



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF HUMANITIES

Bachelor of Arts (Hons.) (English)

Bachelor of Arts (Hons.) (Economics)

Bachelor of Arts (Hons.) (Psychology)

Bachelor of Arts (Hons.) (Historical studies)

Bachelor of Arts Programme

2020 – 21

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 K.R. Mangalam Group have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly interdisciplinary environment wherein they develop integrative skills through interaction with students from engineering, management, legal studies and science 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.

KRM University is unique because of its Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.

Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

OBJECTIVES

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

2. About School of Humanities

The School of Humanities aims to give purpose, direction and value to education as well as to life of students of both technical and non-technical disciplines. The School takes special care and effort to enhance the personal development and English Communication Skills of the students. The English department of the School acts as an integral part of Training and Placement Cell in grooming the students for Career making whereas the Economics department enrich the analytical and critical minds of the students to help them become successful entrepreneurs. The School is having Honours programme in English and Economics in addition to the Ph.D programme. Academic & nonacademic excellence is the prime objective of the School. All the departments under the School strive together for academic & individual excellence.

3. Programmes offered by the School

3.1 Bachelor of Arts: English (Hons.)

The B.A. English (Hons.) programme holds a distinct attraction to aspiring students as it has large scope of career options. After graduation it paves the path for a sure-shot entry not only to teaching as everybody believes, but to journalism, writing, editing, civil services, MBA etc. The main objective of this programme is to enable the students understand the human civilization through literature and learn to use language to address issues in the society and in the past.

The programme grooms the students and moulds them into individuals with excellent communication skills and confidence with values such as sense of responsibility and consciousness.

Eligibility Criteria: - The candidate should have passed 10+2 or its equivalent examination from a recognized Board/ University with a minimum of 50% marks in aggregate and a minimum 50% mark in English.

Course Outline: - An overview of British Literature covering literature from 14th century to 21st century; American Literature, Indian Writing in English, Popular Literature, Film Studies, Gender Studies, Media & Mass Communication, Diaspora Literature, Literary Criticism, Classical Literature, Women's Writing, Academic Writing, Linguistics and Research Methodology.

Career Options: - A Bachelor Degree in English Honors gives a strong foundation for teaching profession with B.Ed., Editorial work, Journalism, Event Management, Professional Anchoring; Competitive exams for Bank Probationary Officers, Civil Service Exams and for Master's degree. The scope is much larger with a Master's degree in English: Teaching profession in Higher Secondary with B.Ed., with M.Phil. in colleges and with Ph.D. and NET in Universities.

Programme scheme: - Syllabus and Course Structure **Annexure A.**

3.2 Bachelor of Arts: Economics (Hons.)

The B.A. Economics (Hons.) programme is enriching yet challenging, suited to the varying interests and career ambitions of students in the area of Economics. The objective is to encourage critical, evaluative and strategic ways of thinking using principles of economics. The programme is designed to generate an appreciation of the economic dimensions extending to social, political, environmental and international issues. The program focuses on the systematic study of production, distribution, conservation and allocation of limited resources and in conditions of scarcity in society, together with the organizational frameworks related to these processes.

Eligibility Criteria: - The candidate should have passed the 10+2 or its equivalent examination from a recognized Board/University with a minimum of 50% marks in aggregate with minimum 50% in Maths/Economics.

Course Outline:- Economic History of India 1857-1947/Principles of Economics/Basics of Mathematics/Environmental Studies/Communication Skills/Indian Economy-I/Micro Economics/ Differential Equation and Optimization Technique/ Society, Culture and Social Change/Information Technology Fundamentals/ Indian Economy-II/Development Economics/ Business Applications of Economics/Money and Banking/Macro Economics/Public Economics/Economics of Agriculture/ History of Economic Thought/Basics of Financial Markets/Economics of Industry/Economics of Public Finance/ Environmental Economics/International Economics.Optional Papers: - International Economic Institutions/Economics of Mergers and Acquisitions.

Career Options: - Corporate sectors (Marketing and Accounts)/ Finance, Commerce and the Marketing Sectors/ Research Associates with Economics Consulting Firms/Economic Consulting Jobs/ Customs Department/Import/Export Companies/ Civil Services/ Agricultural Economics and Econometrics.

Programme scheme: - Course Structure **Annexure B.**

3.3 Bachelor of Arts: Psychology (Hons.)

Psychology is the scientific study of behavior and mental processes. It is based on research and evidence gathered from observation, experimentation and measurement and differs from the 'pop psych' found in self-help books, graphology, numerology, astrology which also try to explain people's problems and aim to predict behavior and offer solutions. Psychologists focus on describing, understanding, explaining, predicting and modifying behavior and mental processes as well as on helping people understand themselves and others, so that they bring about change and improve the quality of life for themselves as well as those around them. Psychology is one of the fastest growing disciplines with developments in information technology, artificial intelligence, brain imaging, molecular biology and neuroscience making it even more multidisciplinary, challenging, and exciting, than ever before.

Eligibility Criteria:- Students who have passed (10+2) standard (any stream) from a recognized board are eligible to pursue this course.

Course Outline:- B.A Hons. Psychology is an undergraduate Psychology course. Psychology is the scientific study of the mental and behavioral functions of humans. Subjects usually studied under this degree are clinical psychology, general psychology, research methods & psychology testing, abnormal psychology, development psychology, organizational psychology, child and adolescent psychology, industrial psychology, etc. Some of the areas may include teaching industry the best ways to select and motivate employees providing crucial insight into the background of social problems such as suicide, addiction and child abuse. The duration of the course is three years and it opens many opportunities for successfully passed students in different fields including further study options.

Career Options: - The student has a successful career in hospitals, clinical settings, NGO, Industrial, Organizational settings Child Protection Agency working in school and collage as counselor or also in corporate sectors as a trainer.

Psychology Lab:-The Psychology laboratory of the department is well equipped with materials and psychological tests and instruments for providing training in conducting experiments in Psychology and developing the skills required for administering and interpreting psychological tests of different kinds. It has different kinds of standardized tests such as intelligence test, tests of personality, creativity, anxiety, stress, emotion, adjustment and behavior problems, attitude, interest, aptitude, aspirations and values, jobs and careers etc which can be used for various age groups. All these of tests consist of Manual, Booklet, Answer Sheets, scoring key with norms. We created our lab to give our students and researchers a space to apply theory to research, analyze complex data and unravel the mysteries of the brain. To help us understand human behavior, measures physiological responses, and explores the use of Virtual Reality.

Programme scheme: - Course Structure **Annexure C.**

3.4 Bachelor of Arts: Historical Studies (Honors):

The programme aims to train students to pursue an open-ended yet rigorous and scientific enquiry into fundamental questions that concern the historical imagination. Students will be taught to enquire the interconnections between time, memory and history in Indian and broader Asian and non-Asian cultural, historical and philosophical contexts while seeking to encompass all questions critical to human understanding. These questions include how humans make or made sense of the past, how historical understanding of the past can

transform the present and the future, and the various ways in which the present is constituted or constructed by the past. Historical Studies is envisaged as a critical multi-disciplinary degree designed to profoundly engage students with a new understanding of historical processes across time and space and how these impacts the contemporary situations both in India and in the global context.

Eligibility Criteria: The candidate should have passed the 10+2 or its equivalent examination from a recognized Board/ University with a minimum of 50% aggregate marks.

Course Outline: The programme includes courses like The Oral Histories in India/ Seeing through the Past of South Asia/ History of Idea(s)/Seeing through the Past of South Asia/ Imagining South Asia/Understanding Oral Histories in India/ Communication Skills/Environmental Studies/ Disaster Management/MOOC Courses.

Career Options: A degree in History offer the career options in academia/education, museums, business, HR, Law, government sector, journalism, archives, libraries, heritage management and Civil services.

Programme scheme: - Course Structure **Annexure D**

Programme Duration: The minimum period required for completing BA (Hons.)Historical Studies programme, is three years i.e., 6 semesters. The Programme will be considered complete when the candidate has earned minimum Credits as per the scheme.

Class Timings: The classes will be held from Monday to Friday from 09.10 am to 04.10 pm.

6. Syllabi: The syllabi of all courses for first year for all the programmes offered by School of Humanities are given in the following pages. The Credit of each subject is mentioned along with the name of the subject.

Annexure-A

Semester I

SHEL 145A	COMMUNICATION SKILLS	C
		2

Course Level Learning Outcomes

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

Course Content

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

TEXT BOOK:

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

REFERENCE BOOKS / SITES:

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

SHDM301A	DISASTER MANAGEMENT	C
		3

COURSE OBJECTIVE: The objective of the course is to create awareness about various types of disasters and to educate the learners about basic disaster management strategies. The course examines disaster profile of our country and illustrates the role played by various governmental and non- governmental organizations in its effective management. It also acquaints learners with the existing legal frame work for disaster management.

LEARNING OUTCOME: The course will -

1. Provide students an exposure to disasters, their significance and types.
2. Ensure that the students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction.
3. Provide the students a preliminary understanding of approaches of Disaster Risk Reduction (DRR).
4. Develop rudimentary ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity.

UNIT I Introduction to Disasters: Concept and definitions- Disaster, Hazard, vulnerability, resilience and risks.

Different Types of Disaster: Causes, effects and practical examples for all disasters.

- Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc
- Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

UNIT- II Disaster Preparedness and Response Preparedness

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

UNIT III Rehabilitation, Reconstruction and Recovery

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

UNIT IV Disaster Management in India

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

- **Liability for Mass Disaster**
 - Statutory liability
 - Contractual liability
 - Tortious liability
 - Criminal liability
 - Measure of damages

- **Epidemics Diseases Act, 1897: Main provisions, loopholes.**

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

Reference Books:

- Government of India ,Department of Environment, Management of Hazardous Substances Control
- Act and Structure and Functions of Authority Created Thereunder.
- Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).

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

BSCH125A	ENVIORNMENTAL STUDIES	C
		3

UNIT I

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

Natural Resources: Renewable and Non-renewable Resources

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

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

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

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

UNIT II

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

Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

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

UNIT III

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

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

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

biological diversity. Nature reserves, tribal population and rights, human wild life conflicts in Indian context.

UNIT IV

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

Field work:

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

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

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

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

SHEL143 A	BRITISH LITERATURE: 18TH CENTURY	L	T	P	C
		5	1		6

Course Level Learning Outcomes

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

Course Content

UNIT

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

UNIT II

Daniel Defoe: *Moll Flanders*

UNIT III

Dryden: "Mac Flecknoe"

Thomas Gray: "Elegy Written in a Country Churchyard"

Robert Burns : "A Red Red Rose"

UNIT IV

Samuel Johnson: *Preface to Shakespeare*

Suggested Readings:

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

Burns, Robert. *A Red,Red Rose and other Poems*. Michael.O'Mara Books, 2016.

Defoe, Daniel. *Moll Flanders*. Penguin Classics, 1989.

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

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

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

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

MOOC (Online Course)

		L	T	P	C
SHELMO11A	MOOC				2

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		L	T	P	C
SHEL149 A	Project	3			3

This course is designed to enable the students to devise research projects based on the theories that they will be learning in the above mentioned courses.

SEMESTER-II

SHEL103A	INDIAN WRITING IN ENGLISH	L	T	P	C
		5	1		6

Course Level Learning Outcomes

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

Course Content

UNIT I

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

UNIT II

Rabindranath Tagore: *The Home and the World*

UNIT III

Sujata Bhatt: "White Asparagus"

Kamala Das: "Introduction", "My Grandmother's House"

Eunice D' Souza: "The Road", "Forgive Me, Mother"

UNIT IV

Ismat Chughtai : *Lihaf* (The Quilt)

Premchand: *The Holy Panchayat*

Suggested Readings:

Chughtai, Ismat. *The Quilt & Other Stories*. Sheep Meadow Press, 1994.

Das, Kamala. *Selected Poems*. Modern Classics, 2014.

King, Bruce, 'Introduction', in *Modern Indian Poetry in English*. 2nd ed. , OUP, 2005.

Modern Indian Literature. Oxford University Press, 2013.

Modern Indian Thought . Worldview Publications , 2012.

Mukherjee, Meenakshi, 'Divided by a Common Language', in *The Perishable Empire*. OUP, 2000.

Naik, M.K. *History of Indian English Literature*. Sahitya Academy, 2004.

Tagore, Rabindranath. Home and the World . Penguin Classics , 2005.

SHEL104 A	EUROPEAN CLASSICAL LITERATURE	L	T	P	C
		5	1		6

Course Level Learning Outcomes

1. Define the meaning of western Classical literature and identify various characteristics of the same.
2. Analyze various genres like Epic, Tragedy and Comedy in the context of Greek and Latin literature.
3. Recognize the attributes that make Classical literary works universal and timeless, as well as unique to certain genres.
4. Recognize and trace the impact of European Classical literature on British literature in the ages to come.

Course Content

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

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

Suggested Readings

Aristotle. *Poetics*. Translated by Malcolm Heath. Penguin, 1996.

