
- Palaeolithic and Mesolithic Cultures: Sequence and geographical distribution; rock-art
- Advent of food-production; Neolithic cultures

Unit 2: Harappan Civilization and Chalcolithic Cultures (15 Lectures)

- Harappan Civilization: Origin and extent, political and economic organization, art and religion
- Decline and late Harappan cultures.
- Chalcolithic cultures outside the Harappan distribution zone.

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Unit 3: Vedic Age and Iron Age Cultures

(15 Lectures)

- Society, polity, economy, and religion as reflected in Vedic literature

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- The Aryan problem
- Iron-age cultures with special reference to PGW and megaliths

Unit 4: Emergence of Territorial States and New Religious Movements (15 Lectures)

- Development from the 6th to 4th centuries BCE: rise of territorial states, emergence of cities, social and material life
- New religious movements during this period

Suggested Readings:

Agrawal, D.P.	The Archaeology of India
Alichin, F.R. and B	Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
Basham, A.L.	The Wonder That was India
Chakrabarti, D.K.	Archaeology of Ancient Indian Cities
Jaiswal, Suvira	Caste: Origin, Function and Dimensions
Sharma, R.S.	Perspective in Social and Economic History of Early India
Subramanian, N.	Sangam Polity
Thapar, Romila	History of Early India

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

Examination Scheme:

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

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	Constitutional Government and Democracy in India	L	T	P	C
			3	1	0
Pre-requisites/Exposure					
Co-requisites					

Course Objective: The students will be able to:

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

Course Outcomes

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

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

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

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

Course Description

This course acquaints students with the constitutional design of state structures and institutions and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union) within itself. The course traces the

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embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages the study of state institutions in their mutual communication and interaction with the larger extra-constitutional environment.

UNIT 1: The Constituent Assembly and the Constitution

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

UNIT 2: Organs of Government

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

UNIT 3: Federalism and Decentralization

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

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

UNIT 4: Constitutional Provisions and National Security Laws

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

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

Examination Scheme:

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

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Microeconomics-I

Unit-I Basic Economic Concepts

What is microeconomics? Scope and method of economics; Equilibrium: Concept, Stability, Existence and Uniqueness of Equilibrium. Types: Static and Dynamic Equilibrium. Partial and General Equilibrium. Stability Analysis: Marshallian and Walrasian Approaches., the economic problem: scarcity and choice; the concept of opportunity cost and production possibility frontier.

Unit-II Consumer Behavior

Utility Analysis- Cardinal Approach; Law of Diminishing Marginal Utility, law of Equi-Marginal utility, Consumer's Equilibrium, Indifference Curve: Properties; Budget constraints, Consumer equilibrium, Hicks and Slutsky income and substitution effect; Concept of consumer surplus; choice under risk and intertemporal choice.

Unit III: Production and Costs

Production with one and more variable inputs; returns to scale; Economies and diseconomies of scale; Learning curve; Economies of Scope; short run and long run costs; cost curves in the short run and long run, Technology; concept of isoquants and producer equilibrium; Elasticity of substitution. Properties of Cobb - Douglas and CES production function.

Unit IV: Market Structure

Pricing process and equilibrium of firm and industry under perfect competition, monopoly (including discriminating monopoly and bilateral monopoly), monopolistic competition: Welfare effects of price control, price support and production quota.

Microeconomics-I

Unit-I Basic Economic Concepts

What is microeconomics? Scope and method of economics; Equilibrium: Concept, Stability, Existence and Uniqueness of Equilibrium. Types: Static and Dynamic Equilibrium. Partial and General Equilibrium. Stability Analysis: Marshallian and Walrasian Approaches., the economic problem: scarcity and choice; the concept of opportunity cost and production possibility frontier.

Unit-II Consumer Behavior

Utility Analysis- Cardinal Approach; Law of Diminishing Marginal Utility, law of Equi-Marginal utility, Consumer's Equilibrium, Indifference Curve: Properties; Budget constraints, Consumer equilibrium, Hicks and Slutsky income and substitution effect; Concept of consumer surplus; choice under risk and intertemporal choice.

Unit III: Production and Costs

Production with one and more variable inputs; returns to scale; Economies and diseconomies of scale; Learning curve; Economies of Scope; short run and long run costs; cost curves in the short run and long run, Technology; concept of isoquants and producer equilibrium; Elasticity of substitution. Properties of Cobb -Douglas and CES production function.

Unit IV: Market Structure

Pricing process and equilibrium of firm and industry under perfect competition, monopoly (including discriminating monopoly and bilateral monopoly), monopolistic competition: Welfare effects of price control, price support and production quota.

SHEL141A	Introduction to Indian Writing in English	L	T	P	C
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Version 1.0		3	1	0	4
Pre-requisites/Exposure					--
Co-requisites					--

Course Objectives

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

Course Outcomes

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

CO1: Awareness about the literary traditions

CO2: Recognizing and comprehending different writing skills and developing writing skills.

CO3: Exposure to social and cultural texts

CO4: Fostering, creative ability and cross-cultural sensitivity.

CO5: Fostering analytical skills.

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CO6: Recognizing cultural impact on literature.

Catalog Description

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

Course Content

Unit I

15 lecture hours

Introduction: Indian English; Indian English Literature and its the mes and contexts of the Indian English Novel; The appreciation of Indian English Poetry; Modernity in Indian English Literature

Unit II

15 lecture hours

Rabindranath Tagore: *The Home and the World*

Unit III

15 lecture hours

Sujata Bhatt: “White Asparagus”

Kamala Das: “Introduction”, “My Grandmother’s House”

Eunice D’ Souza: “The Road”, “Forgive Me, Mother”

Unit IV

15 lecture hours

Ismat Chughtai : *Lihaf* (The Quilt)

Premchand: *The Holy Panchayat*

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Text Books

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

Reference Books/Materials

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

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

Written Examination Examination Scheme:

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

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Course Code	Course Title	L	T	P	S	Credit
	New Age Life skills - I	3	0	0	0	3
Pre-requisites/Exposure						

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

Programme Educational Objectives (PEO)

PEO1. To prepare future teachers and writers/authors who will be able to spread knowledge via 'literature and its diversity of interpretation' at local and global levels.

PEO2. To develop skills in literary analysis, interpretation and research.

PEO3. To develop strong competencies in undergraduate-level students in broad fields of English and its applications in an interactive environment.

PEO4. To prepare the students to successfully compete for employment in teaching of English, Linguistics, Writing, Research, and Entrepreneurship.

PEO5. To prepare socially responsible, rational and enlightened citizens for the betterment of society and nation.

4.3. Program Outcomes (PO)

PO1: To develop a comprehensive understanding of the theories and practical applications of their subject.

PO2: To acquire a sense of social responsibility and service to the greater good of humanity.

PO3: To foster scientific temper, creative ability and cross-cultural sensitivity.

PO4: To provide the students opportunities in terms of employment and research.

PO5: To develop ability for advanced critical thinking and ability to formulate logical arguments.

PO6: To acquire the capability to work independently, as well as a member of the diverse team,

PO7: To develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society.

PO8: To understand the scope of the discipline and be motivated to pursue contemporary developments and happenings.

PO9: To be competent in language and communication skills for interacting with diverse audiences in a variety of contexts and genres.

PO10: To be able to use digital sources to aid and augment their scholastic pursuits.

4.4. Programme Specific Outcomes (PSO)

PSO1: To develop competence in the structure, levels and discourse functions of the English language

PSO2: To appreciate different literary texts with respect to its genre and history.

PSO3: To gain an understanding of the social and cultural connotations associated with a literary work.

PSO4: To be able to critically analyze and apply literary theories with respect to other disciplines.

PSO5: To be able to recognize and comprehend different varieties of English language and develop a writing style of their own.

PSO6: To apply their knowledge and skills to a wide range of industries and academia.

COURSE OBJECTIVES:

- To enable learners organize and summarize information clearly and logically
- To develop and build upon their abilities in listening reading and speaking skills.
- To improve numerical literacy, data analysis, statistical reasoning.
- To cultivate leadership qualities.
- To recognize the interrelationship between theory and practice apply such knowledge for development.
- To enhance verbal and written communication skills, including clarity, articulation, active listening, and effective presentation skills.

COURSE OUTCOME (COs)

On completion of the course learner should be able to: -

- CO1 Develop self confidence in their communication abilities and enabling them to express themselves assertively.
- CO 2 Enhance the ability for advanced critical thinking and the ability to formulate logical arguments.
- CO 3 Describe different value systems and moral dimensions while taking decisions.
- CO 4 Include attributes and personality traits that help learner to interact with others and succeed.
- CO 5 Cultivate self-confidence, problem solving and critical thinking abilities

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CATALOUGE DESCRIPTION:

New Age Life Skills' course is designed for learner to enhance and develop interpersonal skills that characterize a person's relationships with other professionals. This program will teach skills which will prepare them for a successful career in their industry. The main topics will include verbal communicational skills, non-verbal communication skills, Active listening skills, written communication skills and presentation skills. They will also develop active listening skills, enabling them to understand others and respond appropriately. Learners will demonstrate proficiency in interpersonal communication, fostering positive relationships and resolving conflicts. Additionally, they will exhibit cross-cultural competence, adapting their communication styles to diverse audiences.

COURSE TOPICS:

Unit Number: 1 Title: **Effective Communication Skills**

Content Summary: Verbal Communication Skills: speaking clearly, using appropriate language and tone, and expressing ideas effectively, Non-Verbal Communication Skills: Body Language Facial Expressions, Posture, Eye Contact, and Gestures, Active Listening Skills: Understanding and Reporting to Other's Messages, Interpersonal Skills: Building Rapport, Empathy, and Resolving Conflicts

Unit Number: 2 Title: **Personality development**

Content Summary: - Etiquettes and Manners, Attitude, Self Esteem & Self Reliance, Public Speaking, Work Habits, Presentation Skills/Techniques

Unit Number: 3 Title: **Mindset and Resilience**

Content Summary: Knowing and experiencing self, Developing a growth mindset, Strategies for overcoming obstacles and setbacks, Cultivating Resilience and Adaptability

Unit Number: 4 Title: **Enhancing Spoken Skills**

Content Summary: Vocabulary & Pronunciation improvement, Verbal Ability Qs & Ans, Delivery of speech, Motivation, Assertiveness, Confidence building, Story narration, Book review.

Text Book and References

Bayer, Mike (2019), Best Self

Gladwell Malcom, (2021), Talking to strangers

Scot Susan (2004), Fierce conversations

Mode of Evaluation:

Components	Continuous Evaluation	Attendance	Mid Term	End Term
Weightage (%)	20	10	20	50

Program Mapping – PO to CO's

New Age Life skills – I

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	
CO 1																				3		
CO 2								2											2			
CO 3																						
CO 4									3													
CO 5				3												3						

1=lightly mapped 2= moderately mapped 3=strongly mapped

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	Environmental Studies and Disaster Management	L	T	P	C
Version 3.0		2	0	0	2
Pre-requisites/Exposure	Basics of Environment				
Co-requisites	--				

Course Content

UNIT I

8 Lectures

Environment and Natural Resources:

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

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

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

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

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

Carbon Footprints.

UNIT II

15 Lectures

Environmental Pollution and Environmental Policies:

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

Sustainability and sustainable development; Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. Fundamentals and Application of ESG (Environment Social Governance).

UNIT III

10 Lectures

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Introduction to Disasters:

Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.

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

UNIT- IV

10 Lectures

Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Government, International and NGO Bodies in Disaster Preparedness.

Reconstruction and Rehabilitation, Post Disaster effects and Remedial Measures

Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005,

Applications of AI and ML in Disaster Management and risk predictions.

Text Books

1. Content building programme (CBP) book on Disaster Management, Forum AS.
2. Kaushik and Kaushik, Environmental Studies, New Age International Publishers (P) Ltd. New Delhi.

Reference Books/Materials

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
2. S.E. Manahan, Environmental Chemistry, CRC Press.
3. S.S Dara and D.D. Mishra, Environmental Chemistry and Pollution Control, S.Chand & Company Ltd, New Delhi.
4. R. Gadi, S. Rattan, S. Mohapatra, Environmental Studies Kataria Publishers, New Delhi.
1. Government of India, Department of Environment, Management of Hazardous Substances Control
2. Act and Structure and Functions of Authority Created Thereunder.
3. Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
4. Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
6. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
7. J. P. Singhal Disaster Management Laxmi Publications.
8. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
9. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
10. Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
11. Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
12. Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose
13. Industrial Hazards in a Transnational world (1989)
14. Gurudip Singh, Environmental Law: International and National Perspectives (1995), Lawman (India) Pvt. Ltd.
15. Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, New Delhi.

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Course Name:	Course Code	L-T-P	Credits
Microsoft Excel- Refresher to Advanced	SEC001	0-0-1	1
Course Teacher: Dr. Preeti Rathi			

COURSE OBJECTIVES

1. To learn how to create spread sheet in excel.
2. To learn how to use formulas.
3. To learn how to design graphs using tables.
4. To implement conditional formatting in cells.
5. To learn how to use lookup and references.

PROGRAMME OUTCOMES (POs)

PO1. Enabling students to adapt to the rapidly changing technology with strong fundamentals.

PO 2: Understanding and demonstrating the use of various modern technical tools like table styles, shapes, charts, graphs, data tools and solve basic and logical-mathematical problems and statistics in excel.

PO3. Educating students towards the design and development of applications and spread sheets with advanced excel.

PO4. Knowledge in data management systems, like data acquisition, report generation so as to enable students in solving problems using the techniques of data analytics.

PO5. An ability to work in multidisciplinary teams in small- and large-scale projects by utilizing technological tools and emerging technologies with skills to communicate effectively.

PROGRAM SPECIFIC OUTCOMES (PSO)

PSO1. Be acquainted with the contemporary issues, latest trends in technological development and thereby innovate new ideas and solutions to existing problems. This results in the annual ICT magazine ‘Connect’ with contribution of papers, articles, quizzes, puzzles etc. from the students.

PSO2. An ability to practically use hardware and software and design and develop projects in emerging technology environments.

PSO3. Knowledge of data management system that helps in storing information for reference, reporting, and analysis. Database Management System helps in analyzing large amounts of information, and manage related data more efficiently.

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PSO4. The ability to employ modern computer languages, environments, and platforms in creating innovative career paths to be an entrepreneur, and a zest for higher studies.

COURSE OUTCOMES (COs)

CO1	Demonstrating the basic mechanics and navigation of an Excel spreadsheet
CO2	Learning the use and utility of functions and formulas on excel spreadsheet
CO3	Learning formulas, creating charts and graphs that can easily explain or simplify complex information or data.
CO4	Analyzing data using Pivot Tables and Pivot Charts.
CO5	Manipulate data using data names and ranges, filters and sort, and validation lists

Syllabus

Brief Syllabus: This course aims to deliver basic and advanced concepts of ms excel and its implementation. The students will become familiar with the concepts of functions, graphs, formatting tools and formulas.	
UNIT WISE DETAILS	
Unit Number: 1	Title: Basic of MS Excel
Content Summary: Introduction to MS Excel, Sheet, Cell, worksheet, menu bar, title bar, tabs.	
Unit Number: 2	Title: Formatting in MS Excel
Content Summary: Alignment, conditional formatting, table, lookup.	
Unit Number: 3	Title: Functions & Formulas
Content Summary: Function: Sum, Count, Average, Max, Min, Upper, Lower, Power, logical functions, if-else function.	

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Unit Number: 4	Title: Graphs	
Content Summary: Graph: 2D, 3D, Pivot Table.		

Text Books

1. Microsoft Office – Complete Reference – BPB Publication
2. Learn Microsoft Office – Russell A. Stultz – BPB Publication
4. Koers, D (2001). Microsoft Office XP Fast and Easy. PHI.

Reference Books/Materials

1. Courter, G Marquis (1999). Microsoft Office 2000: Professional Edition. BPB.
2. Nelson, S L and Kelly, J (2002). Office XP: The Complete Reference. Tata McGrawHill.

Semester II

		L	T	P	C
	History of India II: c. 300 BCE to 700 CE	3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives:

1. To familiarize students with the sources and historiographical trends in the study of ancient Indian history.
2. To understand the political, social, economic, and cultural developments during different periods of ancient Indian history.
3. To analyze the impact of key dynasties and empires on the overall historical trajectory of ancient India.
4. To develop critical thinking and analytical skills in interpreting and evaluating historical evidence.

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Course Outcomes:

By the end of this course, students will be able to:

CO1: Identify and analyze various sources used in the study of ancient Indian history.

CO2: Evaluate and compare different historiographical approaches and trends in the field.

CO3: Demonstrate a comprehensive understanding of the Mauryan Empire, including its state structure, administration, economy, and cultural contributions.

CO4: Analyze the post-Mauryan period, with a focus on social, economic, and political developments, as well as India's cultural interactions with external regions.

CO5: Evaluate the significance of the Gupta Empire and its contemporaries in terms of state institutions, social changes, religious developments, and literary achievements.

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CO6: Apply critical thinking skills to assess the transformations in society, polity, economy, and culture during the transition towards the Early Medieval period, particularly with reference to the Pallavas, Chalukyas, and Vardhanas.

Catalogue Description:

This course provides an in-depth exploration of ancient Indian history from the pre-Mauryan period to the Early Medieval era. Students will examine the sources and historiographical trends in the field, gaining a comprehensive understanding of political, social, economic, and cultural developments during different historical periods. Key topics include the Mauryan Empire, post-Mauryan patterns, the Sangam Age, the Gupta Empire, and the transition towards the Early Medieval period. Through critical analysis of historical evidence, students will develop a nuanced understanding of ancient Indian civilization and its impact on subsequent periods.

Unit 1: Survey of Sources and Historiographical Trends (15 Lectures)

- Introduction to the study of Indian history
- Analysis of historical sources and their interpretation
- Historiographical trends in the study of ancient Indian history

Unit 2: The Mauryan Empire (15 Lectures)

- The Mauryan state: administration, economy, and society
- Ashoka's Dhamma: principles and impact
- Mauryan art and architecture: styles and influences

Unit 3: Post-Mauryan Period and the Sangam Age (15 Lectures)

- Social, economic, and political developments after the Mauryan Empire
- Cultural interactions and India's external trade
- Literature, society, and culture during the Sangam Age

Unit 4: The Gupta Empire and its Contemporaries (15 Lectures)

- The Gupta Empire: state structure and administrative institutions
- Social and economic changes during the Gupta period
- Religion, art, and architecture under the Guptas
- Literary developments during the Gupta era

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Suggested Readings:

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Chatopadhyay, B.	Kushan State and Indian Society
Gonda, J.	Vishnuism and Shivaism: A Comparison
Huntington, S.L.	The Art of Ancient India
Jha, D.N.	Ancient India in Historical Outline (1998 edn.)
Kosambi, D.D.	Culture and Civilization of Ancient India in Historical Outline
Kulke H. and Rothmund, D.	A History of India
Ray, H.P.	Monastery and Guild
Ray, Niharranjan	Maurya and Post Maurya Art
Sastri, K.A.N.	A History of South India
Sharma, R.S.	Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
Thapar, Romila	Ashoka and the Decline of the Mauryas (1997 edn)
Yazdani, G.	Early History of Deccan

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

Examination Scheme:

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

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SHPL104A	Political Process and Governance in India	L	T	P	C
Version 1.0		3	1	0	4
Pre- requisites/Exposure	NA				
Co-requisites	NA				

Course Objective:

The students will be able:

1. To understand the nature and trend of the Indian political party system.
2. To have a critical analysis of electoral processes and reforms in India.
3. To have a critical examine the role of caste and religion in Indian politics.
4. To have a critical evaluation of various regional politics and regionalism in India.

Course Outcomes

CO1: The students will have an understanding of the nature and trend of the Indian political party system.

CO2: The students will have a critical understanding of electoral processes and reforms in India.

CO3: The students will have a critical examination of the role of caste and religion in Indian politics.

CO4: The students will have a critical evaluation of various regional politics and regionalism in India.

Course Description

This course acquaints students with the political process in India. The student is given a detailed understanding of the origin, development, nature and changing trends of the political system in India. In the Indian multi-party system, from the dominance of one party government to a coalition government, the Indian party system has its pros and cons. The students are then introduced to the electoral process in India. They are given a critical analysis of electoral frauds and electoral reforms in India. Caste and religion have become an integral part of Indian politics. The people's voting behaviour based on caste and religion has been an interesting part of Indian politics; communal and caste identities are fanned during elections in certain parts of India. The students were made to critically analyze whether the existence of caste and religion within politics helps or hinders democratic growth in India. Finally, the Indian political process is being transformed by regional aspirations, regionalism and regional parties. Despite all these challenges, Indian democracy is considered one of the vibrant democracies in the world.

Unit I: Political Parties in India

- a. Political Parties: Meaning, Nature, Functions, and Types of Political Party System
- a. Origin and Development of the Indian Party System
- b. Nature and Trends of the Indian Party System
- c. Coalition Politics and Importance of Regional Parties in Federalism

Unit II: Electoral Process in India

- d. Representation: Meaning, Nature, Models of Representation
- e. Election Commission: Various roles of Election Commission
- f. Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money

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Unit III: Role of Caste and Religion in Indian Politics

- g. Caste and Indian Constitutional Provisions in Political Representation
- h. Caste and Politics and Politicization of Caste
- i. Case Studies of Political Mobilization Based on Caste Identities
- j. Secularism and Communalism in India
- k. Religion and Voting Behaviour in Indian Electoral Process

Unit IV: Regionalism and Regional Aspirations

- l. Regionalism: Meaning, Connotations, and Causes of Regionalism in India
- m. Positive and Negative Regionalism
- n. Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement

Suggested Reading List

Niraja Gopal Jayal & Pratap Bhanu Mehta, *The Oxford Companion to Politics in India*, Oxford University Press, New Delhi, 2010.

Rajni Kothari, *Politics in India* Orient Longman, Hyderabad, 1970.

Subrata K. Mitra, *Politics in India: Structure Process and Policy*, Routledge, New York, 2017

Partha Chatterjee (ed.), *State and Politics in India*, Oxford University Press, New Delhi, 2002.

Atul Kohli & Prerna Singh (eds.) *Routledge Handbook of Indian Politics*, Routledge, New York, 2016.

Bidyut Chakrabarty *Indian Politics and Society since Independence Events, processes and ideology*, Routledge, New York, 2008

Achin Vanaik and R. Bhargava (eds.), *Understanding Contemporary India: Critical Perspectives*, Orient Blackswan, New Delhi, 2010

C. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41- 45.

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

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3- 25.

S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp. 54-58.