Horace. *Ars Poetica*. Translated by H. Rushton Fairclough. Harvard University Press, 2005.

Plato. *The Republic*. Book X, Translated by Desmond Lee. Penguin, 2007.

SHEL102 A	BRITISH ROMANTIC LITERATURE	L	T	P	C
		5	1		6

Course Level Learning Outcomes

1. Familiarize with both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture.
2. Analyse a variety of genres, including novels, poetry, life writing and political writing.
3. Evaluate and compare various thematic perspectives and styles within English Romanticism.
4. Demonstrate an understanding of the historical and cultural context of English Romanticism

Course Content

UNIT I

Introduction: Reason and Imagination; Conceptions of Nature; Literature and Revolution

The Gothic; The Romantic Lyric

William Blake: “The Lamb”, “The Tyger”

William Wordsworth: “Tintern Abbey”

Samuel Coleridge: “Rime of the Ancient Mariner”

UNIT II

John Keats: “Ode to Grecian Urn”

Percy Bysshe Shelley: “Ode to the West Wind”

John Byron: “She Walks in Beauty”

UNIT III

Charles Lamb: *The South-Sea House, Dream-Children: A Reverie*

William Hazlitt: *Public Opinion*

UNIT IV

Jane Austen: *Pride & Prejudice*

Suggested Readings:

Austen, Jane. *Pride and Prejudice*. Wordsworth Classics, 1999.

Coleridge, Samuel Taylor. *Biographia Literaria*, ed. George Watson. Everyman, 1993.

Keats, John. 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling. OUP, 1973.

Lamb, Charles. *The Essays of Elia*. The Temple Classics, 2006.

Rousseau, Jean-Jacques. *Preface to Emile or Education*. Translated by Allan Bloom Harmondsworth. Penguin, 1991.

Generic Elective

SHEL108 A	MEDIA AND COMMUNICATION	L	T	P	C
		4	2		6

Course Level Learning Outcomes

1. Students will learn to define and relate to basics of New Media.
2. Students will comprehend theoretical concepts related to social media as a form of communication.
3. Students will apply theoretical concepts into research frame work.
4. Students will be able to analyze audience usage patterns of varied social media applications.

Course Content

UNIT I

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

Topics for Student Presentations:

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

UNIT II

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

Topics for Student Presentations:

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

UNIT III

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

Topics for Student Presentations:

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

UNIT IV

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

Suggested Readings:

Kumar, Keval J. *Mass Communication in India*. 4th ed. Jaico Publishing House, 2000.

Stovall, James G. *Writing for Mass Media*. Pearson, 2011.

J., Jethawaney and Shruti Jain. *Advertising Management*, Oxford University Press, 2006.

Jefkins, Frank . *Advertising*. Tata McGraw- Hill, 2007.

Academic Year 2020-21 (First Year)

ODD SEMESTER							EVEN SEMESTER										
YE AR	S N	Progra m	COURS E CODE	COURSE TITLE	TEACHI NG SCHEDU LE			CRED ITS	S N	Progra m	COUR SE CODE	COURSE TITLE	TEACHI NG SCHEDU LE			CRED ITS	
					L	T	P						L	T	P		
FIRST	1	BA(H) Eng	SHEL14 5A	Communi cation Skills	2	-	-	2	1	BA(H) Eng	SHEL1 41A	Indian Writing in English	5	1	-	6	
	2	BA(H) Eng	SHDM3 01A	Disaster Managem ent	3	-	-	3	2	BA(H) Eng	SHEL1 42A	European Classical Literature	5	1	-	6	
	3	BA(H) Eng	SHCH12 5A	Environm ental Studies	3	-	-	3	3	BA(H) Eng	SHEL1 44A	British Romantic Literature	5	1	-	6	
	4	BA(H) Eng		Generic Elective	4	2	-	6	4	BA(H) Eng	SHEL1 46A	Media & Communi cation (Generic Elective 2)	4	2	-	6	
	5	BA(H) Eng	SHEL14 3A	British Literature : 18th Century	5	1	0	6	5	BA(H) Eng		MOOC (Online Course)	-	-		2	
	6	BA(H) Eng	SHELM O11A	MOOC (Online Course)	-	-	-	2					-	-			
	7	BA(H) Eng	SHEL14 9A	Project	3			3								-	
														-	-	-	
				Total	1 9	3	0	25				Total	1 9	5	0	26	

Annexure-B

B.A (H) ECONOMICS

SEMESTER-I

SHCH 125A	ENVIRONMENTAL STUDIES	L	T	P	C
		3	-	-	3

Course Objectives: This course in environmental studies will develop the

- Basic understanding about the concept related to environment such as eco system and biodiversity.
- Understanding about pollution and its control.
- Insight about the various concerns regarding environment such as population and social issues.

UNIT I

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

Natural Resources: Renewable and Non-renewable Resources

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

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

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

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

UNIT II

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

Case studies of the following ecosystems:

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

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

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

UNIT III

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

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

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

UNIT IV

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

Field work:

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

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

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

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

SUGGESTED READINGS:

- ErachBharucha, Textbook of Environmental Studies, Universities Press (P) Ltd., Hyderabad, India.
- Anubha Kaushik and C. P. Kaushik, Environmental Studies, New Age International, New Delhi.
- A.K. De, Environmental Chemistry, New Age International, New Delhi.
- P. H. Raven, D. M. Hassenzahl & L. R. Berg, Environment, John Wiley & Sons, New Delhi.
- J. S. Singh, S. P. Singh and S. R. Gupta, Ecology, Environmental Science and Conservation, S. Chand Publication, New Delhi.

SHEL 145 A	COMMUNICATION SKILLS	L	T	P	C
		2	0	0	2

Course Level Learning Outcomes

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

TEXT BOOK:

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

REFERENCE BOOKS / SITES:

11. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.
12. Tickoo, M.L., A. E.Subramanian and P.R.Subramaniam.*Intermediate Grammar, Usage and Composition*. Orient Blackswan, 1976.
13. Bhaskar, W.W.S., AND Prabhu, NS., “ English Through Reading”, Publisher: MacMillan,1978
14. Business Correspondence and Report Writing” -Sharma, R.C. and Mohan K. Publisher: Tata Mc Graw Hill1994
15. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: HospitalityPress
16. Business Communication-K.K.Sinha
17. Essentials of Business Communication By Marey Ellen Guffey, Publisher: ThompsonPress
18. How to win Friends and Influence People By Dale Carnegie, Publisher: Pocket Books
19. Basic Business Communication By Lesikar&Flatley, Publisher Tata Mc Graw Hills
20. Body Language By Allan Pease, Publisher SheldonPress

SHES107A	INTRODUCTORY MICROECONOMICS	L	T	P	C
		4	2	-	6

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

Course Learning Outcomes

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

SUGGESTED READINGS:

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

SHES109A	MATHEMATICAL METHODS FOR ECONOMICS I	L	T	P	C
		4	2	-	6

Course Objective: The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

Course Learning Outcomes

The course upgrades the mathematical skills acquired in school .Collectively, the two papers provide the mathematical foundations necessary for further study of a variety of disciplines including economics, statistics, computer science, and finance and data analytics. The analytical tools introduced in this course have applications wherever optimisation techniques are used in business decision-making. These tools are necessary for anyone seeking employment as an analyst in the corporate world. The course additionally makes the student more logical in making or refuting arguments.

UNIT I

Preliminaries Logic and proof techniques; sets and set operations; relations; functions and their properties; numbersystems

UNIT II

Functions of one real variable Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications;

Continuous functions: characterisations, properties with respect to various operations and applications;

Differentiable functions: characterisations, properties with respect to various operations and applications;

Second and higher order derivatives: properties and applications

UNIT III

Single-variable optimization Geometric properties of functions: convex functions, their characterizations and applications; local and global optima: geometric and calculus-based characterizations, and applications

UNIT IV

Linear algebra Vector spaces: algebraic and geometric properties, scalar products, norms, orthogonality; linear transformations: properties, matrix representations and elementary operations; systems of linear equations: properties of their solution sets; determinants: characterization, properties and applications

SUGGESTED READINGS:

- Sydsaeter, K., Hammond, P. (2002). *Mathematics for economic analysis*. Pearson Educational.
- Chiang, A. C. (1986) *Fundamental Methods of Mathematical Economics*, McGrawHill, New York.
- Yamane, Taro (1975) *Mathematics for Economists*, Prentice Hall of India, NewDelhi

SHDM301A	DISASTER MANAGEMENT	L	T	P	C
		3	-	-	3

COURSE OBJECTIVE: The objective of the course is to create awareness about various types of disasters and to educate the learners about basic disaster management strategies. The course examines disaster profile of our country and illustrates the role played by various governmental and non- governmental organizations in its effective management. It also acquaints learners with the existing legal frame work for disaster management.

LEARNING OUTCOME: The course will -

5. Provide students an exposure to disasters, their significance and types.
6. Ensure that the students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction.
7. Provide the students a preliminary understanding of approaches of Disaster Risk Reduction (DRR)
8. Develop rudimentary ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity.

UNIT I

Introduction to Disasters: Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.

Different Types of Disaster: Causes, effects and practical examples for all disasters.

- Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc
- Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

UNIT- II Disaster Preparedness and Response Preparedness

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

UNIT III Rehabilitation, Reconstruction and Recovery

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

UNIT IV Disaster Management in India

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

- **Liability for Mass Disaster**
 - Statutory liability
 - Contractual liability
 - Tortious liability
 - Criminal liability
 - Measure of damages

- **Epidemics Diseases Act, 1897: Main provisions, loopholes.**

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

SUGGESTED READINGS:

- Government of India, Department of Environment, Management of Hazardous Substances Control.
- Act and Structure and Functions of Authority Created There under.
- Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).

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

	MOOC	C
		2

SEMESTER-II

SHES110A	INTRODUCTORY MACROECONOMICS	L	T	P	C
		4	2	-	6

Course Objective:

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

Course Learning Outcomes

This course aims to develop the broad conceptual frameworks which will enable students to understand and comment upon real economic issues like inflation, money supply, GDP and their interlinkages. It will also allow them to critically evaluate various macroeconomic policies in terms of a coherent logical structure.

UNIT I

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

UNIT II

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

UNIT III

Inflation: Inflation and its social costs; hyperinflation

UNIT IV

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

SUGGESTED READINGS:

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

SHES112A	MATHEMATICAL METHODS FOR ECONOMICS II	L	T	P	C
		4	2	-	6

Course Objective: The objective of the course is to provide a brief knowledge of Mathematics to the Economics students. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus.

Course Learning Outcomes

The course provides the mathematical foundations necessary for further study of a variety of disciplines including postgraduate economics, statistics, computer science, finance and data analytics. The analytical tools introduced in this course have applications wherever optimization techniques are used in business decision-making for managers and entrepreneurs alike. These tools are necessary for anyone seeking employment as an analyst in the corporate world.

UNIT I

Functions of several real variables Geometric representations: graphs and level curves; differentiable functions: characterizations, properties with respect to various operations and applications; second order derivatives: properties and applications; the implicit function theorem, and application to comparative statics problems; homogeneous and homothetic functions: characterizations and applications

UNIT II

Multivariate optimization Convex sets; geometric properties of functions: convex functions, their characterizations, properties and applications; further geometric properties of functions. Quasiconvex functions, their characterizations, properties and applications; unconstrained optimization: geometric characterizations, characterizations using calculus and applications; constrained optimization with equality constraints: geometric characterizations, Lagrange characterization using calculus and applications; properties of value function: envelope theorem and applications

UNIT III

Linear programming Introduction, graphical solution, matrix formulation, duality, economic interpretation

UNIT IV

Integration, differential equations, and difference equations Definite integrals, indefinite integrals and economic applications; first order difference equations, equilibrium and its stability; first order differential equations, phase diagrams and stability

SUGGESTED READINGS:

- Sydsaeter, K., Hammond, P. (2002). Mathematics for economic analysis. Pearson Educational.
- Chiang, A. C. (1986) Fundamental Methods of Mathematical Economics, McGrawHill, New York.
- Yamane, Taro (1975) Mathematics for Economists, Prentice Hall of India, NewDelhi.
- Monga, G. S. (1972) Mathematics and Statistics for Economists, Vikas Publishing House, New Delhi.
- Allen, R.G.D. (1974) Mathematical Analysis for Economists, Macmillan Press and ELBS. London.
- Yamane, Taro (1975) Mathematics for Economists, Prentice Hall of India, New Delhi.

SHES114A	SOCIETY, CULTURE AND SOCIAL CHANGE	L	T	P	C
		4	2	-	6

Course Objective: This course explores the development of the structure and institutions of capitalist economies and their relationship to social and political forces.

Course Learning Outcomes

This course will allow students to understand the basic functioning of the society and different culture.

UNIT I

Society: Tribal, Rural , Urban Industrial and Post Industrial : Its Nature, Definition & Types.

UNIT II

Culture: Its Nature, Definition & Types: Material and Non-Material Culture; Socialization: Its Importance, Processes and Stages; Social Control: Its Types and Means.

UNIT III

Process of Social Change: Industrialization, Secularization, Modernization & Globalization: Its Nature & Impact on Society.

UNIT IV

Concepts & Basis of Social Stratification: Caste, Class, Power & Gender

SUGGESTED READINGS:

- Ahuja, Ram (1997): **Society in India: Concept, Theories and Recent Trends**, Jaipur: Rawat Publication.
- Beteille, Andre (1992): **Backward Classes in Contemporary India**, New Delhi: OUP.
- Dube, S.C.(1991): **Indian Society**, New Delhi : National Book Trust.
- Ghurye, G.S. (1968): **Social Tension**, Bombay: Popular Prakashan.
- Karve, Iravati (1961): **Hindu Society: An Interpretation**, Pune: Daccan College.
- Mandelbaum, D.G. (1970): **Society in India**, Bombay: Popular Prakashan.
- Sharma K.L.(ed.) (1994): **Caste and Class**, Jaipur, Rawat Publication.
- Srinivas, M.N.(1980): **India's : Social Structure**, New Delhi : Hindustan Publication.
- Srinivas, M.N.(1985): **Social Change in Modern India**, New Delhi : Orient Longman.
- India: 2010 Govt. of India, New Delhi, Govt. of India publication division.

SHES 319A	ECONOMIC HISTORY OF INDIA: 1857-1947	L	T	P	C
		4	-	-	4

Course Objective: The objective of this course is to:

- Understand the basic concept of Economics.
- Study about the economic history of India.

Course Learning Outcomes

The course develops critical analytical skills and exposes students to understanding the intricacies of India's economic, political and social developments both in the past and present times. It increases their employability by enhancing their ability to deal with a variety of textual and statistical sources, and to draw upon them to construct a coherent argument. These skills would be useful in a variety of careers in academics, research, journalism and the government.

UNIT – I

Why study economic history, the problems in interpreting India's past, the state of the Indian Economy on the eve of independence, Indian Economy in the mid-nineteenth century, growth of the empire and systems of land settlements in the Colonial India.

UNIT - II

Transformation of the traditional village – economy during the British rule, Commercialization of agriculture – its causes and consequences, Emergence of agricultural labour as a category, movement of agricultural wages and prices during the period – problems of rural indebtedness.

UNIT – III

The state of industrial development in mid-nineteenth century India, the de-industrialization thesis –its statement and validity, emergence of modern capitalist industrial enterprise in India – Textile (Jute and Cotton), Iron & Steel, Cement, Coal, Tea.

UNIT – IV

Foreign capital in Colonial India – its extent and impact; foreign-trade-growth and composition; guided under-development of India under the British rule; evolution of provincial finance, the nature and problem of public debt; Economic drain from India -form, extent and consequences.

SUGGESTED READINGS:

- G. Kaushal: Economic History of India- 1757 to 1966. Kalyani Publishers, New Delhi.
- V B Singh (ed.): Economic History of India 1857-1956. Allied Publications Private Limited, Bombay, 1965.
- Tirthankar Roy: The Economic History of India 1857-1947. Oxford University Press, 3rd edition, 2011.

	MOOC COURSE	L	T	P	C
		-	-	-	2

HS		YEAR 2020-2023 (SCHEME OF STUDIES) B.A(Hons)Economics													
YEAR	ODD SEMESTER							EVEN SEMESTER							
	S N	COURSE CODE	COURSE TITLE	L	T	P	C	S N	COURSE CODE	COURSE TITLE	L	T	P	C	
FIRST	1	SHES107 A	INTRODUCTORY MICROECONOMICS (CORE 1)	4	2	0	6	1	SHES110 A	INTRODUCTORY MACROECONOMICS (CORE 3)	4	2	0	6	
	2	SHES109 A	MATHEMATICAL METHODS FOR ECONOMICS I (CORE 2)	4	2	0	6	2	SHES112 A	MATHEMATICAL METHODS FOR ECONOMICS II(CORE 4)	4	2	0	6	
	3		GENERIC ELECTIVE	4	2	0	6	3	SHES114 A	SOCIETY CULTURE & SOCIAL CHANGE (G E 2)	4	2	0	6	
	4	SHEL145 A	COMMUNICATION SKILLS (AECC 1)	2	0	0	2	4	SHES319 A	ECONOMIC HISTORY OF INDIA: 1857-1947	4	0	0	4	
	5	SHCH125 A	ENVIRONMENTAL STUDIES (AECC2)	3	0	0	3		SHES116 A	MOOC	0	0	0	2	
	6	SHDM30 1A	Disaster Management (AEC 3)	3	0	0	3								
	7	SHESMO 11A	MOOC	0	0	0	2								
	TOTAL				20	6	0	28	TOTAL				16	6	0
SECOND	1	SHES209 A	MICRO ECONOMICS- I (CORE 5)	5	1	0	6	1	SHES212 A	MICRO ECONOMICS- II (CORE 8)	5	1	0	6	
	2	SHES211 A	MACRO ECONOMICS – I (CORE 6)	5	1	0	6	2	SHES214 A	MACRO ECONOMICS – II (CORE 9)	5	1	0	6	
	3	SHES213 A	STATISTICAL METHODS FOR ECONOMICS (CORE 7)	5	1	0	6	3	SHES216 A	ECONOMETRICS (CORE 10)	5	1	0	6	
	4	SHES215 A/ SHES217 A	INDIAN PUBLIC FINANCE / MONEY AND BANKING (FROM GROUP OF GE)	5	1	0	6	4	SHES218 A/ SHES220 A	ECONOMICS OF AGRICULTURE/ DEMOGRAPHY (FROM GROUP OF GE)	5	1	0	6	
	5	SHES219 A	RESEARCH METHODOLOGY- AN INTRODUCTION (SEC 1)	4	0	0	4	5	SHMC31 0A	CHASING THE RAINBOW: THE ENTREPRENEURIAL STREAK (SEC 2)	4	0	0	4	
	6							6							
	TOTAL				24	4	0	28	TOTAL				24	4	0

THIRD	1	SHES311 A	INDIAN ECONOMY – I (CORE 11)	5	1	0	6	1	SHES312 A	INDIAN ECONOMY – II (CORE 13)	5	1	0	6		
	2	SHES313 A	DEVELOPMENT ECONOMICS-I (CORE 12)	5	1	0	6	2	SHES314 A	DEVELOPMENT ECONOMICS-II (CORE 14)	5	1	0	6		
	3	SHES315 A	PUBLIC ECONOMICS (DSE FROM GROUP 1)	5	1	0	6	3	SHES316 A	INTERNATIONAL ECONOMICS-II (DSE FROM GROUP 2)	5	1	0	6		
	4	SHES317 A	INTERNATIONAL ECONOMICS- I (DSE FROM GROUP 1)	5	1	0	6	4	SHES318 A	BASICS OF FINANCIAL MARKETS (DSE FROM GROUP 2)	5	1	0	6		
	TOTAL				20	4	0	24	TOTAL				20	4	0	24
											TOTAL HOURS: LECT [L]+PRAC [P]+TUT [T] (EXCLUDING NO L, T, S, P COURSES)				154	
											TOTAL CREDITS [C]				154	

Group I- Discipline Specific Courses (DSE)	
SHES321 A	HISTORY OF ECONOMIC THOUGHT
SHES315 A	PUBLIC ECONOMICS
SHES317 A	INTERNATIONAL ECONOMICS-I

Group II- Discipline Specific Courses (DSE)	
SHES318 A	BASICS OF FINANCIAL MARKETS
SHES320 A	ENVIRONMENTAL ECONOMICS
SHES316 A	INTERNATIONAL ECONOMICS-II
SHES322 A	DISSERTATION

B.A. (H) PSYCHOLOGY

SEMESTER I

Ability Enhancement Compulsory Course

SHEL 145A	COMMUNICATION SKILLS	C
		2

Course Level Learning Outcomes

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

Course Content

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

TEXT BOOK:

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

REFERENCE BOOKS / SITES:

21. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.
22. Tickoo, M.L., A. E. Subramanian and P.R. Subramaniam . *Intermediate Grammar, Usage and Composition*. Orient Blackswan, 1976.
23. Bhaskar, W.W.S., AND Prabhu, NS., “ English Through Reading”, Publisher: MacMillan, 1978
24. Business Correspondence and Report Writing” -Sharma, R.C. and Mohan K. Publisher: Tata Mc Graw Hill 1994
25. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: Hospitality Press
26. Business Communication- K.K.Sinha
27. Essentials of Business Communication By Marey Ellen Guffey, Publisher: Thompson Press
28. How to win Friends and Influence People By Dale Carnegie, Publisher: Pocket Books
29. Basic Business Communication By Lesikar & Flatley, Publisher Tata Mc Graw Hills
30. Body Language By Allan Pease, Publisher Sheldon Press

SHDM301A	DISASTER MANAGEMENT	L	T	P	C
		3	0	0	3

COURSE OBJECTIVE: The objective of the course is to create awareness about various types of disasters and to educate the learners about basic disaster management strategies. The course examines disaster profile of our country and illustrates the role played by various governmental and non- governmental organizations in its effective management. It also acquaints learners with the existing legal frame work for disaster management.

LEARNING OUTCOME: The course will -

1. Provide students an exposure to disasters, their significance and types.
2. Ensure that the students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction.
3. Provide the students a preliminary understanding of approaches of Disaster Risk Reduction (DRR)
4. Develop rudimentary ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity.

UNIT I Introduction to Disasters: Concept and definitions- Disaster, Hazard, vulnerability, resilience and risks.

Different Types of Disaster: Causes, effects and practical examples for all disasters.

- Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc
- Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

UNIT- II Disaster Preparedness and Response Preparedness

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

UNIT III Rehabilitation, Reconstruction and Recovery

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

UNIT IV Disaster Management in India

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

- **Liability for Mass Disaster**
 - Statutory liability
 - Contractual liability
 - Tortious liability
 - Criminal liability
 - Measure of damages

- **Epidemics Diseases Act, 1897: Main provisions, loopholes.**

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

Reference Books:

- Government of India, Department of Environment, Management of Hazardous Substances Control
- Act and Structure and Functions of Authority Created Thereunder.
- Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).

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

SHCH 125A	ENVIRONMENTAL STUDIES	L	T	P	C
		3	0	0	3

UNIT I

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

Natural Resources: Renewable and Non-renewable Resources

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

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

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

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

UNIT II

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

Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

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

UNIT III

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

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

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

UNIT IV

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

Field work :

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

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

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

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

TEXT BOOKS:

1. Erach Bharucha, Textbook of Environmental Studies, Universities Press (P) Ltd., Hyderabad, India.

2. Anubha Kaushik and C. P. Kaushik, Environmental Studies, New Age International Publishers (P) Lt. New Delhi

REFERENCE BOOKS:

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
2. P. H. Raven, D. M. Hassenzahl & L. R. Berg, Environment, John Wiley & Sons, New Delhi.
3. J. S. Singh, S. P. Singh and S. R. Gupta, Ecology, Environmental Science and Conservation, S. Chand Publication, New Delhi.