U. Chakravarti. (2003)'Caste and Gender in Contemporary India', in *Gendering Caste Through a Feminist Lens*. Calcutta: Stree, pp.139-317.

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.

G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.

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Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.

Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.

Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.

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

Examination Scheme:

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

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Micro Economics-II

Unit I: Market Structure & Game Theory

Oligopoly: non collusive models - Cournot, Bertrand, kinked demand model; collusive models - joint profit maximizing, market sharing and leadership cartels; Theory of games - two person, zero sum game, pure and mixed strategy, saddle point solution.

Unit II: Theories of Distribution

Theory of wage determination under competitive market, with monopolistic power in product market, monopsonist power in factor market, bilateral monopoly in factor market, monopoly in factor market. Product exhaustion problem. Neoclassical theory of rent, quasi -rent, interest and profit.

Unit-III: General equilibrium, efficiency and welfare

Introduction to concept of Welfare, Equilibrium and efficiency under pure exchange and production; overall efficiency and welfare economics, Pareto Optimality, Utility frontier, Partial and General equilibrium Conditions. Social welfare functions, A.K. Sen Views on Welfare

Unit IV: Market Failure

Concepts of Market Failure: Externalities; public goods, Markets with Asymmetric information: Adverse Selection and Moral Hazards, Common Property Resources/Rights, Case of Monopoly

SHEL241A	British Poetry and Drama:14th to 17th Centuries	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

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

1. Introduce to the British literature from 14th to 17th centuries

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2. Understand the theme, structure and styles in British poetry and drama
3. Comprehend British literature from various socio-cultural and political contexts
4. Detailed reading of the text to understand intellectual background of the 14th and 17th centuries

Course Outcomes

CO1: Analyze specific characteristics of British literature from 14th to 17th centuries

CO2: Identify the texts as a product of the socio- political background of the ages.

CO3: Analyze the evolution of genres like poetry and drama in the English language

CO4: Recognize and trace the inter-textual themes and motifs in British literature from 14th to 17th century.

CO5: Understand the contributions of texts in the syllabus to the literary canon.

CO6: Read the texts of the 14th to 17th century as a reader in the present day and age.

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Catalog Description

This learning program will create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers and to various worldviews.

Course Content

15 lecture hours

UNIT I:

Evolution of English Language & Literature; Renaissance Humanism; The Stage, Court, Countryside & City; Religious and Political Thought; Ideas of Love and Marriage.

10 lecture hours

UNIT II:

Geoffrey Chaucer: “The Wife of Bath’s Prologue”

10 lecture hours

UNIT III:

John Donne: “The Sunne Rising”; “Batter My Heart”; “Valediction: forbidding mourning”

15 lecture hours

UNIT IV:

William Shakespeare: Macbeth

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Reference Books/Materials

Calvin, John. *Predestination and Free Will*, ed. James Bruce Ross and Mary Martin McLaughlin. PenguinBooks, 1953.

Donne, John. *A Valediction Forbidding Mourning*. Florin Press, 1981.

Donne, John. *One Equall Light: An Anthology of the Writings of John Donne*. John Moses, 2003.

Fifteen Poets. OUP, 1992.

Shakespeare, William. *The Tragedy of Macbeth*. Nicholas Brooke, 2008.

Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publishing, 2010

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

Written Examination Examination Scheme:

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

Course Code	Course Title	L	T	P	S	Credit
	New Age Life skills - II	3	0	0	0	3
Pre-requisites/Exposure						

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

COURSE OBJECTIVES:

- To cultivate and foster leadership skills and break barriers of communication.
- To enhance verbal ability competence and adaptability in learner.

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- To enhance networking and relationship building skills in learner.
- To build need for self-awareness and personal development in learner.
- To inculcate different ways of preparing organizing and presenting their ideas.

Course Outcomes (COs)

On completion of the course learner should be able to: -

- CO 1: Apply their communication skills in different professional and personal contexts, such as, networking events, interactions, and interpersonal relationships.
- CO 2: Express ideas and information clearly and concisely through spoken language. They will develop the ability to articulate their thoughts, use appropriate vocabulary, and convey their message with clarity.
- CO 3: Develop skills related to career planning, job search strategies, and personal branding
- CO 4: Develop leadership skills and to motivate and inspire others, manage projects effectively, and demonstrate a proactive and responsible approach to their spoken language.

Catalogue Description:

The learners may be required to give presentation, engage in role plays, participate in group discussions, and complete written assessments to demonstrate their communication and skill development. Learner of such a course can expect to possess strong verbal and written communication skills, allowing them to express their thoughts and ideas clearly and concisely. The program fosters effective presentation skills, empowering graduates to deliver engaging and informative presentations. Learners will also acquire collaborative communication skills, facilitating teamwork and achieving shared goals.

Course Topics:

UNIT WISE DETAILS

Unit 1: **Presentation and Public Speaking**

Structuring and organizing a presentation, Developing effective visual aids, Managing stage fright and anxiety, Engaging the audience and delivering impactful speeches

Unit 2: **Assertiveness and Confidence Building**

Developing self-confidence and self-esteem, Assertiveness techniques: expressing opinions, setting boundaries, and saying “no” effectively, Handling criticism and feedback.

Unit 3: **Teamwork and Collaboration**

Effective collaboration and cooperation, Conflict resolution within a team, Building trust and fostering a positive team culture

Unit 4: **Well-being and Mindfulness**

Promoting physical and mental well-being, Stress management techniques, Introduction to mindfulness and meditation practices

Teaching Methodology

The course will utilize a combination of lectures, Multimedia presentation, interactive discussions, lectures, group activities, feedback and reflection on the topics, experiential learning.

Text Book and References

Bayer, Mike (2019), Best Self
Gladwell Malcom, (2021), Talking to strangers
Scot Susan (2004), Fierce conversations

Mode of Evaluation:

Components	Quiz 1	Attendance	Mid Term	Presentation/Assignment	End Term
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Weightage (%)	10	10	20	10	50
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Program Mapping – PO to CO's

New Age Life skills – II

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	
CO 1									3													
CO 2																		2				
CO 3								2								3			3			
CO 4				3																		

1=lightly mapped 2= moderately mapped 3=strongly mapped

SEMESTER III

Semester III

Course Code	Course Title	L	T	P	S	C
	History of India III: c. 700 to 1500	3	1	0	0	4
Pre-requisites/Exposure	NA					
Co-requisites	NA					

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

COURSE OBJECTIVES

The topics included in this course will help students:

1. To familiarize students with the sources and historiographical trends relevant to the history of India up to c. 1500
2. To explore the significance of regions, environment, and people in understanding the development of Indian subcontinent in the medieval period
3. To analyze the cultural, artistic, political, economic, and religious aspects of the Delhi sultanates.
4. To examine the social, political, economic, and religious conditions reflected in literature and the emergence of territorial states and new religious movements during the specified period.

PROGRAMME OUTCOMES (POs)

PO1: To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish between different types of sources.

PO2: To develop an insight about people, cultures, words and things and discuss their etymology, origins, extent, context, implications and consequences.

PO3: To demonstrate how the past affect the future both at micro and macro level.

PO4: To enable students to comprehend, analyze, organize and critically evaluate the historical documents and develop a rational and unique outlook of the past.

PO5: To give the ability to students to compare and contrast different processes modes of thoughts and modes of expression from different historical time periods and in different geographical areas.

PO6: To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social sciences to complement each other in order to foster a contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

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PO7: To enable students to develop their own research papers that can be used to enhance the research credentials of the students and make them understand the nuances of research paper writing and academic methodology.

PO8: To prepare students to prepare and present their views, papers and presentations on distinguished forums in an organized, coherent and compelling fashion.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: To create among students, the ability to apply historical methods to critically evaluate the past and understand the rich hermeneutical tradition through which history came to its recent form.

PSO2: To enable students to acquire research skills and the use of archives for historical research.

PSO3: To develop the oral and written prowess of the students in writing essays on history and its allied subjects.

PSO4: To develop among the students, general awareness and genuine appreciation for historical events and figures alike.

PSO5: To make students realize the cause-effect theory and how different individuals, groups, organisations, societies, cultures, countries and nations affect history, developing their historical foresight.

COURSE OUTCOMES (COs)

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

CO1: Evaluate and critically analyze various sources and historiographical trends pertaining to the history of India up to c. 1500

CO2: Demonstrate an understanding of the significance of regions, environment, and people in shaping the development of Indian subcontinent in the medieval period

CO3: Analyze and interpret the political, economic, religious, and artistic aspects of the Delhi sultanates

CO4: Examine and assess the social, political, economic, and religious conditions reflected in literature and the emergence of territorial states and new religious movements during the specified period.

Program Articulation Matrix: Mapping of Course Outcome (COs) with Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
SHHS346A	CO1		3				3			2				
	CO2				3			3	2		3			
	CO3	3							2			3		
	CO4	3			2							3		

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

EXAMINATION SCHEME:

<u>Evaluation Scheme:</u>				
	Evaluation Component	Duration	Weightage (%)	Date
1	**Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	-	20	
2	Mid Term Examination (Written Examination)	90Minutes	20	
3	Attendance		10	
4	End Term Examination (Written Examination)	180 Minutes	50	

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Total	100	
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SYLLABUS

History of India- III c. 700-1500

Unit I: Studying Medieval India

- a) Sources: texts; inscriptions; coins; Persian, Sanskrit and Vernacular
- b) Debates in medieval India
- c) Inscriptions and regional identity: Kakatiyas
- d) Architecture: the study of Hampi

Unit II: Political Structures and Processes

- a) Political structures: Rajput polities; Chola state; Vijayanagara and Gujarat
- b) Symbols of political power: Brahmanas and temples; sacred spaces and conflicts; courtly cultures
- c) Arabs and Ghazanavids in the north-west
- d) Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas
- e) Articulating political authority: monuments and rituals

Unit III: Social and Economic Processes

- a) Agricultural expansion & production; forest-dwellers, peasants and landlords
- b) Expansion of *varna-jati* order and brahmanization
- c) Processes of urbanization
- d) Technology and changes in society
- e) Monetization; market regulations; urban centers; trade and craft

Unit IV: Religious, Literary and Visual Cultures

- a) Bhakti: Alvars and Nayanars; Kabir and Nanak
- b) Art and architecture: temples – regional styles
- c) Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
- d) Gender roles: women bhaktas and rulers

Reference Books (RB)-

1. Chakravarti, R., ed. *Trade in Early India*. Delhi: Oxford University Press, 2004.
2. Chattopadhyaya, B.D. *The Making of Early Medieval India*. Delhi: Oxford University Press, 1994. (Second Edition).
3. Huntington, S. *The Art of Ancient India: Buddhist, Hindu, Jain*. New York and Tokyo: WeatherHill, 1985
4. Jha, D.N., ed. *The Feudal Order: State, Society and Ideology in Medieval South India*. Delhi: Manohar, 2000.
5. Sharma, R.S. *Early Medieval Indian Society: A Study in Feudalisation*. New Delhi: Orient Longman, 2001.
6. Singh, U., ed. *Rethinking Early Medieval India: A Reader*. Delhi: Oxford University Press, 2011
7. Habib, I. and T. Raychaudhuri, eds. *Cambridge Economic History of India*, vol. 1. Cambridge: Cambridge University Press, 1982

Suggested Readings -

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1. Ali, D. *Courtly Culture and Political Life in Early Medieval India*. New Delhi, Cambridge University Press, 2006.
2. Roy, K. *The Power of Gender and the Gender of Power: Explorations in Early Indian History*. New Delhi: Oxford University Press, 2010.
3. Sahu, B.P., ed. *The Changing Gaze: Regions and the Constructions of Early India*. New Delhi: Oxford University Press, 2013.
4. Sahu, B.P., ed. *Land System and Rural Society in Early India*. Delhi: Manohar, 1997.
5. Habib, I. ed. *Medieval India: Researches in the History of India 1200-1750*. New Delhi: Oxford University Press, 1992.
6. Habib, I. ed. *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times by Mohammad Habib*. New Delhi: Oxford University Press, 2016.
7. Jackson, P. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 1999.
8. Lal, K. S. *Twilight of the Sultanate*; revised edn., 1980.
9. Kumar, M. *Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*. New Delhi: Manohar, 2013.
10. Rizvi, S.A.A. *A History of Sufism*. vol. 1. Delhi: Munshiram Manoharlal, 1978.
11. Talbot, C. *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*. New Delhi: Oxford University Press, 2001.