GENERIC ELECTIVE

SHPS135A	Youth Psychology(GE-I)	L	T	P	C
		4	2	0	6

COURSE LEARNING OUTCOMES

- To help students understand the notion of youth, youth across cultures, youth identity, Significant concerns among the youth
- To inculcate sensitivity to issues related to youth with special emphasis on gender Stereotypes/discrimination and risky behavior
- To develop an understanding of ways of empowering the youth

Course content

UNIT I

Introduction: Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (Erikson And Marcia's Work on Identity), Gender Identity, Gender Roles, Sexual Orientation

UNIT II

Youth Development: Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying

UNIT III

Issues and Challenges for Today's Youth: Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour

UNIT IV

Developing Youth: Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)

Suggested Readings

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed).New Delhi: Pearson.
- Berk, L. (2013). Child Development. New York: Pearson.
- Brannon, L. (2017). Gender: Psychological Perspectives (7th edition). New Delhi Routledge.
- Brown, B.B., & Larson, R.W. (2002). The Kaleidoscope Of Adolescence: Experiences of the World's Youth at the beginning of the 21stCentury. In

- Brown, B. B., R. Larson, & T. S. Saraswathi. (Eds)., *The World's Youth: Adolescence in Eight Regions of The Globe* (pp. 1-19).
- Cambridge: Cambridge University Press. Carson, RC, Butcher, J. N, Mineka, S., & Hooley, J. (2007). *Abnormal Psychology*. Delhi:
 - Pearson Education. Cash, T.F., & Smolak, L. (2011) (Eds). *Body Image: A Handbook of Science, Practice, and Prevention*. Chapters 9 & 10 (pp. 76-92). New York: The Guilford Press.
 - Ghosh, B. (2011). Cultural changes and challenges in the era of globalization: The case of India. *Journal of Developing Societies*, 27(2), 153-175.
 - Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage
 - Arnett, J.J. (2013). *Adolescence and Emerging Adulthood* (5th Ed). Delhi: Pearson.
 - Bansal, P. (2012). *Youth in Contemporary India: Images of Identity and Social Change*. New Delhi: Springer.
 - Baumgardner, SR & Crothers, MK (2009). *Positive Psychology*. Delhi: Pearson.
 - Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. New York: Brunner- Routledge.
 - Connidis, I. A. & Barnett, A.E. (2010). *Family Ties and Aging*. London: Sage.
 - Helgeson, V.S. (2018). *Psychology of Gender* (5th Edition). New Delhi: Routledge.
 - Shaffer, D.R. & Kipp, K. (2010). *Developmental Psychology: Childhood and Adolescence*. California: Wadsworth.
 - Tomé G., Matos M., Simões C., Diniz J.A., & Camacho I. (2012). How can peer group influence the behavior of adolescents: Explanatory model? *Global Journal of Health Science*, 4(2), 26-35. Online resource:

Project -I

Core Paper

SHPS131A	INTRODUCTION TO PSYCHOLOGY	L	T	P	C
		3	1	0	4

COURSE LEARNING OUTCOMES

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

Course Content

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Attention and Perception

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

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

Suggested Readings

- Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
- Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata McGraw Hill.
- Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata McGraw Hill.
- Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.
- NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.
- Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.
- Parameshwaran, E. G. & Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamal
- Brenman, J. F. (2004). History and Systems of Psychology (6thEd). Delhi. Pearson Pub.
- Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
- Dalal, A.K. & Mishra, G (2002) . New Directions in Indian Psychology: Social Psychology, Vol.1. New Delhi, Sage Publications.
- Marx, M.H. & Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw-Hill. Publication Ltd.
- Schultz, D. & Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
- Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE
- Viney, W. & King, D. (1998) History of Psychology. Boston: Allyn and Bacon.
- Wolman, B.B. (1995). Contemporary Theories and Systems in Psychology. Delhi: Freeman.

PRACTICUM

SHPS121A	INTRODUCTION TO PSYCHOLOGY PRACTICUM	L	T	P	C
		0	0	4	2

Course Objectives:

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup. Students are supposed to conduct four experiments on the following topics along with a detailed introductory report on 'Experimentation in Psychology'.

- i) Digit Span Test
- ii) Primary & Recency Effect in Memory
- iii) Incidental & Intentional Learning/
- iv) Maze learning

Suggested Readings:

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.
- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IBH

Online Course

	MOOC	C
		2

SEMESTER II

Core Paper

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

COURSE LEARNING OUTCOMES

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

Course Content

UNIT 1

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

UNIT 2

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

UNIT 3

Social Interaction and Influence: Interpersonal Attraction, Prosocial Behavior, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)

UNIT 4

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

Suggested Readings

- Husain, A. (C.E) **Social Psychology**. New Delhi: Pearson. ISBN: 978-81-317-6000-0.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.
- Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Upper Saddle Rives, New Jersey: Prentice Hall.
- Kassir, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.
- Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research), Vol 4*. New Delhi: Pearson.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.) New Delhi: Pearson.
- Branscombe, N.R., Baron, R.A., Baumeister, R.F., & Kapur, P. (2019). *Social Psychology*, 14th Ed. New Delhi: Pearson.
- Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. New Delhi: Sage
- Forsyth, D.R. (2014). *Group Dynamics*, 3rd Ed. New Delhi: Cengage Learning.
- Stainton-Rogers, W. (2003). *Social Psychology: Experimental and Critical Approaches*. UK Higher Education, Oxford University Press

SHPS132A	STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES

- To familiarize students with the use of statistical methods in psychological research
- To foster an understanding of the techniques of descriptive statistics for quantitative research.
- To teach the application of the same in the field of Psychology

Course Content

UNIT I

Introduction: Relevance of Statistics in analyzing Psychological Data, Descriptive Statistics vs. Inferential Statistics, Frequency Distributions. The Cumulative Frequency Distribution Percentiles and Percentile Rank

UNIT II

Measures of Central Tendency and Variability: Measures of central tendency – mean, median, mode. Measures of variability – range, quartile deviation, standard deviation, coefficient of variation

UNIT III

Normal distribution curve and linear correlation: Normal Probability curve – properties and applications, Characteristics.

UNIT IV

Parametric vs. non-parametric: Assumptions of Parametric and Non parametric tests. Parametric tests – t – test, ANOVA-one way. Non parametric tests - Chi square, Mann – Whitney test, Contingency coefficient

Suggested Readings

- Chow, S. L. (2002). STATISTICS AND ITS ROLE IN PSYCHOLOGICAL RESEARCH. In Methods in Psychological Research, In Encyclopedia of Life Support Systems (EOLSS), Eolss Publishers, Oxford, UK.
- Verma, and Ghufuran, M. (2012). Statistics for Psychology. N. Delhi: Tata McGraw Hill
- Garrett, H. E. (2011) STATISTICS IN PSYCHOLOGY AND EDUCATION 6th Ed, Paragon Publishers
- Minium, E. W., King, B. M. & Bear, G. (2009) STATISTICAL REASONING IN PSYCHOLOGY AND EDUCATION. John Wiley & Sons.
- Mangal, S. K. (2013) STATISTICS IN PSYCHOLOGY AND EDUCATION 2nd Ed. PHI Learning Pvt. Ltd.

SHPS134A	BIOPSYCHOLOGY	L	T	P	C
		3	1	0	4

COURSE LEARNING OUTCOMES

- Understanding the biological bases of human behavior, its nature and scope
- Developing critical thinking to use scientific techniques for biological psychology and
- Developing an awareness of ethical issues accompanying them
- Having basic knowledge about the structures of human brain, their functions and impact on Human behavior
- Realizing the importance of hormones in behavior, cognition and emotions

Course Content

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

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

Suggested Readings

- Pinel, J. P. J. (2011). *Biopsychology*. 8th Edition. Pearson Education, New Delhi.
- Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
- Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts. \

SHPS122A	BIOPSYCHOLOGY PRACTICUM	L	T	P	C
		0	0	4	2

Course Objectives:

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup. Students are supposed to conduct for experiments/test on the following topics along with a detailed introductory report on 'Experimentation in Psychology'.

- i) Span of attention
- ii) Serial Position Effect
- ii) Paired Associate Learning
- iii) Role of set in problem solving
- iv) Memory--Recall and recognition

Suggested Readings:

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.
- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IBH

OPEN ELECTIVE

SHPS136A	PSYCHOLOGY AT WORK PLACE	L	T	P	C
		4	2	0	6

COURSE LEARNING OUTCOMES

- To understand the meaning and theoretical foundations of I/O Psychology
- To understand the evolution of the field of I/O psychology and to appreciate challenges faced by the field today
- To develop an understanding of how the various theories and methods of I/O Psychology Apply to real work settings
- To develop an appreciation of the process of communication in organizations and to manage Communication effectively

Course Content

UNIT I

Introduction to I/O Psychology: Definition, Brief History, Contemporary Challenges faced by the field (workforce diversity, sexual harassment, technology, corporate social responsibility, globalization, labor supply, quality management, etc.)

UNIT II

Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, and Equity

UNIT III

Communication in Organizations: Communication process, Purpose of communication in organizations, Barriers to effective communication, managing communication

UNIT IV

Leadership: Early approaches to leadership (trait, behavioral, contingency- Fiedler), Contemporary approaches to leadership- Charismatic, Transformational & Transactional Leadership

Suggested Readings

- De Cenzo and Robbins, S.P. (2006). Fundamentals of human resource management (8th ed.). New York: Wiley.
- Greenberg, J. , & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). Noida: Dorling Kindersley.
- Griffin, R.W., & Moorhead, G. (2009). Organizational Behaviour: Managing People & Organizations. New Delhi: Biztantra publishers.
- Robbins, S. P., & Judge, T.A. (2007). Organizational Behaviour (12th Edition). New Delhi: Prentice Hall of India.
- Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), Handbook of Gender and Work, (pp. 239-261). Thousand Oaks, CA, US: Sage Publications.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3), 19-31.
- Herzberg, F. (1966). Work and the Nature of Man. Cleveland: World Publishing Company.
- Pareek, U. (2010). Understanding Organizational Behaviour. Oxford: Oxford University Press.

Online course

SHPSMO21A	Mooc /Swayam/Neptel	L	T	P	C
		0	0	0	2

SOHS	YEAR 2020-2023 (SCHEME OF STUDIES)										BA(H) PSY.			
YEAR	ODD SEMESTER							EVEN SEMESTER						
	SN	COUR SE CODE	COURSE TITLE	L	T	P	C	S N	COURSE CODE	COURSE TITLE	L	T	P	C
FIRST	1	SHEL1 45A	Communication Skills	2	0	0	2	1	SHPS133 A	PERSPECTIVE IN SOCIAL PSYCHOLOGY	5	1	0	6
	2	SHDM 301A	Disaster Management	3	0	0	3	2	SHPS132 A	Statistical Method For Psychological Research-I	5	1	0	6
	3	SHCH 125A	Environmental Studies	3	0	0	3	3	SHPS134 A	BIOPSYCHOLOGY	5	1	0	6
	4	SHPS1 35A	Youth Psychology[GE/OE-II]	4	2	0	6	4	SHPS122 A	BIOPSYCHOLOGY PRACTICUM	0	0	4	2
	5	SHPS1 31A SHPS1 21A	Project-I INTRODUCTION TO PSYCHOLOGY & PRACTICUM	4	0	4	4+2=6	5	SHPS136 A	Psychology at Work Place[GE/OE-II]	4	2	0	6
	6	SHPSMO 11A	MOOC	0	0	0	2	6	SHPSM O21A	Online Course	0	0	0	2
	7		Online Course (IIT Spoken Tutorials)	0	0	0	2							
	8	SHPS137	Psychologi	3	0	0	3							

	A	cal Case Study												
	Total		1	2	4	27		Total		19	5	4	28	
			9											

SECOND	1	SHPS231A	Abnormal Psychology	5	1	0	6	1	SHPS 232A	Fundamental of Cognitive Psychology	5	1	0	6
	2	SHPS233A	Introduction To Personality	3	1	0	4	2	SHPS 234A	Counseling skill	3	1	0	4
	3	SHPS235A	Life Span development	5	1	0	6	3	SHPS 236A	Statistical Method for Psychological research-II	5	1	0	6
	4	SHPS123A	Introduction To Personality Practicum	0	0	4	2	4	SHPS 124A	Counseling Skills Practicum	0	0	4	2
	5	SHPS237A	Psychology of Relationships (AEEC-1)	4	0	0	4	5	SHPS 238A	Research Publication and Presentation (AEEC-2)	4	0	0	4
	6		Generic Elective/OE-3	5	1	0	6	6		Generic Elective/OE-4	5	1	0	6
	TOTAL			2	4	4	2	TOTAL			2	4	4	28
			5			8				2				

THIRD	1	SHPS331A	Organizational Psychology	5	1	0	6	1	SHPS332A	Advance Social Psychology	5	1	0	6
	2	SHPS333A	Psychological Research	4	0	0	4	2	SHPS334A	Psychotherapeutic intervention	4	0	0	4

		3 A															
	3	S H PS 33 5 A	Clinical Psychology	4	0	4	6		3	SHPS33 6A	Forensic Psychology	4	0	4	6		
	4	S H PS 33 7 A	Positive Psychology	4	0	4	6		4	SHPS33 8A	Project/dissertation	4	0	4	6		
	5	S H PS 12 5 A	Psychologi cal Research practicum	0	0	4	2		5	SHPS1 26A	Psychotherapeutic Practicum Intervention	0	0	4	2		
									6		Value Added Course						
	TOTAL			1 7	1	1 2	2 4		TOTAL			1 7	1 2	1	24		

											TOTAL HOURS: LECT [L]+PRAC [P]+TUT [T]	174							
											(EXCLUDING NO L, T, S, P COURSES)								
											TOTAL CREDITS [C]	159							

Discipline Specific Courses (DSE)		Open Elective (OE) one in 1st-4th semester	
(i) Positive Psychology		(i) General Psychology	
(ii) Clinical Psychology		(ii) Psychology at Work Place	
(iii)Forensic Psychology		(iii) Youth, Gender and Identity	
(iv) Project/dissertation		(iv) Psychology for Health and Well-being	
(v) Human Resource Management		(v) Psychology and Media	
(vi) Psychology of Gender		(vi) Inter-group Relations	

(vii) Health Psychology	(vii) Youth Psychology
(viii) Cultural and Indigenous Psychology	(viii) Social Psychology: Understanding Human World
	(ix) psychology for Living
	(x) Mooc Course
Ability Enhancement Course(Skill Based) (AEEC) one in III & one in IV	
Semester	
(i) Psychology of Relationships	
(ii) Research Publication and Presentation	
(iii) Emotional Intelligence	
(iv) Stress Management	
(v) Educational Psychology	
(vi) Selection and Training	
(vii) Effective Decision Making	
(viii) Psychological Skills in organization	

Structure of BA (HONS.) in Psychology (2020-2023)

Annexure-D

B.A (H) Historical Studies

SEMESTER-I

Course Code	Course Name	Credit
SHHS123A	Oral Histories in India	6

Overview

Across South Asia there is a vast proliferation of written and oral epic narratives. The Sanskrit Ramayana and Mahabharata represent two of the most well-known and widely distributed epic texts both in historical and geographical terms. However, apart from these important texts there are numerous other epic texts that are composed in vernacular or regional languages. These epics are invariably orally transmitted and performed in elaborate ritual settings involving dancers, musical instrumentation, costumes, masks, audience participation and the evocation of regional and local deities. Indeed, even the two great written epics are performed in different regional contexts and many vernacular epics refer to the former through intricate narrative strategies. In general we could therefore state that oral epics exist within an ecology of texts of which the Mahabharata and Ramayana form apart.

Objectives and Expected Outcomes

In this course we will examine a variety of written and oral epics (and their interrelationships) in historical and geographical contexts while asking a range of questions pertinent to the study of history in South Asia:

1. To what degree can written and oral epics be said to represent history?
2. If epic texts can be seen as histories then whose histories do they represent? What are some of the religious, social, political and historical themes that these texts carry?
3. Who are the performers, singers and speakers of these histories?
4. Who are the audiences that listen to these histories?

5. Can epic texts be viewed as *oral histories*?
6. Do these texts, particularly the vernacular oral epics by virtue of the communities who participate in them, represent a ‘history from below’ or a ‘history from the margins’?
7. What are the ways in which vernacular oral epic narratives interact, reflect and comment on the written, Sanskrit epics? What do these interactions tell us about the ways in which history as a narrative concerning the past is conceptualized in South Asia?

Course Code	Course Name	Credit
SHEL145A	Communications Skills	2

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

TEXT BOOK:

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

REFERENCE BOOKS / SITES:

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

Course Code	Course Name	Credit
SHCH125A	Environmental Studies	3

Overview

Everything that surrounds and affects living organisms is environment. Environment includes all those things on which we are directly or indirectly dependent for our survival, whether it is living or biotic components like animals, plants or non-living or abiotic components like soil, air and water etc. It belongs to all, influences all and is important to all.

Environmental Protection Act (1986) defined “Environment as the sum total of water, air and land, their interrelationship among themselves and with the human beings, other living organisms and materials.” Environmental studies are important since it deals with the most mundane problems of life like hygienic living conditions, safe and clean drinking water, fresh air, healthy food and sustainable development.

The syllabus for Environmental Studies includes conventional class room teaching as well as field work. In this course the teacher simply acts as a catalyst to infer what the student observes or discovers in his/her own environment. Involvement of students in project work is one of the most effective learning tools for environmental issues. This syllabus is beyond the scope of text book teaching and also the realm of real learning by observing the surroundings. The content of this course provides an overview of introduction to environment, concept of an ecosystem, various renewable and non-renewable resources, how are various biodiversity occur and different means to conserve these. This course also includes various types of pollution and environmental policies & practices related with environs. Finally, it also highlights the relationship of human population with environment. The course further integrates to project work such as visit to an area to document environmental assets river/ forest/ grassland/ hill/ mountain, visit to a local polluted site- Urban/Rural/Industrial/Agricultural, study of common plants, insects, birds, and study of simple ecosystems. These studies are as imperative as it forms a unique synergistic tool for comprehensive learning process. This will help students to recognize and appreciate how the technological advancement at global level exponential growth of human population and their unlimited demands has put the environment at stake and has contaminated the environment worldwide.

Objectives and expected Outcomes

The main objective of the course is to create consciousness among the students with the idea about healthy and safe environment. This course is aimed to explain students that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradation of earth at all levels. These changes need the discussion, concern and recognition at national and international level with respect to formulate protection acts and sustainable developments policies. It can be possible only if every citizen of the nation is environmentally educated and gets involved into this matter at the grass root level to mitigate pollution.

After studying the course, the learners will be able to comprehend and become responsive regarding environmental issues. They will acquire the techniques to protect our mother earth, as without a clean, healthy, aesthetically beautiful, safe and secure environment no specie can survive and sustain. This is the only inheritance which every genera of specie passes to their future generation.

Course Code	Course Name	Credit
SHDM301A	Disaster Management	3

COURSE OBJECTIVE: The objective of the course is to create awareness about various types of disasters and to educate the learners about basic disaster management strategies. The course examines disaster profile of our country and illustrates the role played by various governmental and non- governmental organizations in its effective management. It also acquaints learners with the existing legal frame work for disaster management.

LEARNING OUTCOME: The course will -

5. Provide students an exposure to disasters, their significance and types.
6. Ensure that the students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction.
7. Provide the students a preliminary understanding of approaches of Disaster Risk Reduction (DRR)
8. Develop rudimentary ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity.

Course Code	Course Name	Credit
SHHS MO11A	Economic History of India from 1857 to 1947	2

Overview

The course envisages providing a broader perspective on the Indian economy from a historical point of view. The shifts that occurred from time to time in the structure of the Indian economy during the colonial phase and how the country had adjusted to such changes are discussed here. It helps to familiarize the terms like imperialism, colonialism, drain of wealth, land settlements like permanent settlements, zamindari system, economic nationalism etc. which created a mark on Indian economy and society.

The legacy of colonialism had a deep influence in molding many economic decisions and structural arrangements since the attainment of freedom. The British rule marked a great impact on the primary, secondary, and even the tertiary sector of the country. The demographic profile along with the hardships caused by famines and their consequences on the economic structure is detailed here. So, this course helps to gain knowledge on the historical dimensions and their interlinkages on the socio-economic and political framework and how all these enabled the Indians to adapt to these structural changes.

Link: https://onlinecourses.swayam2.ac.in/cec20_hs34/preview

<u>Course Code</u>	<u>Course Name</u>	<u>Credit</u>
<u>SHHS127A</u>	<u>The Harappan Civilization Part I</u>	<u>3</u>

Overview

Harappan Civilization is one of the earliest civilizations in the history of humankind dating to a period between circa 2800- 1900 BCE. The discovery of this whole civilization is the result of archaeological ventures undertaken by personalities Cunningham, John Marshall, Daya Ram Sahni, M.S Vats in the early 20th Century. The discovery of this civilization embarked a whole new journey for historians, archaeologists, art historian and lastly for the students of the discipline of history as a whole. The numerous studies and research around Harappan Civilization is the evidence of the fact that it is one of the most fascinating episode in the history of not only the Indian subcontinent but that of the whole world. Harappan sites like Mohenjodaro, Kalibangan, Lothal , Chanhudaro are representative of historical realities unknown otherwise. Thus, given the special status of this civilization in the discipline of History, it is important for the young minds and potential historians of future to know about an ‘enigma’ called The Harappan Civilization.

Objectives and Expected Outcome

Understanding of Harappan Civilization will lay down the foundation for strong and analytical approach towards History as a whole amongst the students. Through this paper students would be able to understand as well as appreciate the indigenous roots of origin of the Indian subcontinent. Being one of the first civilizations of the world, study of Harappan Civilization is essential to understand the basics tenets of a ‘civilization’. It is important for students of Historical studies to dig into the glorious past of this Civilization through investigation of its society, polity, economy- trade, art and architecture.

SEMESTER II

Course Code	Course Name	Credit
SHHS121A	Seeing through the past of South Asia	6

Overview

The term 'South Asia' is indeed interesting for several reasons. First, it refers to a region where several religions, that may be identified with different 'civilizations', have been interacting, potentially challenging the idea that a region forms a cultural realm. Second is the ambivalent role of British colonization, which on the one hand laid the foundations (partly started by the Mughals) for a mental representation of the region, through its unification policies, and on the other contributed to create divisions between distinct states and across common cultures at the time of Independence? Third, the Indian Subcontinent, a more familiar term for 'South Asia', has been characterized by a tragic history that witnessed several partitions rendering notions of 'region' and 'regionalism' particularly sensitive. Fourth is the peculiar dominating position of a single country, India, and the specific nature of another one, Pakistan, which is the only country, along with Israel, established in the name of a religion. This gives both region and regionalism a unique flavor as compared to regional constructions in other parts of the world.

Objectives and Expected Outcomes

Understanding South Asia will give the students a wider perspective to analyse what south Asia is in regards to connecting historicity with every geographical terrain. The Indian subcontinent forms an inverted triangle extending from the snow-bound Himalayan ranges of Asia toward the equator. Known also as South Asia, the area includes the countries of India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan; artistically, the Tibetan highlands also form part of the region. Stretching some 1,800 miles from north to south, and almost the same distance from west to east, the area is home to an ancient and diverse group of cultures. Therefore all such tradition and implication has connected historie(s) of its own which needs an introspective analysis.

Course Code	Course Name	Credit
SHHS122A	Imagining Asia(s)	6

Overview

This volume advances the question as to what **Asia is**, and as to whether there existed one or many **Asia(s)**. It seeks to explore Asian societies as interconnected formations through trajectories/**networks** of circulation of people, ideas, and objects in the *longue durée*. Long perceived as a clearly defined geographical continent to the east of Europe, Asia has been conceptualized in more recent scholarship as a cultural entity produced through geographical imaginations located in specific historical contexts. Meanwhile Area Studies scholarship has divided the field of Asian Studies into seemingly self-contained units of West and Central Asia, South and Southeast Asia, and East Asia. These regional configurations speak more about the changing geopolitical and economic interests in these areas rather than the historical or cultural roots of such demarcations. Following the lead of recent scholarly critiques of these demarcations, this conference seeks to explore Asian societies and identities as interconnected formations through trajectories/networks of circulation of people, ideas, and objects in the *longue durée*. Moving beyond the divides of old Area Studies scholarship and the arbitrary borders set by late colonial empires and the rise of post-colonial nation states, this conference seeks to map critically the configuration of contact zones in which mobile bodies, minds, and cultures interact to foster new images, identities, and imaginations of Asia.

Objectives and Expected Outcomes

The aim of this paper is to seek answers to the following questions:

- When does the idea of Asia (and regions) come into being and how far back in time we can trace these spatial imagination(s)?
- What are the registers of inter-Asian connections?
- What are the logistical aspects governing the routes-overland and maritime- that linked up different regions of Asia?
- Who does fashion themselves as Asians and in what context and location?
- What role did imperial formation (old and new, European and non-European) play in shaping Asia?

- Do ideas of nationalism and post-colonial nation states fracture Asia?
- Does the post-colonial state or elites privilege specific Asian identities over others for their own interests?
- What are the current geopolitical forces that help maintain the neatly defined regional configurations in Asia?

Course Code	Course Name	Credit
SHHS126A	History of Idea(s) Part II	6

Overview

An extension of History of Ideas part 1, this paper deals with more interrogation about the textual past. The "history of ideas," phrase and concept, goes back almost three centuries to the work of J. J. Brucker (1696–1770) and Giambattista Vico (1668–1744) in the early eighteenth century, followed in the nineteenth century by Victor Cousin (1792–1867) and his eclectic and "spiritualist" philosophy. The story begins with Brucker's *Historia doctrina de ideis* (1723), which surveyed the Platonic doctrine, and Vico's criticism, which rejected the idea of a Greek monopoly on ideas. For Vico philosophy was joined to religion in a larger and older tradition of wisdom and theology, "queen of the sciences," which, he wrote, "took its start not when the philosophers began to reflect [*riflettere*] on human ideas" (as, he added, in the "erudite and scholarly little book" recently published by Brucker) "but rather when the first men began to think humanly." Thus the history of ideas began not with Plato but with myth and poetry, and this poetic wisdom was the basis not only for Plato's theory of ideas but also for Vico's "history of ideas," which was one face of his "New Science." Victor Cousin and his followers also took a broad view of the history of ideas, from antiquity down to modern times.

Objectives and Expected Outcomes

The history of philosophy, according to Lovejoy, "is to be found the common seed-plot, the locus of initial manifestation in writing, of the greater number of the more fundamental and pervasive ideas, and especially of the ruling preconceptions, which manifest themselves in other regions of intellectual history" (p. 8). Yet Lovejoy also aspired to make the history of ideas an interdisciplinary enterprise, accommodating also literature, the arts, and the natural and social sciences. Nor were Lovejoy's "unit-ideas" limited to formal concepts, for he also wanted to accommodate "implicit or incompletely explicit assumptions or more or less unconscious mental *habits*, operating in the thought of an individual or a generation"; "dialectical motives," or methodological assumptions (nominalist or "organismic," for example) also inexpressible in propositions; metaphysical pathos (which awakened particular moods, for example); and ideas associated with particular sacred words and phrases intelligible through semantic analysis. All of these "ideas," which were regarded as the

expression of whole groups and ages, were interpreted mainly by literary texts, especially poetry, from several national traditions, in keeping with the international and interdisciplinary thrust of Lovejoy's agenda.