SHPL105A	Nationalism in India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NA				
Co-requisites	NA				

Course Objective

1. To make students have a theoretical understanding of nationalism.
2. To make students have a critical understanding of the growth and development of Indian nationalism
3. To make students have a critical examination of various nationalist discourses
4. To make students have an analytical understanding of various contested meanings of Indian National Identity

Course Outcomes

CO1: The students will have a theoretical and analytical understanding the nationalism in general

CO2: The students will have a critical understanding of the growth and development of Indian nationalism in the 19th and 20th century

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CO3: The students will have a critical understanding of various nationalist discourses from three different perspectives.

CO4: The students will have a critical analysis of various contested meanings of Indian National Identity

Course Description

This course is designed for students to help them critically examine and analyze Indian Nationalism. It would help the students not only understand

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the origin and growth of nationalism in Europe and its spread to other parts of the world. Further, it highlights the problems of the application of understanding European nationalism to Indian nationalism. Indian nationalism was in response to European colonialism. There are various strands of Indian response to colonialism starting from reformist, revivalist, revolutionary, and subaltern responses. This course ends with contested meanings of Indian nationalism in contemporary times.

UNIT I: Nation-State and Nationalism

- Historical Background: Rise of Nation-State and Nationalism
- Theories of Nationalism
 - Benedict Anderson's Imagined Community and Modular Nationalism
 - Partha Chatterjee's "Inner" and "Outer" Domains
 - Ernest Gellner and 'High Cultures'
 - Michael Billig's "Banal Nationalism"

UNIT II: Colonialism and Rise of Nationalism in India in the 19th century

- Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary
- Indian Reformist Movements: Causes, Consequences, and features
- Nationalist Movement and National Identity

UNIT III: Discourses on Nationalism

- Nationalist
- Imperialist
- Marxist and Subaltern

UNIT IV: Contested meanings of Indian Nationalism in Contemporary India

- Linguistic nationalism
- Caste question and Dalit identity
- Ethnic nationalism

References

I. Approaches to the Study of Nationalism in India

S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: 125 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

S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp.139-158, 234-276.

A. 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

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

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

A. Jalal, and S. Bose, (1997) Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford University Press, pp. 135-156.

A. 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 Resources:

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.

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

Examination Scheme:

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

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The students will have a theoretical and analytical understanding the nationalism in general.	P01, P04, P05, P06, P07
CO2	The students will have a critical understanding of the growth and development of Indian nationalism in the 19 th and 20 th centuries.	P01, P06, P04, P07
CO3	The students will have a critical understanding of various nationalist discourses from three different perspectives.	P06, P07, P01,
CO4	The students will have a critical analysis of various contested meanings of Indian National Identity.	P01, P02, P03, P04, P07, P011

SOHS 105A	Course Code	Course Title	PO	Description			
SOHS 105A	NII	3	2	2	1=weakly mapped; 2=moderately mapped; 3=strongly mapped		
						P01	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
						P02	Comprehensive and interdisciplinary knowledge by emphasizing linkages between various political, economic and social issues and challenges.
						P03	Generation of socially-informed knowledge and cater to the upliftment of marginalized communities making them alert to discrimination and deprivation; difference and diversity.
						P04	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.
						P05	Development of overall personality of students as critical thinkers and researcher scholars
						P06	Inculcation of the values of tolerance, progressiveness and fraternity which contributes towards the making of a healthy and prosperous society.
						P07	Development of adequate skills in academic writing which involves writing logically and coherently on societal issues.
						P08	Equipping student how to transit from the level of policy to the level of politics and vice versa.
						P09	Extensive understanding of International Relations and Global Politics.
						P010	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organizations.
P011	Gaining employment and engagement in diverse sectors such as journalism, law, social work, government agencies and non-governmental organisations, human resource development, management and bureaucracy.						

Economics of Growth & Development-I

Unit I: Growth & Development

Conceptual issues; Determinants of Economic Growth; Basic Requirements for Economic Growth. Traditional Measures of Economic Development -National income and per capita income, UNDP indices for measurement of Development (PQLI, HDI, Inequality adjusted HDI); concept of sustainable development.

Unit II: Theories of Development

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Classical growth theory (Smith, Ricardo, Malthus and, Mill); Marxian model; Schumpeter's Theory; dependency theory of development;

Unit III: Theories of Development for Underdeveloped Economy

Lewis' Theory of Unlimited Supply of Labour, Ranis-Fie Model; Leibenstein's Critical Minimum Effort Thesis; Nelson's Low Level Equilibrium Trap; Harris Todaro Model of Migration

Unit IV: Population Growth, Economic Development and environment

The Historical Changes in World Population, Demographic Transition, interrelation between population growth and economic development (from pessimism to optimism), Impact of population growth on Environment.

Course Objectives

1. Demonstrate literal and inferential comprehension of the texts
2. Pose and investigate interpretive questions on texts
3. Write focused, unified and well-developed analytical papers and exam essays
4. Explain the development of a given genre of popular literature from its beginnings to its contemporary practice.
5. Identify genre conventions and apply them to sub-genres
6. Use appropriate literary terminology in analysing the various forms of popular literature.

Course Outcomes

CO1: Define the meaning of literature and popular literature, popular literature in relation to popular culture, various genre in popular literature classification.

CO2: Identify the characteristics of popular literature, its forms, and emerging themes in popular literary works.

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

CO4: Conduct research and synthesize material from outside the given text in developing a written or oral project.

CO5: Investigate the role of popular fiction in the literary polysystem of various linguistic cultures.

CO6: Demonstrate how popular literature belongs to its time.

Catalog Description

SHEL242A	Popular Literature	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

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This learning program focuses on the ways in which popular fiction reflects, inscribes, and challenges dominant ideologies of popular literature.

Course Content

10 lecture Hours

UNIT I

Introduction: Coming of Age; The Canonical and the Popular; Caste, Gender and Identity; Ethics and Education in Children's Literature; Sense and Nonsense; The Graphic Novel

Lewis Carroll: *Alice in Wonderland*.

15 lecture Hours

UNIT II

Michael Crichton: *Jurassic Park* (1991)

10 lecture Hours

UNIT III

J.K.Rowling : *Harry Potter and the Sorcerer's Stone*

15 lecture Hours

UNIT IV

Elizabeth Gilbert: *Eat Pray Love*

Reference Books/Materials

Fiedler, Leslie. 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby. Bowling Green

University Press, 1975.

Hughes, Felicity. 'Children's Literature: Theory and Practice', in *English Literary History*, vol. 45., 1978.

Kanaganayakam, Chelva. 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' in *Post-Independence Voices in South Asian Writings*. Doaba Publications, 2001.

Ramaswamy, Sumathi. 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. Sage Publications, 2003

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

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

Mapping between																		
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PO 6	
C01																		
C02																		
C03																		
C04	Popular Literature				3	3			3				3	3			3	
C05	Investigate the role of popular fiction in the literary polysystem of various linguistic cultures.															PO5,PSO3		
C06	Demonstrate how popular literature belongs to its times.															PO8, PSO2		

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

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

SEMESTER IV

Course Code	Course Title	L	T	P	S	C
	History of India IV: c. 1500 to 1800	3	1	0	0	4
Pre-	NA					

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requisites/Exposure	
Co-requisites	NA
(L – Lecture	T – Tutorial
P – Practical	S – Studio
C – Credits)	

COURSE OBJECTIVES

The topics included in this course will help students:

- To familiarize students with the sources and historiographical trends relevant to the history of India up to c. 1800
- To explore the significance of regions, environment, and people in understanding the development of Indian subcontinent in the medieval period.

SHEL244A	British Poetry & Drama: 17th to 18th Centuries	L	T	P	C
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analyze the cultural, artistic, political, economic, and religious aspects during the Mughal times.

- To examine the social, political, economic, and religious conditions reflected in literature and the emergence of territorial states and new religious movements during the specified period.

PROGRAMME OUTCOMES (POs)

PO1: To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish between different types of sources.

PO2: To develop an insight about people, cultures, words and things and discuss their etymology, origins, extent, context, implications and consequences.

PO3: To demonstrate how the past affect the future both at micro and macro level.

PO4: To enable students to comprehend, analyze, organize and critically evaluate the historical documents and develop a rational and unique outlook of the past.

PO5: To give the ability to students to compare and contrast different processes modes of thoughts and modes of expression from different historical time periods and in different geographical areas.

PO6: To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social sciences to complement each other in order to foster a contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

PO7: To enable students to develop their own research papers that can be used to enhance the research credentials of the students and make them understand the nuances of research paper writing and academic methodology.

PO8: To prepare students to prepare and present their views, papers and presentations on distinguished forums in an organized, coherent and compelling fashion.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: To create among students, the ability to apply historical methods to critically evaluate the past and understand the rich hermeneutical tradition through which history came to its recent form.

PSO2: To enable students to acquire research skills and the use of archives for historical research.

PSO3: To develop the oral and written prowess of the students in writing essays on history and its allied subjects.

PSO4: To develop among the students, general awareness and genuine appreciation for historical events and figures alike.

PSO5: To make students realize the cause-effect theory and how different individuals, groups, organisations, societies, cultures, countries and nations affect history, developing their historical foresight.

COURSE OUTCOMES (COs)

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

CO1: Evaluate and critically analyze various sources and historiographical trends pertaining to the history of India up to c. 1500

CO2: Demonstrate an understanding of the significance of regions, environment, and people in shaping the development of Indian subcontinent in the medieval period

CO3: Analyze and interpret the political, economic, religious, and artistic aspects of the Mughal period

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Version 2.0		5	0	0	5
Pre-requisites/Exposure	--				
Co-requisites	--				

C
O
4
:

Examine and assess the social, political, economic, and religious conditions reflected in literature and the emergence of territorial states and new religious movements during the specified period.

Program Articulation Matrix: Mapping of Course Outcome (COs) with Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

Politics and Problems in Globalisation

Credit 4

Core Courses (CC)

HUPL 206	Politics and Problems in Globalisation	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- By discussing the political, economic, social, cultural, and technical aspects of globalization, this course introduces students to the fundamental discussions surrounding its significance and nature.
- While examining the evolving nature of the relationship between the state and trans-national actors and networks, it imparts knowledge of how the world economy functions and the anchors and resistances provided by global social movements, in keeping with the most significant debates within the globalization discourse.
- Before finishing with a discussion on the phenomena of global governance, the course also provides insights into important contemporary global challenges such as the development of nuclear weapons, ecological concerns, international terrorism, and human security.
- Students' analytical abilities will be strengthened through this paper as they analyze the phenomena of global government.