Course Code	Course Name	Credit
SHHS124A	Understanding Oral Histories in India	6

Overview

In this course we will examine a variety of written and oral epics (and their interrelationships) in historical and geographical contexts while asking a range of questions pertinent to the study of history in South Asia:

- To what degree can written and oral epics be said to represent history?
- If epic texts can be seen as histories then whose histories do they represent? What are some of the religious, social, political and historical themes that these texts carry?
- Who are the performers, singers and speakers of these histories?
- Who are the audiences that listen to these histories?
- Can epic texts be viewed as *oral histories*?
- Do these texts, particularly the vernacular oral epics by virtue of the communities who participate in them, represent a ‘history from below’ or a ‘history from the margins’?

What are the ways in which vernacular oral epic narratives interact, reflect and comment on the written, Sanskrit epics? What do these interactions tell us about the ways in which history as a narrative concerning the past is conceptualized in South Asia?

Objectives and Expected Outcomes

Across South Asia there is a vast proliferation of written and oral epic narratives. The Sanskrit Ramayana and Mahabharata represent two of the most well-known and widely distributed epic texts both in historical and geographical terms. However, apart from these important texts there are numerous other epic texts that are composed in vernacular or regional languages. These epics are invariably orally transmitted and performed in elaborate ritual settings involving dancers, musical instrumentation, costumes, masks, audience participation and the evocation of regional and local deities. Indeed, even the two great written epics are performed in different regional contexts and many vernacular epics refer to the former through intricate narrative strategies. In general we could therefore state that oral epics exist within an ecology of texts of which the Mahabharata and Ramayana form apart.

Course Code	Course Name	Credit
SHHS128A	The Harappan Civilization Part II	3

Overview

After imparting basic knowledge about the initial phases of the Harappan Civilization, this paper aims to explore the third phase or the ‘Mature Harappan Phase’ after which this great civilization witnessed a decline. While noticing the peak of craft specialization and prosperity which was achieved by the people of this historical time period, this paper would also try to analyze the reasons behind the fall of this Civilization by looking at different theories of decline given by several historians and scholars.

Objectives and Expected Outcomes

By the end of this course, students would be expected to know basic characteristics of a civilization or how a civilization comes into existence. In this process, the students would be exposed to the art of re-construction of society, economy, polity as well as religion in the past with the help of tangible-intangible remains through art and architecture. Lastly, the students would have knowledge of all three different phases – early, middle and late/mature of this Civilization.

SOHS		B.A(H) Historical Studies Course Structure 20202-2023										BA (H) HS		
YEAR	ODD SEMESTER							EVEN SEMESTER						
	SN	COURSE CODE	COURSE TITLE	L	T	P	C	SN	COURSE CODE	COURSE TITLE	L	T	P	C
FIRST	1	SHEL145A	Communication Skills (AEC 1)	2	0	0	2	1	SHHS121 A	Seeing Through the Past of South Asia (Core 3)	5	1	0	6
	2	SHDM301A	Disaster Management (AEC 2)	3	0	0	3	2	SHHS122 A	Imagining Asia(s) (Core 4)	5	1	0	6
	3	SHCH125A	Environmental Studies (AEC 3)	3	0	0	3	3	SHHS124 A	Understanding Oral Histories in India (Core 5)	5	1	0	6
		SHHS123A	Oral Histories in India (Core 1)	5	1	0	6	4	SHHS126 A	History of Idea(s) Part II (Generic Elective II)	4	2	0	6
		SHHS125A	Generic Elective	4	2	0	6	5	SHHS128 A	The Harappan Civilization Part II (Core 6)	3	0	0	3
	4	SHHS MO11A	MOOC Course	0	0	0	2	6		MOOC Course	0	0	0	2
		SHHS127A	The Harappan Civilization Part I (Core 2)	3	0	0	3							
	TOTAL			20	3	0	25	TOTAL			22	5	0	29

B.A Program

SEMESTER-I

SHCH 125A	ENVIRONMENTAL STUDIES	L	T	P	C
		3	-	-	3

Course Objectives:

This course in environmental studies will develop the Basic understanding about the concept related to environment such as eco system and biodiversity.

Understanding about pollution and its control. Insight about the various concerns regarding environment such as population and social issues.

UNIT I

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

Natural Resources: Renewable and Non-renewable Resources

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

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

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

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

UNIT II

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

Case studies of the following ecosystems:

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

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

Biological Diversity: Levels of biological diversity; genetic, species and ecosystem diversity;

Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions;

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

UNIT III

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

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

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

UNIT IV

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

Field work:

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

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

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

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

SUGGESTED READINGS:

- ErachBharucha, Textbook of Environmental Studies, Universities Press (P) Ltd., Hyderabad, India.
- Anubha Kaushik and C. P. Kaushik, Environmental Studies, New Age International, New Delhi.
- A.K. De, Environmental Chemistry, New Age International, New Delhi.
- P. H. Raven, D. M. Hassenzahl& L. R. Berg, Environment, John Wiley & Sons, New Delhi.
- J. S. Singh, S. P. Singh and S. R. Gupta, Ecology, Environmental Science and Conservation, S. Chand Publication, New Delhi.

SHEL 145 A	COMMUNICATION SKILLS	L	T	P	C
		2	0	0	2

Course Level Learning Outcomes

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

TEXT BOOK:

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

REFERENCE BOOKS / SITES:

40. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.
41. Tickoo, M.L., A. E.Subramanian and P.R.Subramaniam .*Intermediate Grammar, Usage and Composition*. Orient Blackswan, 1976.
42. Bhaskar, W.W.S., AND Prabhu, NS., “ English Through Reading”, Publisher: MacMillan,1978
43. Business Correspondence and Report Writing” -Sharma, R.C. and Mohan K. Publisher: Tata Mc Graw Hill1994
44. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: HospitalityPress
45. Business Communication-K.K.Sinha
46. Essentials of Business Communication ByMarey Ellen Guffey, Publisher: ThompsonPress
47. How to win Friends and Influence People By Dale Carnegie, Publisher: Pocket Books
48. Basic Business Communication ByLesikar& Flatley, Publisher Tata Mc Graw Hills
49. Body Language By Allan Pease, Publisher SheldonPress

SHDM301A	DISASTER MANAGEMENT	L	T	P	C
		3	-	-	3

COURSE OBJECTIVE: The objective of the course is to create awareness about various types of disasters and to educate the learners about basic disaster management strategies. The course examines disaster profile of our country and illustrates the role played by various governmental and non- governmental organizations in its effective management. It also acquaints learners with the existing legal frame work for disaster management.

LEARNING OUTCOME: The course will -

1. Provide students an exposure to disasters, their significance and types.
2. Ensure that the students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction.
3. Provide the students a preliminary understanding of approaches of Disaster Risk Reduction (DRR)
4. Develop rudimentary ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity.

UNIT I

Introduction to Disasters: Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.

Different Types of Disaster: Causes, effects and practical examples for all disasters.

- Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc
- Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

UNIT- II Disaster Preparedness and Response Preparedness

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

UNIT III Rehabilitation, Reconstruction and Recovery

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

UNIT IV Disaster Management in India

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

- **Liability for Mass Disaster**
 - Statutory liability
 - Contractual liability
 - Tortious liability
 - Criminal liability
 - Measure of damages

- **Epidemics Diseases Act, 1897: Main provisions, loopholes.**

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

SUGGESTED READINGS:

- Government of India, Department of Environment, Management of Hazardous Substances Control
- Act and Structure and Functions of Authority Created There under.
- Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).

- Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
- Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
- Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
- J. P. Singhal Disaster Management Laxmi Publications.
- Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
- C. K. Rajan, NavalePandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
- Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case(1986)
- Indian Law Institute, Upendra Baxi(ed.), Environment Protection Act: An Agenda for Implementation (1987)
- Asian Regional Exchange for Prof. Baxi. Nothing to Lose But our Lives: Empowerment to Oppose
- Industrial Hazards in a Transnational world(1989)
- Gurudip Singh, Environmental Law: International and National Perspectives (1995), Lawman (India)Pvt.Ltd.
- Leela Krishnan,P, The Environmental Law in India, Chapters VIII, IX and X(1999), Butter worths, NewDelhi.

Economics

SHES107A	INTRODUCTORY MICROECONOMICS	L	T	P	C
		4	2	-	6

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

Course Learning Outcomes

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

SUGGESTED READINGS:

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

SHES109A	MATHEMATICAL METHODS FOR ECONOMICS I	L	T	P	C
		4	2	-	6

Course Objective: The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

Course Learning Outcomes

The course upgrades the mathematical skills acquired in school .Collectively, the two papers provide the mathematical foundations necessary for further study of a variety of disciplines including economics, statistics, computer science, and finance and data analytics. The analytical tools introduced in this course have applications wherever optimisation techniques are used in business decision-making. These tools are necessary for anyone seeking employment as an analyst in the corporate world. The course additionally makes the student more logical in making or refuting arguments.

UNIT I

Preliminaries Logic and proof techniques; sets and set operations; relations; functions and their properties; numbersystems

UNIT II

Functions of one real variable Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications;

Continuous functions: characterizations, properties with respect to various operations and applications;

Differentiable functions: characterizations, properties with respect to various operations and applications;

Second and higher order derivatives: properties and applications

UNIT III

Single-variable optimization Geometric properties of functions: convex functions, their characterizations and applications; local and global optima: geometric and calculus-based characterizations, and applications

UNIT IV

Linear algebra Vector spaces: algebraic and geometric properties, scalar products, norms, orthogonality; linear transformations: properties, matrix representations and elementary operations; systems of linear equations: properties of their solution sets; determinants: characterization, properties and applications

SUGGESTED READINGS:

- Sydsaeter, K., Hammond, P. (2002). *Mathematics for economic analysis*. Pearson Educational.
- Chiang, A. C. (1986) *Fundamental Methods of Mathematical Economics*, McGrawHill, New York.
- Yamane, Taro (1975) *Mathematics for Economists*, Prentice Hall of India, NewDelhi

Historical Studies

SHHS121A	Seeing Through the Past of South Asia	L	T	P	C
		5	1	0	6

Overview

The term 'South Asia' is indeed interesting for several reasons. First, it refers to a region where several religions, that may be identified with different 'civilizations', have been interacting, potentially challenging the idea that a region forms a cultural realm. Second is the ambivalent role of British colonization, which on the one hand laid the foundations (partly started by the Mughals) for a mental representation of the region, through its unification policies, and on the other contributed to create divisions between distinct states and across common cultures at the time of Independence? Third, the Indian Subcontinent, a more familiar term for 'South Asia', has been characterized by a tragic history that witnessed several partitions rendering notions of 'region' and 'regionalism' particularly sensitive. Fourth is the peculiar dominating position of a single country, India, and the specific nature of another one, Pakistan, which is the only country, along with Israel, established in the name of a religion. This gives both region and regionalism a unique flavor as compared to regional constructions in other parts of the world.

Objectives and Expected Outcomes

Understanding South Asia will give the students a wider perspective to analyse what south Asia is in regards to connecting historicity with every geographical terrain. The Indian subcontinent forms an inverted triangle extending from the snow-bound Himalayan ranges of Asia toward the equator. Known also as South Asia, the area includes the countries of India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan; artistically, the Tibetan highlands also form part of the region. Stretching some 1,800 miles from north to south, and almost the same distance from west to east, the area is home to an ancient and diverse group of cultures. Therefore all such tradition and implication has connected historie(s) of its own which needs an introspective analysis.

Primary Readings:

1. Romila Thapar. *Early India: From the Origins to AD 1300*. University of California Press 1992
2. NilakantaSastri, K. A. (1955) [reissued 2002]. *A history of South India from prehistoric times to the fall of Vijayanagar*. New Delhi: Indian Branch, Oxford University Press
3. Kulke and Rothermund, Hermann and Dietmar (2004) [2004]. *A History of India*. Routledge (4th edition)

SHHS123A	Oral Histories in India	L	T	P	C
		5	1	0	6

Overview

Across South Asia there is a vast proliferation of written and oral epic narratives. The Sanskrit Ramayana and Mahabharata represent two of the most well-known and widely distributed epic texts both in historical and geographical terms. However, apart from these important texts there are numerous other epic texts that are composed in vernacular or regional languages. These epics are invariably orally transmitted and performed in elaborate ritual settings involving dancers, musical instrumentation, costumes, masks, audience participation and the evocation of regional and local deities. Indeed, even the two great written epics are performed in different regional contexts and many vernacular epics refer to the former through intricate narrative strategies. In general we could therefore state that oral epics exist within an ecology of texts of which the Mahabharata and Ramayana form apart.