Course Learning Outcomes

- The meaning, nature, and importance of globalization will be understood by the students with conceptual clarity.
- The students will gain knowledge of the current discussions surrounding the globalization discourse.
- The expansion of financial networks and the key players in the global economy, as well as their effects on state and sovereignty, will also be taught to the students.
- The essay will improve students' comprehension of current world challenges such as nuclear weapon proliferation, environment, global terrorism, and human security.

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Unit 1: Globalisation: Conceptions and Perspectives

- Understanding Globalization and its Alternative Perspectives
- Political Debates on Sovereignty and Territoriality

Unit 2: Global Economy: Its Significance and Anchors of Global Political Economy

- IMF, World Bank, WTO, TNCs

Unit 3: Emerging Perspectives

- Cultural and Technological Dimension
 - Global Resistances (Global Social Movements and NGOs)
 - Contemporary Global Issues
- a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate
- b. Proliferation of Nuclear Weapons
- c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments
- d. Migration
- e. Human Security

Unit 4

- Globalisation: Power and Resource Governance
- Politics and Problems in Globalization in the Post Covid World order

References

- Andrew Heywood, (2011) Global Politics, New York: Palgrave-McMillan.
- Anthony McGrew, (2017) 'Globalization and Global Politics', in J. Baylis, Smith and Owens (eds.), Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 13-27.
- Joseph E. Stiglitz (2018), Globalization and Its Discontents Revisited: Anti- Globalization in the Era of Trump, New York: W.W. Norton & Company.
- G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009) Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.
- R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in Foreign Policy, No 118, pp. 104-119.
- Canchal Kumar, et.al, Understanding Global Politics, K.W. Publishers, Delhi, 2017.
- A. Narlikar, (2005) The World Trade Organization: A Very Short Introduction, New York: Oxford University Press, pp. 22-98.
- D. Held and A. McGrew (eds.), (2002) Global Transformations Reader: Politics, Economics and Culture, Cambridge: Polity Press, pp. 1-50; 84-91.
- M. Steger, (2009) 'Globalization: A Contested Concept', in Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.

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- A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in Public Culture, Vol. 12(1), pp. 1-19.
- P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 334-342. (NGO).
- P. Viotti and M. Kauppi, (2007) International Relations, New Delhi: Pearson, pp. 276-307.

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

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

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
SHHS346A	CO1		3				3			2				
	CO2				3			3	2		3			
	CO3	3							2			3		
	CO4	3			2							3		

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

EXAMINATION SCHEME:

<u>Evaluation Scheme:</u>				
	Evaluation Component	Duration	Weightage (%)	Date
1	**Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	-	20	
2	Mid Term Examination (Written Examination)	90Minutes	20	
3	Attendance		10	
4	End Term Examination (Written Examination)	180 Minutes	50	
Total			100	

Course Objectives

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1. Analyse specific characteristics of British literature in 17th and 18th centuries.
2. Analyse social, historical, literary and cultural elements of the changes in British literature.
3. Identify the characteristics of the texts of these ages as a product of the historical and political background.
4. Recognize various genres that emerged like Restoration Comedy and Mock- Epic as a by-product of these ages.

Course Outcomes

- CO1. Analyze specific characteristics of British literature in 17th and 18th centuries.
CO2. Analyze social, historical, literary and cultural elements of the changes in British literature.
CO3. Identify the characteristics of the texts of these ages as a product of the historical and political background.
CO4. Recognize various genres that emerged like Restoration Comedy and Mock- Epic as a by-product of these ages.
CO5. Understand the contribution of the texts in the syllabus to the universal literary canon.
CO6. Read the texts of the 17th and 18th Centuries as a reader of the present day and age.

Catalog Description

This learning program will introduce the students to the texts that reflect on the aspects of society, class, and gender as perceived in the 17th and 18th century England.

Course Content

10 Lecture Hours

UNIT I:

Introduction: Religious and Secular ideology in the 17th Century; The Stage, the State and the Market; The Mock-epic and Satire; Women in the 17th Century; Restoration comedy: Types, characteristics & purpose.

15 Lecture Hours

UNIT II:

Aphra Behn: *The Rover*

10 Lecture Hours

UNIT III:

John Milton: Paradise Lost: Book I (The Invocation) and Book IX

15 Lecture Hours

UNIT IV:

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Alexander Pope: “The Rape of the Lock”

Reference Books/Materials:

Dryden, John. ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature*, vol. 1, 9th ed., ed. Stephen Greenblatt. Norton, 2012.

Milton, John. “Paradise Lost”. Oxford University Press, 2005.

Machiavelli, Niccolo. *The Prince*, ed. and translated by Robert M. Adams. Norton, 1992.

Pope, Alexander. “The Rape of the Lock”. Dover Edition, 1968.

The New English Bible. Oxford University Press, 1972.

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

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

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

Mapping between COs, POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Analyze specific characteristics of British literature in 17 th and 18 th centuries.	PO2, PSO2
CO2	Analyze social, historical, literary and cultural elements of the changes in British literature.	PO2, PSO3
CO3	Identify the characteristics of the texts of these ages as a product of the historical and political background.	PO5, PSO3
CO4	Recognize various genres that emerged like Restoration Comedy and Mock- Epic as a by-product of these ages.	PO2, PSO2
CO5	Understand the contribution of the texts in the syllabus to the universal literary canon.	PO5, PSO6

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CO6	Read the texts of the 17th and 18th Centuries as a reader of the present day and age.	PO8,PSO6
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Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PO 6
SHEL2 44A	British Poetry & Drama : 17 th to 18 th Centuries		3			3			3				3	3			3

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

Financial Markets & Institution

Unit I: Financial System

Concept and functions of Financial System; Role of Financial Market and Institutions. Financial system and economic development, Equilibrium in Financial Markets, Assessment and management of risk and return in financial institutions. Interest Rate Analysis and yield curve.

Unit II: Banking System

Banking System: Meaning and Functions of Banking; Types of Banks; Commercial Banks, Banking law and regulation, Functions of RBI Credit and Monetary Planning. Capital Adequacy and NPAs, Developmental Banks.

Unit III: Money & Capital Market

Money Market: Introduction, Meaning Definitions, Characteristics and Functions of Money market; instruments of money market; Recent Developments in Indian Money Market. Capital Market: Introduction, Meaning, Objectives, Importance and Functions of Capital Market; Financial instruments and market functionaries in primary capital Market. Characteristics and Functions of Stock Exchange; Concepts and Types of Derivatives; Futures and Options.

Unit 4: Financial Institution Regulation

SEBI: its impact on the working of capital market in India; IRDA and its role in financial markets - Theory of optimum currency areas - Euro-dollar and Euro-Currency markets – Their development role at international level.

SEMESTER V

Course Code	Course Title	L	T	P	S	C
	History of India V: c. 1750 to 1947	3	1	0	0	4
Pre-requisites/Exposure	NA					
Co-requisites	NA					

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

COURSE OBJECTIVES

The topics included in this course will help students:

9. To familiarize students with the sources and historiographical trends relevant to the history of India up to c. 1947
10. To enlighten the scholars about the theology and ideology of Indian reformers.
11. To understand the notion of British Imperialism and the opposing conceptualization of Indian Nationalism and

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consciousness in 19th Century India.

PROGRAMME OUTCOMES (POs)

PO1: To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish between different types of sources.

PO2: To develop an insight about people, cultures, words and things and discuss their etymology, origins, extent, context, implications and consequences.

PO3: To demonstrate how the past affect the future both at micro and macro level.

PO4: To enable students to comprehend, analyze, organize and critically evaluate the historical documents and develop a rational and unique outlook of the past.

PO5: To give the ability to students to compare and contrast different processes modes of thoughts and modes of expression from different historical time periods and in different geographical areas.

PO6: To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social sciences to complement each other in order to foster a contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

PO7: To enable students to develop their own research papers that can be used to enhance the research credentials of the students and make them understand the nuances of research paper writing and academic methodology.

PO8: To prepare students to prepare and present their views, papers and presentations on distinguished forums in an organized, coherent and compelling fashion.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: To create among students, the ability to apply historical methods to critically evaluate the past and understand the rich hermeneutical tradition through which history came to its recent form.

PSO2: To enable students to acquire research skills and the use of archives for historical research.

PSO3: To develop the oral and written prowess of the students in writing essays on history and its allied subjects.

PSO4: To develop among the students, general awareness and genuine appreciation for historical events and figures alike.

PSO5: To make students realize the cause-effect theory and how different individuals, groups, organisations, societies, cultures, countries and nations affect history, developing their historical foresight.

COURSE OUTCOMES (COs)

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

CO1: Comprehend the concept of nationalism and consciousness of 19th Century India under British Imperialism.

CO2: Assess the contribution of INC and other revolutionary organizations to propagate the notion of nationalism.

CO3: Analyze the capitalist class and communal group's contribution towards the theory of partition and independence of India.

CO4: Examine and assess the approaches the economic, social and cultural history of British India in 18th-19th century.

Program Articulation Matrix: Mapping of Course Outcome (COs) with Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
SHHS346A	CO1		3				3			2				
	CO2				3			3	2		3			
	CO3	3							2			3		
	CO4	3			2							3		

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

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EXAMINATION SCHEME:

Evaluation Scheme:				
	Evaluation Component	Duration	Weightage (%)	Date
1	**Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	-	20	
2	Mid Term Examination (Written Examination)	90Minutes	20	
3	Attendance		10	
4	End Term Examination (Written Examination)	180 Minutes	50	
Total			100	

SYLLABUS

History of India IV: c. 1500 to 1800

Unit I: Economy, Society and Cultural Changes

- Land revenue systems and agrarian relations
- Commercialization, indebtedness and famines
- Question of de-industrialization and foreign trade
- Economic critique of colonial rule; & Rise of modern industry: emergence of capitalist and working class
- Cultural changes, social and religious reform movements: Brahma Samaj, PrathnaSamaj, Ramakrishna and Vivekananda, JyotibaPhule, AryaSamaj, Wahabi, Deoband, Aligarh
- Debates around gender, caste and community

Unit II: Popular resistance

- The Uprising of 1857
- Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion (1860); PabnaAgrarian Leagues (1873); Deccan Riots (1875).

Unit III: Nationalism

- Congress; Moderates and Extremists
- Swadeshi and Revolutionary Movements
- Rowlatt, Khilafat and Non-Cooperation Movements; Civil Disobedience Movement; and Quit India Movement
- Ambedkar and the Dalit Movement
- Left & Tribal movements
- Communalism

Unit IV: Independence and the emergence of a new State

- Negotiations for Independence
- The Making of the Constitution
- Integration of Princely States

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d) Land Reforms and the beginning of Planning

Reference Books (RB)-

1. Bandhopadhyaya, Shekhar. *From Plassey to Partition: A History of Modern India*. Delhi: Orient Blackswan, 2004.
2. Chandra, Bipan et. al. *India's Struggle for Independence*. New Delhi: Penguin, 1988.
3. Chaudhary, Latika et. al., eds. *A New Economic History of Colonial India*. London and New York: Routledge, 2016.
4. Guha, Ranajit and Gayatri Chakaravarti Spivak, eds. *Selected Subaltern Studies*. New York and Oxford: Oxford University Press, 1988.
5. Sarkar, Sumit. *Modern India 1885-1947*. Delhi: Macmillan 1983.

Suggested Readings-

1. Bandyopadhyay, Shekhar (ed). *National Movement in India: A Reader*. New Delhi: Oxford University Press, 2009.
2. Bhargava, Rajeev, ed. *Politics and Ethics of the Indian Constitution*. New Delhi: Oxford University Press, 2008.
3. Bipan, Chandra. *Nationalism and Colonialism in Modern India*. Delhi: Orient Longman, 1979.
4. Brown, Judith. *Gandhi's Rise to Power*. Cambridge: Cambridge University Press, 1972.
5. Chakravarti, Dipesh. *Rethinking Working Class History: Bengal 1890-1940*. Princeton, New Jersey: Princeton University Press, 1989.
6. Dalmia, Vasudha and Stuart Blackburn, eds. *India's Literary History: Essays on the Nineteenth Century*. Delhi: Permanent Black, 2004.
7. Devji, Faisal. *The Impossible Indian: Gandhi and the Temptation of Violence*. Cambridge, Massachusetts: Harvard University Press, 2012.

Course Code	Course Title	L	T	P	S	C
	Issues in Twentieth Century World History-I	3	1	0	0	4
Pre-requisites/Exposure	NA					
Co-requisites	NA					

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

COURSE OBJECTIVES

The topics included in this course will help students:

12. To familiarize students with the ideas related to Capitalism, liberalism, socialism and nationalism
13. To explore the significance of Industrial Revolution in context to subsequent developments
14. To analyze the cultural, artistic, political, economic, and religious aspects of European developments & New World Order.
15. To examine the aspects of World War I & World War II

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PROGRAMME OUTCOMES (POs)

PO1: To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish between different types of sources.

PO2: To develop an insight about people, cultures, words and things and discuss their etymology, origins, extent, context, implications and consequences.

PO3: To demonstrate how the past affect the future both at micro and macro level.

PO4: To enable students to comprehend, analyze, organize and critically evaluate the historical documents and develop a rational and unique outlook of the past.

PO5: To give the ability to students to compare and contrast different processes modes of thoughts and modes of expression from different historical time periods and in different geographical areas.

PO6: To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social sciences to complement each other in order to foster a contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

PO7: To enable students to develop their own research papers that can be used to enhance the research credentials of the students and make them understand the nuances of research paper writing and academic methodology.

PO8: To prepare students to prepare and present their views, papers and presentations on distinguished forums in an organized, coherent and compelling fashion.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: To create among students, the ability to apply historical methods to critically evaluate the past and understand the rich hermeneutical tradition through which history came to its recent form.

PSO2: To enable students to acquire research skills and the use of archives for historical research.

PSO3: To develop the oral and written prowess of the students in writing essays on history and its allied subjects.

PSO4: To develop among the students, general awareness and genuine appreciation for historical events and figures alike.

PSO5: To make students realize the cause-effect theory and how different individuals, groups, organisations, societies, cultures, countries and nations affect history, developing their historical foresight.

COURSE OUTCOMES (COs)

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

CO1: Evaluate and critically analyze ideas related to Capitalism, liberalism, socialism and nationalism

CO2: Demonstrate an understanding of the significance of Industrial Revolution in context to subsequent developments

CO3: Analyze and interpret the political, economic, religious, aspects of European developments & New World Order.

CO4: Examine and assess aspects of World War I & World War II.

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Program Articulation Matrix: Mapping of Course Outcome (COs) with Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
SHHS346A	CO1		3				3			2				
	CO2				3			3	2		3			
	CO3	3							2			3		
	CO4	3			2							3		

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

EXAMINATION SCHEME:

Evaluation Scheme:

	Evaluation Component	Duration	Weightage (%)	Date
1	**Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	-	20	
2	Mid Term Examination (Written Examination)	90Minutes	20	
3	Attendance		10	
4	End Term Examination (Written Examination)	180 Minutes	50	
Total			100	

Issues in Twentieth Century World History-I

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SYLLABUS

Unit I:

Legacy of the Nineteenth Century

- a. Growth of Capitalism and Imperialism: U.K.; France, Germany; and Japan.
- b. Liberalism and Socialism.
- c. Nationalism.

Unit II

Capitalist industrialization and social and economic transformation (Late 18th century to AD 1914)

- a. Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia.
- b. Evolution and differentiation of social classes: bourgeoisie, proletariat, landowning classes and peasantry.
- c. Changing trends in demography and urban patterns
- d. Family, gender and process of industrialization

Unit III:

World Order up to 1919

- a. Origins of the First World War: its nature; Peace Settlement and its long-term
- b. Making of the Russian Revolution — establishment of a Socialist State; its economic and political aspects responses and reactions in the West.

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- c. Working of the League of Nations and Collective Security; crisis in capitalism; Great Depression; liberal ideas and social movements, ideologies of Nazism and Fascism: Germany, Italy and Japan.

Unit IV:

Second World War and the New Political Order

- a. Origins, nature and results of the War.
- b.. Nationalist Movements and Decolonization.
- c. Communist Revolution in China and its impact on world politics.

Reference Books (RB)-

1. Arjun Dev, Contemporary World History (Eng Edn.)
2. Eric Hobsbawm, Age of Empire:1875-1914
3. William R. Keylor and Jerry Bannister- The Twentieth Century World: An International History
4. Normal Lowe, Mastering Modern World History
5. Sneh Mahajan, Issues in Twentieth Century World History
6. John Merriman, A History of Modern Europe: From the Renaissance to the Present
7. David Thomson, Europe Since Napoleon
8. Grenville J.A.S., History of the World in the 20th Century

Suggested Readings -

- [a] Burke, Peter, *History and Social Theory*. Cornell University Press: Wiley, 2005.
- [b] Findley, V.F. and J.R. Rothney. *Twentieth Century World*, Boston: Houghton Mifflin Co.,1994.
- [c] Hobsbawm, Eric. *Fractured Times: Social and Cultural History of the Twentieth Century*. Little Brown, 2013.
- [d] Hobsbawm, Eric. *Age of Extremes*, Delhi: Rupa, 1996; (translated into Hindi by LalBahadur Verma, Allahabad, 2013).
- [e] Lancaster, R.N. and M.D. Leonardo. *The Gender/ Sexuality Reader: Culture, History Political Economy*. London: Routledge, 1997.

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- [f] Lowe, Norman. *Mastering World History*. London: Palgrave Macmillan, 2013.
[g] Mahajan, Sneh. *Issues in Twentieth Century World History*, Delhi: Macmillan, 2009.
[h] Mangan J. A., ed. *Europe, Sport, World: Shaping Global Societies*. London: Frank Cass Publishers, 2001.
[i] Wakeman, Rosemary. *Themes in Modern European History*. Routledge, 2005.
[j] Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. Croom Helm, 1976.

Indian Political Thought

Credit 4

Core Courses (CC)

HUPL 301	Indian Political Thought	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- The primary objective of the course is to familiarise students with the writings and scholarship that pertain to Indian political thought.
- The study's main concern is on particular philosophers, whose opinions are nevertheless framed by specific issues and contributed to socio-political transformation.
- The overall objective of the course is to give students an overview of the many schools of Indian thought while also promoting in-depth familiarity with particular thinkers and texts.
- The concepts incorporate both classical and medieval perspectives on the problems facing Indian civilization.
- The primary objective of the course is to introduce students to the range and breadth of Indian political thinking.
- The philosophers were purposefully chosen to reflect the diversity of beliefs and viewpoints that exist within the modern Indian thinking heritage. Selected passages from original sources are also provided for class discussion.

Course Learning Outcomes

- After successfully completing this course, students will be able to demonstrate their comprehension of the fundamental ideas that underlie both ancient and medieval Indian political philosophy, which are both prevalent traditions of thinking in India, as well as their ability to compare these ideas.
- Students will have a solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course.
- The goal of the thematic study of ideas is to place current discussions on significant topics on a historical timeline and consider the many alternatives suggested by the works of many thinkers.
- They would also learn to accept and tolerate other points of view as well as adore and value the diversity within the contemporary Indian intellectual culture.

Course Description:

The course aims to make students familiar with the works and studies related to Indian Political Thought. This course introduces the specific elements and diverse spectrum of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes and facilitated socio- political transformation. The course as an unabridged is meant to provide a sense of the broad streams of Indian thought, while encouraging a specific knowledge of individual thinkers and texts. The ideas contain classical as well as medieval approaches to the issues in existence in the Indian society. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

Unit 1: Introduction to Indian Political Thought

- Foundation of Indian Political Thought

Ancient Thought

- Social Law: Manu
- Foreign Policy and Circle of States: Kautilya
- Ved Vyasa (Shantiparva): Rajadharma

Unit 2: Emergence of Modern Thought

- Liberalism: Rammohan Roy
- Modernism: Syed Ahmed Khan
- Gender: Pandita Ramabai

Nationalism and Modernity

- Critique of Nationalism: Rabindranath Tagore
- Critique of Modern Civilization: M. K. Gandhi

Unit 3: Community and Nation

- Ideal Society: Vivekananda
- Hindutva: V. D. Savarkar

Social Justice

- B. R. Ambedkar: Annihilation of Caste

Unit 4: Socialism and Radical Democracy

- The idea of India: Jawaharlal Nehru
- Radical Humanism: M. N. Roy
- Partyless Democracy: J. P. Narayan

References

- B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications, pp. 17- 31.
- A. Altekar, (1958) 'The Kingship', in State and Government in Ancient India, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.
- M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications, pp. 142- 160

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- G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.
- S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1- 31
- *The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.
- V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.
- B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464.
- Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharmasastra*, New Delhi: OUP, pp. 208- 213.
- V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.
- R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.
- P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.
- Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.
- V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.
- R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.
- J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press, pp. 132- 170.
- B. Gokhale, (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.
- I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19-36.
- M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 26- 43
- A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.
- V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.
- M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 46- 69.
- I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.
- Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.
- V. Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.
- G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

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- V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.
- T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.
- P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, pp.150-155.
- M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in Economic and Political Weekly, Vol. 23(44), pp. 38-49.

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

Examination Scheme:

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

Public Finance

Unit-I: Basics of Public Finance

Introduction to Public Finance: Nature, Scope, and Importance. Theory of Maximum Social Advantage. Private goods, public goods, and Merit goods. Overview of different roles of government: allocation, stabilization, and distribution. Optimal provision of public goods.

Unit-II: Govt. Budgeting

Budgeting: various concepts, reforms in expenditure budgeting, zero-based budgeting, and performance budgeting. Budgets of the Union Government in India, the budget-making process in India; Revenue Account, Capital Account, and different concepts of budgetary deficits in the Indian context.

Unit-III: Public Expenditure

Public expenditure: Rationale for the growth of public expenditure: Wagner's law of increasing state activities; peacock-Wiseman hypothesis. Canons of public expenditure, causes of growth of public expenditure in India, Effects of public expenditure on production, growth, distribution and stabilization.

Unit-IV: Public Revenue

Theory of Taxation: Various approaches to taxation, neutrality, equity, ability to pay, benefit principle, revenue maximization, income maximization; analysis of the incidence of taxes, elasticity, buoyancy and taxable, capacity, efficient tax design: optional taxation, effects of taxation on work effort, savings, investment, and growth; classification of taxes: direct and indirect taxes, progressive, proportionate and regressive taxes, Ad-valorem and specific taxes; tax systems in India; structure, composition, and various economic issues; Concept of Goods and Service Tax (GST); Trade-off between equity and efficiency, Laffer curve analysis.