Objectives and Expected Outcomes

In this course we will examine a variety of written and oral epics (and their interrelationships) in historical and geographical contexts while asking a range of questions pertinent to the study of history in South Asia:

1. To what degree can written and oral epics be said to represent history?
2. If epic texts can be seen as histories then whose histories do they represent? What are some of the religious, social, political and historical themes that these texts carry?
3. Who are the performers, singers and speakers of these histories?
4. Who are the audiences that listen to these histories?
5. Can epic texts be viewed as *oral histories*?
6. Do these texts, particularly the vernacular oral epics by virtue of the communities who participate in them, represent a 'history from below' or a 'history from the margins'?
7. What are the ways in which vernacular oral epic narratives interact, reflect and comment on the written, Sanskrit epics? What do these interactions tell us about the ways in which history as a narrative concerning the past is conceptualized in South Asia?

English

SHEL143 A	BRITISH LITERATURE: 18 TH CENTURY	L	T	P	C
		5	1		6

Course Level Learning Outcomes

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

Course Content

UNIT

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

UNIT II

Daniel Defoe: *Moll Flanders*

UNIT III

Dryden: "Mac Flecknoe"

Thomas Gray: "Elegy Written in a Country Churchyard"

Robert Burns : "A Red Red Rose"

UNIT IV

Samuel Johnson: *Preface to Shakespeare*

Suggested Readings:

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

Burns, Robert. *A Red,Red Rose and other Poems*. Michael.O'Mara Books, 2016.

Defoe, Daniel. *Moll Flanders*. Penguin Classics, 1989.

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

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

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

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

SHEL141A	INDIAN WRITING IN ENGLISH	L	T	P	C
		5	1		6

Course Level Learning Outcomes

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

Course Content

UNIT I

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

UNIT II

Rabindranath Tagore: *The Home and the World*

UNIT III

Sujata Bhatt: "White Asparagus"

Kamala Das: "Introduction", "My Grandmother's House"

Eunice D' Souza: "The Road", "Forgive Me, Mother"

UNIT IV

Ismat Chughtai : *Lihaf* (The Quilt)

Premchand: *The Holy Panchayat*

Suggested Readings:

Chughtai, Ismat. *The Quilt & Other Stories*. Sheep Meadow Press, 1994.

Das, Kamala. *Selected Poems*. Modern Classics, 2014.

King, Bruce, 'Introduction', in *Modern Indian Poetry in English*. 2nd ed. , OUP, 2005.

Modern Indian Literature. Oxford University Press, 2013.

Modern Indian Thought . Worldview Publications , 2012.

Mukherjee, Meenakshi, 'Divided by a Common Language', in *The Perishable Empire*. OUP, 2000.

Naik, M.K. *History of Indian English Literature*. Sahitya Academy, 2004.

Tagore, Rabindranath. Home and the World . Penguin Classics , 2005.

PSYCHOLOGY

SHPS131A	INTRODUCTION TO PSYCHOLOGY	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES

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

Course Content

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Attention and Perception

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

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

Suggested Readings

- Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
- Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata McGraw Hill.
- Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata McGraw Hill.
- Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.
- NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.
- Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.
- Parameshwaran, E. G. & Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamal
- Brenman, J. F. (2004). History and Systems of Psychology (6thEd). Delhi. Pearson Pub.
- Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
- Dalal, A.K. & Mishra, G (2002) . New Directions in Indian Psychology: Social Psychology, Vol.1. New Delhi, Sage Publications.
- Marx, M.H. & Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw-Hill. Publication Ltd.
- Schultz, D. & Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
- Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE
- Viney, W. & King, D. (1998) History of Psychology. Boston: Allyn and Bacon.
- Wolman, B.B. (1995). Contemporary Theories and Systems in Psychology. Delhi: Freeman.

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

COURSE LEARNING OUTCOMES

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

Course Content

UNIT 1

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

UNIT 2

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

UNIT 3

Social Interaction and Influence: Interpersonal Attraction, Prosocial Behavior, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)

UNIT 4

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

Suggested Readings

- Husain, A. (C.E) **Social Psychology**. New Delhi: Pearson. ISBN: 978-81-317-6000-0.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning.

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

GENERIC ELECTIVE

SHPS135A	Youth Psychology(GE-I)	L	T	P	C
		4	2	0	6

COURSE LEARNING OUTCOMES

- To help students understand the notion of youth, youth across cultures, youth identity, Significant concerns among the youth
- To inculcate sensitivity to issues related to youth with special emphasis on gender Stereotypes/discrimination and risky behavior
- To develop an understanding of ways of empowering the youth

Course content

UNIT I

Introduction: Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (Erikson And Marcia's Work on Identity), Gender Identity, Gender Roles, Sexual Orientation

UNIT II

Youth Development: Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying

UNIT III

Issues and Challenges for Today's Youth: Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour

UNIT IV

Developing Youth: Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)

Suggested Readings

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed).New Delhi: Pearson.
- Berk, L. (2013). Child Development. New York: Pearson.
- Brannon, L. (2017). Gender: Psychological Perspectives (7th edition). New Delhi Routledge.
- Brown, B.B., & Larson, R.W. (2002). The Kaleidoscope Of Adolescence: Experiences of the World's Youth at the beginning of the 21stCentury. In

- Brown, B. B., R. Larson, & T. S. Saraswathi. (Eds)., *The World's Youth: Adolescence in Eight Regions of The Globe* (pp. 1-19).
- Cambridge: Cambridge University Press. Carson, RC, Butcher, J. N, Mineka, S., & Hooley, J. (2007). *Abnormal Psychology*. Delhi:
 - Pearson Education. Cash, T.F., & Smolak, L. (2011) (Eds). *Body Image: A Handbook of Science, Practice, and Prevention*. Chapters 9 & 10 (pp. 76-92). New York: The Guilford Press.
 - Ghosh, B. (2011). Cultural changes and challenges in the era of globalization: The case of India. *Journal of Developing Societies*, 27(2), 153-175.
 - Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage
 - Arnett, J.J. (2013). *Adolescence and Emerging Adulthood* (5th Ed). Delhi: Pearson.
 - Bansal, P. (2012). *Youth in Contemporary India: Images of Identity and Social Change*. New Delhi: Springer.
 - Baumgardner, SR & Crothers, MK (2009). *Positive Psychology*. Delhi: Pearson.
 - Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. New York: Brunner- Routledge.
 - Connidis, I. A. & Barnett, A.E. (2010). *Family Ties and Aging*. London: Sage.
 - Helgeson, V.S. (2018). *Psychology of Gender* (5th Edition). New Delhi: Routledge.
 - Shaffer, D.R. & Kipp, K. (2010). *Developmental Psychology: Childhood and Adolescence*. California: Wadsworth.
 - Tomé G., Matos M., Simões C., Diniz J.A., & Camacho I. (2012). How can peer group influence the behavior of adolescents: Explanatory model? *Global Journal of Health Science*, 4(2), 26-35. Online resource:

SEMESTER-II

Economics

SHES110A	INTRODUCTORY MACROECONOMICS	L	T	P	C
		4	2	-	6

Course Objective:

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

Course Learning Outcomes

This course aims to develop the broad conceptual frameworks which will enable students to understand and comment upon real economic issues like inflation, money supply, GDP and their interlinkages. It will also allow them to critically evaluate various macroeconomic policies in terms of a coherent logical structure.

UNIT I

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

UNIT II

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

UNIT III

Inflation:Inflationand its social costs; hyperinflation

UNIT IV

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

SUGGESTED READINGS:

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

SHES112A	MATHEMATICAL METHODS FOR ECONOMICS II	L	T	P	C
		4	2	-	6

Course Objective: The objective of the course is to provide a brief knowledge of Mathematics to the Economics students. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus.

Course Learning Outcomes

The course provides the mathematical foundations necessary for further study of a variety of disciplines including postgraduate economics, statistics, computer science, finance and data analytics. The analytical tools introduced in this course have applications wherever optimization techniques are used in business decision-making for managers and entrepreneurs alike. These tools are necessary for anyone seeking employment as an analyst in the corporate world.

UNIT I

Functions of several real variables Geometric representations: graphs and level curves; differentiable functions: characterizations, properties with respect to various operations and applications; second order derivatives: properties and applications; the implicit function theorem, and application to comparative statics problems; homogeneous and homothetic functions: characterizations and applications

UNIT II

Multivariate optimization Convex sets; geometric properties of functions: convex functions, their characterizations, properties and applications; further geometric properties of functions. Quasiconvex functions, their characterizations, properties and applications; unconstrained optimization: geometric characterizations, characterizations using calculus and applications; constrained optimization with equality constraints: geometric characterizations, Lagrange characterization using calculus and applications; properties of value function: envelope theorem and applications

UNIT III

Linear programming Introduction, graphical solution, matrix formulation, duality, economic interpretation

UNIT IV

Integration, differential equations, and difference equations Definite integrals, indefinite integrals and economic applications; first order difference equations, equilibrium and its stability; first order differential equations, phase diagrams and stability

SUGGESTED READINGS:

- Sydsaeter, K., Hammond, P. (2002). *Mathematics for economic analysis*. Pearson Educational.
- Chiang, A. C. (1986) *Fundamental Methods of Mathematical Economics*, McGrawHill, New York.
- Yamane, Taro (1975) *Mathematics for Economists*, Prentice Hall of India, NewDelhi.
- Monga, G. S. (1972) *Mathematics and Statistics for Economists*, Vikas Publishing House, New Delhi.
- Allen, R.G.D. (1974) *Mathematical Analysis for Economists*, Macmillan Press and ELBS. London.
- Yamane, Taro (1975) *Mathematics for Economists*, Prentice Hall of India, New Delhi.

Generic Elective

SHES114A	SOCIETY, CULTURE AND SOCIAL CHANGE	L	T	P	C
		4	2	-	6

Course Objective: This course explores the development of the structure and institutions of capitalist economies and their relationship to social and political forces.

Course Learning Outcomes

This course will allow students to understand the basic functioning of the society and different culture.

UNIT I

Society: Tribal, Rural , Urban Industrial and Post Industrial : Its Nature, Definition & Types.

UNIT II

Culture: Its Nature, Definition & Types: Material and Non-Material Culture; Socialization: Its Importance, Processes and Stages; Social Control: Its Types and Means.

UNIT III

Process of Social Change: Industrialization, Secularization, Modernization & Globalization: Its Nature & Impact on Society.

UNIT IV

Concepts & Basis of Social Stratification: Caste, Class, Power & Gender

SUGGESTED READINGS:

- Ahuja, Ram (1997): **Society in India: Concept, Theories and Recent Trends**, Jaipur: Rawat Publication.
- Beteille, Andre (1992): **Backward Classes in Contemporary India**, New Delhi: OUP.
- Dube, S.C.(1991): **Indian Society**, New Delhi : National Book Trust.
- Ghurye, G.S. (1968): **Social Tension**, Bombay: Popular Prakashan.
- Karve, Iravati (1961): **Hindu Society: An Interpretation**, Pune: Daccan College.
- Mandelbaum, D.G. (1970): **Society in India**, Bombay: Popular Prakashan.
- Sharma K.L.(ed.) (1994): **Caste and Class**, Jaipur, Rawat Publication.
- Srinivas, M.N.(1980): **India's : Social Structure**, New Delhi : Hindustan Publication.
- Srinivas, M.N.(1985): **Social Change in Modern India**, New Delhi : Orient Longman.
- India: 2010 Govt. of India, New Delhi, Govt. of India publication division.

Historical Studies

SHHS122A	Imagining Asia(s)	L	T	P	C
		5	1	0	6

Overview

This volume advances the question as to what **Asia is**, and as to whether there existed one or many **Asia(s)**. It seeks to explore Asian societies as interconnected formations through trajectories/**networks** of circulation of people, ideas, and objects in the *longue durée*. Long perceived as a clearly defined geographical continent to the east of Europe, Asia has been conceptualised in more recent scholarship as a cultural entity produced through geographical imaginations located in specific historical contexts. Meanwhile Area Studies scholarship has divided the field of Asian Studies into seemingly self-contained units of West and Central Asia, South and Southeast Asia, and East Asia. These regional configurations speak more about the changing geopolitical and economic interests in these areas rather than the historical or cultural roots of such demarcations. Following the lead of recent scholarly critiques of these demarcations, this conference seeks to explore Asian societies and identities as interconnected formations through trajectories/networks of circulation of people, ideas, and objects in the *longue durée*. Moving beyond the divides of old Area Studies scholarship and the arbitrary borders set by late colonial empires and the rise of post-colonial nation states, this conference seeks to map critically the configuration of contact zones in which mobile bodies, minds, and cultures interact to foster new images, identities, and imaginations of Asia.

Objectives and Expected Outcomes

- We invite papers related, but not restricted, to the following questions that the conference seeks to address:
- When does the idea of Asia (and regions) come into being and how far back in time can we trace these spatial imagination(s)?
- What are the registers of inter-Asian connections?
What are the logistical aspects governing the routes—overland and maritime—that linked up different regions of Asia?

- Who fashions themselves as Asians and in what context and location?
- What roles did imperial formations (old and new, European and non-European) play in shaping Asia?
- Do ideas of nationalism and post-colonial nation states fracture Asia?
- Does the post-colonial state or elites privilege specific Asian identities over others for their own interests?
- What are the current geopolitical forces that help maintain the neatly defined regional configurations in Asia?