Agricultural Economics

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Unit-I

Introduction: Definition, scope and nature of agricultural economics; Need for a separate study of agricultural economics. Agricultural Linkages with other sectors, Role of agriculture in economic development (historical evidence from Europe, USA and Japan) and Declining importance of agriculture in Economic development.

Unit-II:

Transformation of Agriculture: Schultz thesis of transformation of traditional agriculture and Green Revolution in Indian agriculture. Agricultural Markets: Aim, Types and Functions of agricultural markets, Criteria for judging efficiency of agricultural market systems.

Unit-III

Agricultural Credit: Importance of credit, Need for Government intervention, agricultural credit system in India. Agricultural Price Policy: Need, Objectives, and instruments of agricultural price policy; Agricultural price policy in India.

Unit IV

The New Economic Policy and Indian Agriculture: Macro Economic Stabilization measures; structural Adjustments in the Agricultural Sector. World Trade Organization and Indian Agriculture; Model of Production Debate: Private V /s Public investment in Agriculture; Trends in public and private investment in Indian Agriculture.

Course Objectives

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

Course Outcomes

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

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

Catalogue Description

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

Course Content

10 lecture hours

UNIT I

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

20 lecture hours

UNIT II

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

10 lecture hours

UNIT III

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

20 lecture hours

UNIT IV

Semantics: Types of Meaning, Hyponyms & Hypernyms, Pragmatics

Reference Books/Materials

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

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

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

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

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

Examination Scheme:

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

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

Mapping between COs POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate an awareness of the categories of linguistics; of the development of the discipline, of its main schools of thought and of its future directions.	PO9,PSO5
CO2	Reflect on language issues such as linguistic identities, language development and acquisition, social and educational policies,	PO1, PSO1
CO3	Develop skills in the analysis of linguistic structures.	PO1, PSO6
CO4	Identify the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyse any language.	PO10, PSO6
CO5	Understand the existence of language in the form of different dialects based on a set of established factors.	PO1, PSO6
CO6	Identify the various functions a language performs and the roles assigned to it understand that all languages behave alike and develop a tolerance for other languages	PO4, PSO6

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		To develop a comprehensive understanding of the theories and	To acquire a sense of social responsibility and sensitivity to the	Foster scientific temper, creative ability and socio-cultural sensitivity.	Provide the students opportunities in	Develop ability for advanced critical	Acquire the capability to work	Develop awareness about the	Understand the scope of the	Competency in language and communication skills for international	Ability to use digital sources to aid	To develop competence in the structure, levels and discourse	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social and cultural connotations associated	To be able to critically analyze and apply literary theories with respect to	To be able to recognize and comprehend different varieties of	To apply their knowledge and skills to
Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	P O6
SHEL248A	Language and Linguistics	3			3						3	3				3	3

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

SEMESTER VI

Course Code	Course Title	L	T	P	S	C
	Issues in Twentieth Century World History-II	3	1	0	0	4
Pre-requisites/Exposure	NA					
Co-requisites	NA					

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

COURSE OBJECTIVES

The topics included in this course will help students:

16. To familiarize students with the Ideological and political basis of Cold War.
17. To explore the significance of UNO
18. To analyze the changes in the political order from bipolar to unipolar World system
- 19.** To examine the Socialism in decline; globalization.

PROGRAMME OUTCOMES (POs)

PO1: To develop an understanding of historical sources and develop the ability to compare, contrast and distinguish between different types of sources.

PO2: To develop an insight about people, cultures, words and things and discuss their etymology, origins, extent, context, implications and consequences.

PO3: To demonstrate how the past affect the future both at micro and macro level.

PO4: To enable students to comprehend, analyze, organize and critically evaluate the historical documents and develop a rational and unique outlook of the past.

PO5: To give the ability to students to compare and contrast different processes modes of thoughts and modes of expression from different historical time periods and in different geographical areas.

PO6: To develop an inter-disciplinary and multi-disciplinary approach to integrate different disciplines of social sciences to complement each other in order to foster a contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

PO7: To enable students to develop their own research papers that can be used to enhance the research credentials of the students and make them understand the nuances of research paper writing and academic methodology.

PO8: To prepare students to prepare and present their views, papers and presentations on distinguished forums in an organized, coherent and compelling fashion.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: To create among students, the ability to apply historical methods to critically evaluate the past and understand the rich hermeneutical tradition through which history came to its recent form.

PSO2: To enable students to acquire research skills and the use of archives for historical research.

PSO3: To develop the oral and written prowess of the students in writing essays on history and its allied subjects.

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PSO4: To develop among the students, general awareness and genuine appreciation for historical events and figures alike.

PSO5: To make students realize the cause-effect theory and how different individuals, groups, organisations, societies, cultures, countries and nations affect history, developing their historical foresight.

COURSE OUTCOMES (COs)

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

CO1: Evaluate and critically analyze the Ideological and political basis of Cold War.

CO2: Demonstrate an understanding of the UNO (United Nations Organization)

CO3: Analyze and interpret the changes in the political order from bipolar to unipolar World system

CO4: Examine and assess the Socialism in decline; globalization

Program Articulation Matrix: Mapping of Course Outcome (COs) with Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
SHHS346A	CO1		3				3			2				
	CO2				3			3	2		3			
	CO3	3							2			3		
	CO4	3			2							3		

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

EXAMINATION SCHEME:

Evaluation Scheme:

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	Evaluation Component	Duration	Weightage (%)	Date
1	**Continuous Assessment (Quiz/Assignment/ Presentation/ Extempore)	-	20	
2	Mid Term Examination (Written Examination)	90Minutes	20	
3	Attendance		10	
4	End Term Examination (Written Examination)	180 Minutes	50	
Total			100	

Issues in Twentieth Century World History-II

SYLLABUS

Unit:I

Cold War and Its effects

- Ideological and political basis of Cold War; Pacts and Treaties, tensions and rivalries
- Non-Aligned Movement and the Third World.
- UNO and the concept of World Peace, and regional tensions —Cuba, Korea, Vietnam.

Unit II:

- Process of disintegration — its impact on society and politics
- Changes in the political order from bipolar to unipolar World system.
- Socialism in decline; globalization and its economic and political impact

Unit:III

International relations

[a] Post-War treaties and United Nations Organisation

[b] Decolonisation (special focus on Algeria and Indonesia)

[c] Cold War and superpower rivalries (special focus on impact on Vietnam and Afghanistan)

Unit: IV

States and economies

[a] United Kingdom: crisis of the welfare state

[b] The Soviet Union: assessing the Socialist experiment

[c] South Africa and Sudan: from apartheid to reconciliation

Reference Books (RB)-

- Burke, Peter, *History and Social Theory*. Cornell University Press: Wiley, 2005.
- Findley, V.F. and J.R. Rothney. *Twentieth Century World*, Boston: Houghton Mifflin Co., 1994.
- Hobsbawm, Eric. *Fractured Times: Social and Cultural History of the Twentieth Century*. Little Brown, 2013.
- Hobsbawm, Eric. *Age of Extremes*, Delhi: Rupa, 1996; (translated into Hindi by Lal Bahadur Verma, Allahabad, 2013).
- Lancaster, R.N. and M.D. Leonardo. *The Gender/ Sexuality Reader: Culture, History Political Economy*. London: Routledge, 1997.
- Lowe, Norman. *Mastering World History*. London: Palgrave Macmillan, 2013.
- Mahajan, Sneha. *Issues in Twentieth Century World History*, Delhi: Macmillan, 2009.
- Mangan J. A., ed. *Europe, Sport, World: Shaping Global Societies*. London: Frank Cass Publishers, 2001.

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Suggested Readings -

- Aries, P. and Georges Duby, eds. *A History of Private Life*, volumes VI. Cambridge: The Belknap Press, 1993.
- Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalisation*. University of Minnesota Press, 1996.
- Bauman, Zygmunt, *Liquid Love*, New York: Polity, 2003.
- Beresford, M. *National Unification and Economic Development in Vietnam*. New York: St. Martin's, 1989.
- Betts, R.F. *Decolonization*. London and New York: Routledge, 1998.
- Brewer, J and F. Trentmann. *Consuming Cultures, Global Perspectives: Historical Trajectories, Transnational Exchanges*. Oxford: Berg Publishers, 2006.
- Chomsky, Noam *Powers and Prospects: Reflection on Human Nature and social order*. Delhi: Madhyam Books, 1996.
- Fage, J.D. *A History of Africa*. London: Unwin and Hyman, 1993.
- Giddens, Anthony. *The Transformation of Intimacy*, Stanford University Press, 1992.
- Gillis, S., G. Howie and R. Munford, eds. *Third Wave Feminism: Critical Exploration*. Hampshire: Palgrave, 2004/07.
- Gorbachev, Mikhael. *Memoirs*, Doubleday, 1996.
- Guha, Ramchandra. *Environmentalism: A Global History*. Delhi: Oxford University Press, 2000.
- Horne, Alistair. *A Savage War of Peace: Algeria, 1954-1962*, New York: Books, 1977/2006.
- Kemp, S. and J. Squires. *Feminisms*. Oxford: Oxford University Press, 1997.
- Le Sueur, J.D. *The Decolonization Reader*. London and New York: Routledge, 2003.
- Leslie, Bethell. *Cambridge History of Latin America*, Vol.8. Cambridge: Cambridge University Press, 1991.
- Lowe, Norman. *Mastering Modern World History*, 2nd 1988/2006.

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	Project/ Dissertation	L	T	P	C
					4

Course Objectives-

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

Course Outcomes-

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

Catalogue Description

The aim of this course is to encourage the learners to conceptualize and conduct research, gain knowledge of the tools to design a research project, critique and challenge it. The learners will be able to define a research problem, use adequate sources and pertinent specialist literature to conceptualize the problem, understand the role of literature, and understand the means and ways to apply canonical theories into contemporary research. This course would serve as a interface between theories and praxis

Western Political Thought

Credit 4

Core Courses (CC)

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HUPL304	Western Political Thought	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- This course introduces students back to Greek antiquity and helps them understand how political concerns were initially articulated and how they are now being addressed in normative ways.
- The purpose is to introduce students to the issues, concepts, and principles of political philosophy as they are being handled by political philosophers today.
- The purpose of this course is to introduce students to the ways in which political issues have been raised and are now being resolved in ways that have ramifications for more fundamental issues of thinking and existence in society.
- Students will be able to respond to a few key political issues through being introduced to philosophers from many traditions, such as: Why do we live in political communities? What kind of governance is "best"? What role does human nature play in political decision-making? How and under what conditions do we need to oppose terrible leaders?

Course Learning Outcomes

CO1: Learn how to comprehend the classics so that you may utilize them to address current sociopolitical issues.

CO2: Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do).

CO3: To convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.

CO4: Recognise modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.

CO5: Recognise distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.

Course Description

This course deals with government, sovereignty and state, along with justice, constitution and citizenship. Western political thought remains an essential tradition of political thinking and theorisations. In this course, we examine major texts in Western political thought, where authors pose difficult questions about the political community, social order, and human nature. How do our views about human nature and history inform government design? This course explores how Plato, Machiavelli, and Rousseau responded and how these philosophers contributed to the broader conversation about human needs, goods, justice, democracy, and the ever-changing relationship between the citizen and the state.

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In the first unit, the course addresses the polis, or political community, centered upon the texts of Plato and Aristotle. In the second unit, it explores the modern state and constitutional government, featuring the work of John Locke, Niccolò Machiavelli, and Thomas Hobbes. Finally, we focus on democracy and a critique of liberal ideology from the perspectives of the texts of Jean-Jacques Rousseau, Alexis de Tocqueville, Karl Marx, and Friedrich Engels. These political philosophies have shaped various forms of government, from tyranny to republican democracy to welfare states.

Note that while we use the terms politics, political theory, and political science throughout the course, they are not interchangeable. Politics describes the use of power and the distribution of resources. Political theory is the study of the concepts and principles people use to describe, explain, and evaluate political events and institutions. Traditionally, political theory approaches this study from three perspectives: classic, modern, and contemporary political theory. Here, we examine all three. Political science is the academic discipline concerned with the study of the state, government, and politics. Aristotle defined political science as "the study of the state".

Western political thought has served as a philosophical and ideological foundation for governments around the world. This course gives one historical, social, and cultural context to relate to contemporary political society.

Unit 1: Antiquity

- Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship
- Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon

Interlude

- Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue

Unit 2: Possessive Individualism

- Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals.
- Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property

Unit 3: Modernity and its Discourses

- **Romantics**
- Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality.
- Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights

Unit 4:

a. Utilitarian and Liberal Socialist

- John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle.

b. Idealist & Radicals

- Hegel
- Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle

References

- T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) Handbook of Political Theory, London: Sage Publications Ltd. pp. 18-30.
- B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) The Libertarian Reader, New York: The Free Press.
- J. Coleman, (2000) 'Introduction', in A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp. 1-20.
- Q. Skinner, (2010) 'Preface', in The Foundations of Modern Political Thought Volume I, Cambridge: Cambridge University Press pp. ix-xv.
- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 9-32.
- R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 1-50.
- C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to the Present, Oxford: Oxford University Press, pp. 62-80
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin Women in Western Political Thought, Princeton: Princeton University Press, pp. 28-50
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- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 53-64.
- T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp.81-99.
- C. Taylor, (1995) 'Politics', in J. Barnes (ed.), The Cambridge Companion to Aristotle. Cambridge: Cambridge University Press, pp. 232-258
- J. Coleman, (2000) 'Aristotle', in J. Coleman A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp.120-186
- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 124-130
- Q. Skinner, (2000) 'The Adviser to Princes', in Machiavelli: A Very Short Introduction, Oxford: Oxford University Press, pp. 23-53
- J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 163-184
- Q. Skinner, (2000) 'The Theorist of Liberty', in Machiavelli: A Very Short Introduction. Oxford: Oxford University Press, pp. 54-87.
- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education pp. 131-157.
- D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 189-206.

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- C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.
- A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.
- J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224
- C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.
- I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 69-116
- I. Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed:19.04.2013
- S. Hall (1992) 'Introduction', in *Formations of Modernity UK*: Polity Press pages 1-16
- B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.
- M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.
- C. Jones, (2002) 'Mary Wollstonecraft's Vindications and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.
- S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science XXXII* (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2023.
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- P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.
- J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.
- L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.
- V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122
- Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.
- Selections from *A Vindication of the Rights of Woman*, Available at
- <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II>, Accessed: 19.04.2023.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.
- B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.
- G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

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- A. Skoble, and T. Machan, (2007) Political Philosophy: Essential Selections, New Delhi: Pearson Education, pp. 286-327.

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

Examination Scheme:

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

Indian Foreign Policy – Evolution and Changing Dynamics

Credit 4

Core Courses (CC)

HUPL306	Indian Foreign Policy – Evolution and Changing Dynamics	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- The purpose of this course is to inform students about the domestic origins and institutional limitations that have shaped India's foreign policy throughout its development and application.
- By emphasizing the changes in India's internal identity and the accompanying developments at the global level, the effort aims to emphasise important connections between the "domestic" and "international" parts of its foreign policy.
- Understanding India's shifting positions and the evolution of its role as a global player since independence is made easier by looking at its relations with the superpowers during and after the Cold War, its negotiating tactics and positioning in international climate change negotiations, international economic governance, international terrorism, and the United Nations.

Course Learning Outcomes

CO1: Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy.

CO2: Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state.

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CO3: Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China.

CO4: Students' comprehension of India's tactics in South Asia will improve as a result of the course.

CO5: Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes.

Course Description

This course will help students, academics and professionals develop an authentic understanding of India's Foreign Policy- its historical context, recent developments and key issues facing the country. The course will provide students with a framework to analyse and become familiar with India's diplomatic agenda and current engagements with partner countries.

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

Unit 1: India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

- India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

Unit 2: India and Great Powers

- India's Relations with the USA and Russia
- India's Engagements with China

Unit 3: India in South Asia: Debating Regional Strategies

- Prospects and Challenges

Unit 4: India in the Contemporary Multipolar World

- UNO
- G20
- EU
- BRICS
- SCO

References

- Ragi, Sangit K. et.al. (2018), *Imagining India as a Global Power: Prospects and Challenges*, Oxon and New York, Routledge.
- Ian Hall (ed) (2014), *The Engagement of India: Strategies and Responses*, Washington, DC, Georgetown University Press.
- Muchkund Dubey, (2016), *India's Foreign Policy: Coping with the Changing World*, New Delhi, Orient Blackswan Pvt. Ltd.
- Harsh V.Pant (ed), (2009), *India's foreign Policy in a Unipolar World*, New Delhi, Routledge.

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- Sumit Ganguly (ed),(2016), Engaging the World-Indian Foreign Policy since 1947, New Delhi, Oxford University Press.
- D.M. Malone & C. Raja Mohan & S. Raghavan (eds) (2015), The Oxford Handbook of Indian Foreign Policy, United Kingdom, Oxford University Press
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**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/
Written Examination**

Examination Scheme:

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

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

Course Code	Course Title	Course Outcomes
HUPL306	Indian Foreign Policy – Evolution and Changing Dynamics	
IFP		
3	PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
2	PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

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2	PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
3	PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

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

Mapping						
	CO1					
	CO2					
	CO3					
	CO4					
	CO5					

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Course Outcomes (COs)	Mapped Program Outcomes
Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy	P01, P02
Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state.	P03, P04
Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China .	P04, P05
Students' comprehension of India's tactics in South Asia will improve as a result of the course.	P06
Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes.	P07

Indian Economy:

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Unit I: **Introduction to Indian Economy**

Basic characteristics and features of Indian economy. Changes in structure of Indian Economy (Primary Sector, Secondary Sector & Tertiary Sector). Economic Planning in India: Features, Objectives and Assessment of Indian Planning.

Unit II: **Population, Poverty, Inequality**

Demographic features of India's population; Change in the distribution of Income and Workforce in India; Demographic dividend of India; **Poverty in India**- concepts, incidence & extent of poverty in India, Inter-state disparities in the pattern of development, Concept of Inequality and measurement through Lorenz curve, Gini Coefficient, Gender Development Indices

Unit III: **Agriculture & Industry**

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

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

Unit IV: **Trade and Indian Economy**

Foreign Trade: Salient features of India's foreign trade; Trends in foreign trade in the recent past, Balance of payment, Balance of Trade, Trade Policy, Trade Reforms, Foreign Exchange Management Act (FEMA), Export Promotion.

WTO, GATT, TRIMS, TRIPS, Foreign Direct Investment, Foreign Institutional Investment. LPG Policies.

Contemporary Economic Issues

Unit I: **Concepts**

Fiscal policy, areas of government spending in India, Capital and revenue expenditure, plan and non-plan expenditures, Deficits (fiscal, primary, revenue), impact of fiscal deficits on the economy, Capital receipts, revenue receipts, tax and non-tax revenue, direct and indirect taxes, need for rationalization of tax structure,

Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				

Goods
and
Services

Tax (GST), Actual, revised and budget estimates, Zero-base budgeting, Gender budgeting, Fiscal devolution and centre-state financial relations

Unit II: **Union Budget**

Need for the budget, understanding the process of budget making in India, Analysis of fiscal and revenue deficits, Analysis of expenditure pattern and expected growth in expenditure, thrust areas of budget, sectors that have received higher/lower shares of expenditure, the reasons and consequences thereof, steps proposed to ensure effective spending.

Unit III: **Economic Survey**

Analysis and Review Past and Current Economic Survey of India

Unit IV: **Comparative Analysis**

Performance of Indian Economy as compare to global Economy in terms of growth, development and structural changes (Compare with China, USA, Other developing nations)

Co-requisites	--
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Course Objectives

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

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

SHEL343A	Modern European Drama	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

VIth sem

SEMESTER VI

Course Objectives

1. To introduce the students to the best of experimental and innovative dramatic literature of modern Europe.
2. To enable the students to understand the causes behind the rising of modern European drama.
3. To understand the origin of Absurd drama and major themes of Absurd drama.
4. To understand the concept of heroism in modern European drama.

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5. To understand the politics, social changes and the stages in modern European drama

Course Outcomes

CO1: Students will be familiar with Modern European theatre and its evolution

CO2: Identify and critically analyze various key concepts and practices of a drama

CO3: Articulate orally and in writing an understanding of key concepts and theatre practices in European theatre since the turn of the twentieth century

CO4: Carry out research to select and combine materials concerning the European theatrical landscape

CO5: Apply theoretical concepts in performance or in a production book

CO6. Understand stage, performance and audience in the Modern European context

Catalog Description

This learning program will familiarize students with Modern European Drama and its evolution while developing the skills to read, analyze and appreciate various components of a drama.

Course Content

10 lecture hours

UNIT I

Introduction: - Introduction to European Drama: Realism, Naturalism, Expressionism, Symbolism & Epic; Politics, social change and theatre; Performance and text; Avant Garde drama; Tragedy and notion of heroism in post-war European drama; Relevance of theatre; Street play & its importance

15 lecture hours

UNIT II :

Henrik Ibsen: *A Doll's House*

August Strindberg: *Miss Julie* (Methuen)

15 lecture hours

UNIT III

Samuel Beckett: *Waiting for Godot*

John Osborne: *Look Back in Anger*

10 lecture hours

UNIT IV

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Anton Chekhov: *The Cherry Orchard*

Suggested Readings

Becket, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. New York: Grove, 1954.

Ibsen, Henrik. *A Doll's House*. Courier Corporation, 1992.

Chekhov, Anton. *The Cherry Orchard*. London: Oberon, 2007.

Strindberg , August. *Miss Julie and Other Plays*. (Oxford World's Classics) 1st Edition, Michael Robinson (Translator). US: OUP, 1998.

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

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

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

Mapping between COs, POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students will be familiar with Modern European theatre and its evolution	PO5, PSO3
CO2	Identify and critically analyze various key concepts and practices of a drama	PO7, PSO2
CO3	Articulate orally and in writing an understanding of key concepts and theatre practices in European theatre since the turn of the twentieth century.	PO5, PSO2
CO4	Carry out research to select and combine materials concerning the European theatrical landscape.	PO8, PSO2
CO5	Understand the contribution of Modern European Drama to contemporary theatre.	PO1, PSO2

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CO6	Understand stage, performance and audience in the Modern European context	PO7,PSO3
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Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
SHEL343 A	Modern European Drama	3				3		2	3				3	3

1=weakly mapped

2= moderately mapped

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3=strongly mapped

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