Primary Readings

Irfan Habib, "Timur in the Political Tradition and Historiography of Mughal India", in Maria Szuppe (ed.), *L'Heritage Timouride Iran-Asie Centrale-Inde XV-XVII siecles*, Edisud, 1997.

1. J F Richards. *The Mughal Empire*. Oxford University Press 1993
2. Lisa Balabanlilar, *Imperial Identity in the Mughal Empire: Memory and Dynastic Politics in Early Modern South and Central Asia*, I.B. Tauris, 2002

SHHS124A	Understanding Oral Histories in India	L	T	P	C
		5	1	0	6

Objectives and Expected Outcomes

Across South Asia there is a vast proliferation of written and oral epic narratives. The Sanskrit Ramayana and Mahabharata represent two of the most well-known and widely distributed epic texts both in historical and geographical terms. However, apart from these important texts there are numerous other epic texts that are composed in vernacular or regional languages. These epics are invariably orally transmitted and performed in elaborate ritual settings involving dancers, musical instrumentation, costumes, masks, audience participation and the evocation of regional and local deities. Indeed, even the two great written epics are performed in different regional contexts and many vernacular epics refer to the former through intricate narrative strategies. In general we could therefore state that oral epics exist within an ecology of texts of which the Mahabharata and Ramayana form apart.

Overview

In this course we will examine a variety of written and oral epics (and their interrelationships) in historical and geographical contexts while asking a range of questions pertinent to the study of history in South Asia:

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

Generic Elective

SHHS126A	History of Idea(s):Part 2	L	T	P	C
		5	1	0	6

Overview

An extension of History of Ideas part 1, this paper deals with more interrogation about the textual past. The "history of ideas," phrase and concept, goes back almost three centuries to the work of J. J. Brucker (1696–1770) and Giambattista Vico (1668–1744) in the early eighteenth century, followed in the nineteenth century by Victor Cousin (1792–1867) and his eclectic and "spiritualist" philosophy. The story begins with Brucker's *Historia doctrina de ideis* (1723), which surveyed the Platonic doctrine, and Vico's criticism, which rejected the idea of a Greek monopoly on ideas. For Vico philosophy was joined to religion in a larger and older tradition of wisdom and theology, "queen of the sciences," which, he wrote, "took its start not when the philosophers began to reflect [*riflettere*] on human ideas" (as, he added, in the "erudite and scholarly little book" recently published by Brucker) "but rather when the first men began to think humanly." Thus the history of ideas began not with Plato but with myth and poetry, and this poetic wisdom was the basis not only for Plato's theory of ideas but also for Vico's "history of ideas," which was one face of his "New Science." Victor Cousin and his followers also took a broad view of the history of ideas, from antiquity down to modern times.

Objectives and Expected Outcomes

The history of philosophy, according to Lovejoy, "is to be found the common seed-plot, the locus of initial manifestation in writing, of the greater number of the more fundamental and pervasive ideas, and especially of the ruling preconceptions, which manifest themselves in other regions of intellectual history" (p. 8). Yet Lovejoy also aspired to make the history of

ideas an interdisciplinary enterprise, accommodating also literature, the arts, and the natural and social sciences. Nor were Lovejoy's "unit-ideas" limited to formal concepts, for he also wanted to accommodate "implicit or incompletely explicit assumptions or more or less unconscious mental *habits*, operating in the thought of an individual or a generation"; "dialectical motives," or methodological assumptions (nominalist or "organismic," for example) also inexpressible in propositions; metaphysical pathos (which awakened particular moods, for example); and ideas associated with particular sacred words and phrases intelligible through semantic analysis. All of these "ideas," which were regarded as the expression of whole groups and ages, were interpreted mainly by literary texts, especially poetry, from several national traditions, in keeping with the international and interdisciplinary thrust of Lovejoy's agenda.

Primary Readings

1. Marc Bloch. *The Historians Craft*. Manchester University Press 1979
2. Richard Rorty and Quentin Skinner (Ed). *The Philosophy in History*. Cambridge University Press 1984.

Hayden White. *Metahistory: The Historical Imagination in Nineteenth-Century Europe*. Johns Hopkins University Press, 1973.

English

SHEL104 A	EUROPEAN CLASSICAL LITERATURE	L	T	P	C
		5	1		6

Course Level Learning Outcomes

1. Define the meaning of western Classical literature and identify various characteristics of the same.
2. Analyze various genres like Epic, Tragedy and Comedy in the context of Greek and Latin literature.
3. Recognize the attributes that make Classical literary works universal and timeless, as well as unique to certain genres.
4. Recognize and trace the impact of European Classical literature on British literature in the ages to come.

Course Content

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

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

Suggested Readings

Aristotle. *Poetics*. Translated by Malcolm Heath. Penguin, 1996.

Horace. *Ars Poetica*. Translated by H. Rushton Fairclough. Harvard University Press, 2005.

Plato. *The Republic*. Book X, Translated by Desmond Lee. Penguin, 2007.

SHEL102 A	BRITISH ROMANTIC LITERATURE	L	T	P	C
		5	1		6

Course Level Learning Outcomes

1. Familiarize with both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture.
2. Analyse a variety of genres, including novels, poetry, life writing and political writing.
3. Evaluate and compare various thematic perspectives and styles within English Romanticism.
4. Demonstrate an understanding of the historical and cultural context of English Romanticism

Course Content

UNIT I

Introduction: Reason and Imagination; Conceptions of Nature; Literature and Revolution

The Gothic; The Romantic Lyric

William Blake: “The Lamb”, “The Tyger”

William Wordsworth: “Tintern Abbey”

Samuel Coleridge: “Rime of the Ancient Mariner”

UNIT II

John Keats: “Ode to Grecian Urn”

Percy Bysshe Shelley: “Ode to the West Wind”

John Byron: “She Walks in Beauty”

UNIT III

Charles Lamb: *The South-Sea House, Dream-Children: A Reverie*

William Hazlitt: *Public Opinion*

UNIT IV

Jane Austen: *Pride & Prejudice*

Suggested Readings:

Austen, Jane. *Pride and Prejudice*. Wordsworth Classics, 1999.

Coleridge, Samuel Taylor. *Biographia Literaria*, ed. George Watson. Everyman, 1993.

Keats, John. 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling. OUP, 1973.

Lamb, Charles. *The Essays of Elia*. The Temple Classics, 2006.

Rousseau, Jean-Jacques. *Preface to Emile or Education*. Translated by Allan Bloom Harmondsworth. Penguin, 1991.

Generic Elective

SHEL108 A	MEDIA AND COMMUNICATION	L	T	P	C
		4	2		6

Course Level Learning Outcomes

1. Students will learn to define and relate to basics of New Media.
2. Students will comprehend theoretical concepts related to social media as a form of communication.
3. Students will apply theoretical concepts into research frame work.
4. Students will be able to analyze audience usage patterns of varied social media applications.

Course Content

UNIT I

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

Topics for Student Presentations:

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

UNIT II

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

Topics for Student Presentations:

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

UNIT III

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

Topics for Student Presentations:

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

UNIT IV

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

Suggested Readings:

Kumar, Keval J. *Mass Communication in India*. 4th ed. Jaico Publishing House, 2000.

Stovall, James G. *Writing for Mass Media*. Pearson, 2011.

J., Jethawaney and Shruti Jain. *Advertising Management*, Oxford University Press, 2006.

Jefkins, Frank *Advertising*. Tata McGraw- Hill, 2007.

PSYCHOLOGY

SHPS132A	STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES

- To familiarize students with the use of statistical methods in psychological research
- To foster an understanding of the techniques of descriptive statistics for quantitative research.
- To teach the application of the same in the field of Psychology

Course Content

UNIT I

Introduction: Relevance of Statistics in analyzing Psychological Data, Descriptive Statistics vs. Inferential Statistics, Frequency Distributions. The Cumulative Frequency Distribution Percentiles and Percentile Rank

UNIT II

Measures of Central Tendency and Variability: Measures of central tendency – mean, median, mode. Measures of variability – range, quartile deviation, standard deviation, coefficient of variation

UNIT III

Normal distribution curve and linear correlation: Normal Probability curve – properties and applications, Characteristics.

UNIT IV

Parametric vs. non-parametric: Assumptions of Parametric and Non parametric tests. Parametric tests – t – test, ANOVA-one way. Non parametric tests - Chi square, Mann – Whitney test, Contingency coefficient

Suggested Readings

- Chow, S. L. (2002). STATISTICS AND ITS ROLE IN PSYCHOLOGICAL RESEARCH. In Methods in Psychological Research, In Encyclopedia of Life Support Systems (EOLSS), Eolss Publishers, Oxford, UK.
- Verma, and Ghufuran, M. (2012). Statistics for Psychology. N. Delhi: Tata McGraw Hill

- Garrett, H. E. (2011) STATISTICS IN PSYCHOLOGY AND EDUCATION 6th Ed, Paragon Publishers
- Minium, E. W., King, B. M. & Bear, G. (2009) STATISTICAL REASONING IN PSYCHOLOGY AND EDUCATION. John Wiley & Sons.
- Mangal, S. K. (2013) STATISTICS IN PSYCHOLOGY AND EDUCATION 2nd Ed. PHI Learning Pvt. Ltd.

SHPS134A	BIOPSYCHOLOGY	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES

- Understanding the biological bases of human behavior, its nature and scope
- Developing critical thinking to use scientific techniques for biological psychology and Developing an awareness of ethical issues accompanying them
- Having basic knowledge about the structures of human brain, their functions and impact on Human behavior
- Realizing the importance of hormones in behavior, cognition and emotions

Course Content

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

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

Suggested Readings

- Pinel, J. P. J. (2011). Biopsychology. 8th Edition. Pearson Education, New Delhi.
- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

B.A Programme																	
Academic Year 2020-21 (First Year)																	
ODD SEMESTER								EVEN SEMESTER									
Y E A R	S N	Pro gra m	COURSE CODE	COURS E TIT LE	TEA CHI NG SCH EDU LE	CREDITS				SN	Program	COUR SE CODE L	COURSE TIT LE	TEACHING SCHEDULE			
						L	T	P	C					L	T	P	C
FIRST	1	B.A	SHEL155 A	Communi cation Skills	4	-	-	4	1	B.A	SHEL1 41A	Core II	5	1	-	6	
	2	B.A	SHDM30 1A	Disaster Manage ment	3	-	-	3	2	B.A	SHEL1 42A	Core III	5	1	-	6	
	3	B.A	SHCH125 A	Environ mental Studies	3	-	-	3	3	B.A	SHEL1 44A	Core IV	5	1	-	6	
	4	B.A		Generic Elective -I	4	2	-	6	4	B.A		MOOC (Online Course)				2	
	5	B.A	SHEL143 A	Core I	5	1	-	6	5	B.A		Generic Elective- II	4	2	-	6	
	6	B.A	SHELMO IIA	MOOC (Online Course)				2									
				Total	19	3	0	24				Total	19	5	-	26	

English								Economics							
S N	Progra m	Course Code	Course Title	L	T	P	C	S N	Program	Course Code	Course Title	L	T	P	C
1	B.A	SHEL141A	Indian Writing in English (Core-I)	5	1		6	1	B.A	SHES1 07A	INTRODUCTORY MICROECONOMICS (Core-I)	5	1		6
2	B.A	SHEL143A	British Literature:18th Century (Core II)	5	1		6	2	B.A	SHES1 09A	MATHEMATICAL METHODS FOR ECONOMICS I (Core-II)	5	1		6
3	B.A	SHEL142A	European Classical Literature (Core III)	5	1		6	3	B.A	SHES1 10A	INTRODUCTORY MACROECONOMICS (Core-III)	5	1		6

4	B.A	SHEL144A	British Romantic Literature (Core IV)	5	1		6		4	B.A	SHES12A	MATHEMATICAL METHODS FOR ECONOMICS II (Core-VI)	5	1		6
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Historical Studies										Psychology					
S N	Program	Course Code	Course Title	L	T	P	C	S N	Program	Course Code	Course Title	L	T	P	C
1	B.A	SHHS121A	Seeing Through The Past of South Asia(core I)	5	1		6	1	B.A	SHPS131A	INTRODUCTION TO PSYCHOLOGY(core-1)	5	1		6
2	B.A	SHHS123A	Oral Histories in India (Core II)	5	1		6	2	B.A	SHPS133A	PERSPECTIVE IN SOCIAL PSYCHOLOGY(Core-2)	5	1		6
3	B.A	SHHS122A	Imagining Asia (Core III)	5	1		6	3	B.A	SHPS132A	Statistical Method For Psychological Research-I(Core-3)	5	1		6
4	B.A	SHHS124A	Understanding Oral Histories in India (CoreIV)	5	1		6	4	B.A	SHPS134A	BIOPSYCHOLOGY(Core-4)	5	1		6